



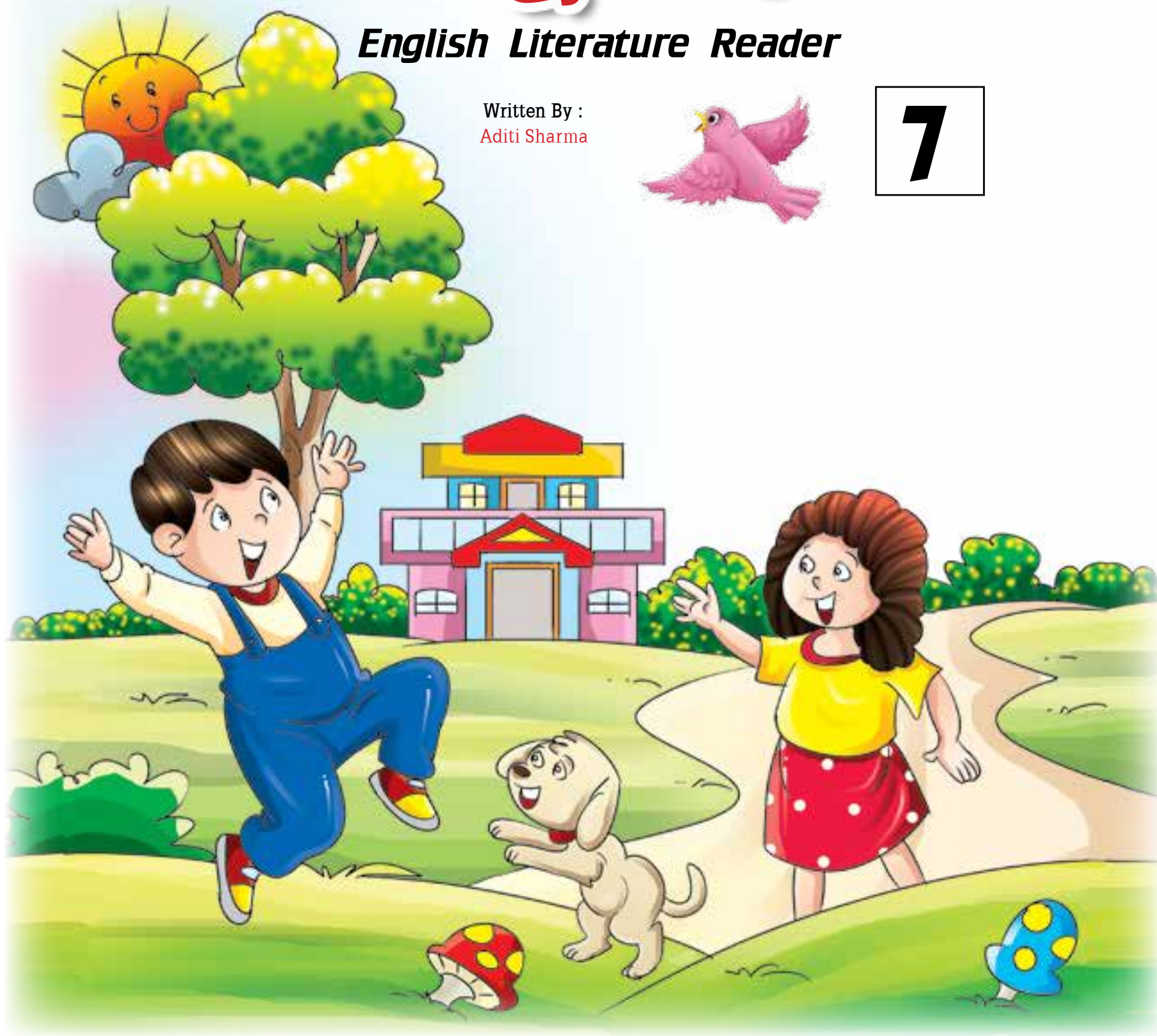
English

English Literature Reader

Written By :
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Published by :

First Edition

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Edited by :

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Printed by :



English Reader

NEP 2020 FEATURES

The National Education Policy 2020 is determined to modify and broaden the approach of the learners so as to uproot the weaknesses whatsoever. This policy proposes the revision and revamping of all aspects of the education structure to create a new system that is aligned with the aspirational goals of the 21st century education.

Important Elements of NEP

- **SDGs for Qualitative Education:** Sustainable Development Goals for Qualitative Education introduces the learners to a most practical and valuable education system so as to quench their thirst of learning and career-building.
- **Cross-Cultural Learning:** It is a pedagogy that increases one's understanding of one's own culture in contrast to another's.
- **The 4Cs: Core Learning Skills:** Critical Thinking, Creativity, Collaboration, and Communication are the 4Cs of the 21st Century Skills.
- **Multiple Intelligence:** The persons having systematized knowledge mainly consider multifarious prudence. Multiple Intelligence allows us to think about different types of mental strengths and abilities.
- **Critical and Analytical Thinking:** It includes four processes (i) One has an experience of it, (ii) followed by one's reaction to it. Then is (iii) one's concept about it and finally (iv) application of this experience in onward such events.
- **Adaptive Education :** Adaptive learning offers students more control over their learning process, making them feel more empowered.
- **Life Skills :** These enable one to be always gentle and vocational reflecting human values, dutifulness, sentiments etc. These are the basic traits a learner must possess to make his/her learning proper and creative.
- **Development of Traditional Knowledge :** Traditional knowledge is the knowledge, know-how, skills and practices that are developed, sustained and passed on from generation to generation.

Language means the ability to communicate. Thus the teaching or learning of any language means developing the ability to communicate in that language. The structural knowledge of a language based on grammatical rules has little value unless it is coupled with an ability of effective communication. So, the teaching of a language must be aimed at enabling the students to communicate fluently and effectively.

'English' is based on the National Curriculum Framework and the latest ELT pedagogical principles. This series has been conceived and conceptualized on the belief that learning impacts greatest when it is done through actual practise, and if we wish to hold the interest of children, we need to make sure that there is an element of fun in any learning transaction that we propose. It does not only focus on equipping learners to express themselves in English with ease in real life situations, but represents an endeavour to make learning of English an enjoyable and rewarding experience.

Special Features :

- The contents of the series complies with recent developments going around the world.
- The contents matter is also appropriate and relevant to the Indian context.
- Enough exercises are included in the series to test the knowledge of students.
- Emphasis is kept on Life Skills.
- Many other types of skills are being focussed upon.
- Works of many famous writers are included.
- Aims at developing certain values and attitude like caring for others, compassion and preservation of the environment.

It is hoped that, the series is sure to make learning English more effective, purposeful and a joy both for the learner and the teacher. Suggestions for the improvement of the series will be gratefully acknowledged.

Authors ...

Contents

1. Origin of Mirror	...	5
2. The Selfish Giant	...	12
3. The Thief	...	19
4. A Determined Dancer	...	26
5. Sir Mohan Lal and Soldiers	...	32
6. Life is a flaw	...	41
7. The Horse	...	46
8. Adventure of the Polos	...	52
9. The Best Advice	...	60
10. The King and the Tamarind Drum	...	67
11. The Muddle Head	...	72
12. The Great Shoemaker	...	78
13. Tryst With Destiny	...	85
14. Lucky Mr. Nobody	...	92
15. Noise Pollution	...	100
16. Two Friends	...	105
17. Plants Have Life	...	112
18. The Man Who Knew Too Much	...	118
● Model test paper - I	...	125
● Model test paper - I	...	127

Notice : The stories, narrations, descriptions, poems, etc in this book are imaginary or fanciful. The teachers, parents and students must not take them as real. The author, editor, publisher and printer are in no way responsible for the results of any misunderstanding anyhow created.





ORIGIN OF MIRROR

1

When you are getting ready for school, you watch yourself in a mirror. The driver of your school bus constantly keeps an eye on the rear-view mirror. A mirror is now an integral part of your life. But have you ever thought how the mirror came into being? It has taken centuries to develop the mirror in its present form. Read this lesson to find out how it happened.

What's a mirror?

A mirror is much more than a looking glass. Haven't you ever caught your reflection in a highly polished table, admired your image in the handle of a new sofa, greeted your reflection in a metal plate with a smile and a nod? So the looking glass can't claim an exclusive right to the name MIRROR. Anything that reflects is a mirror.

Do you know how the primitive man discovered a mirror?

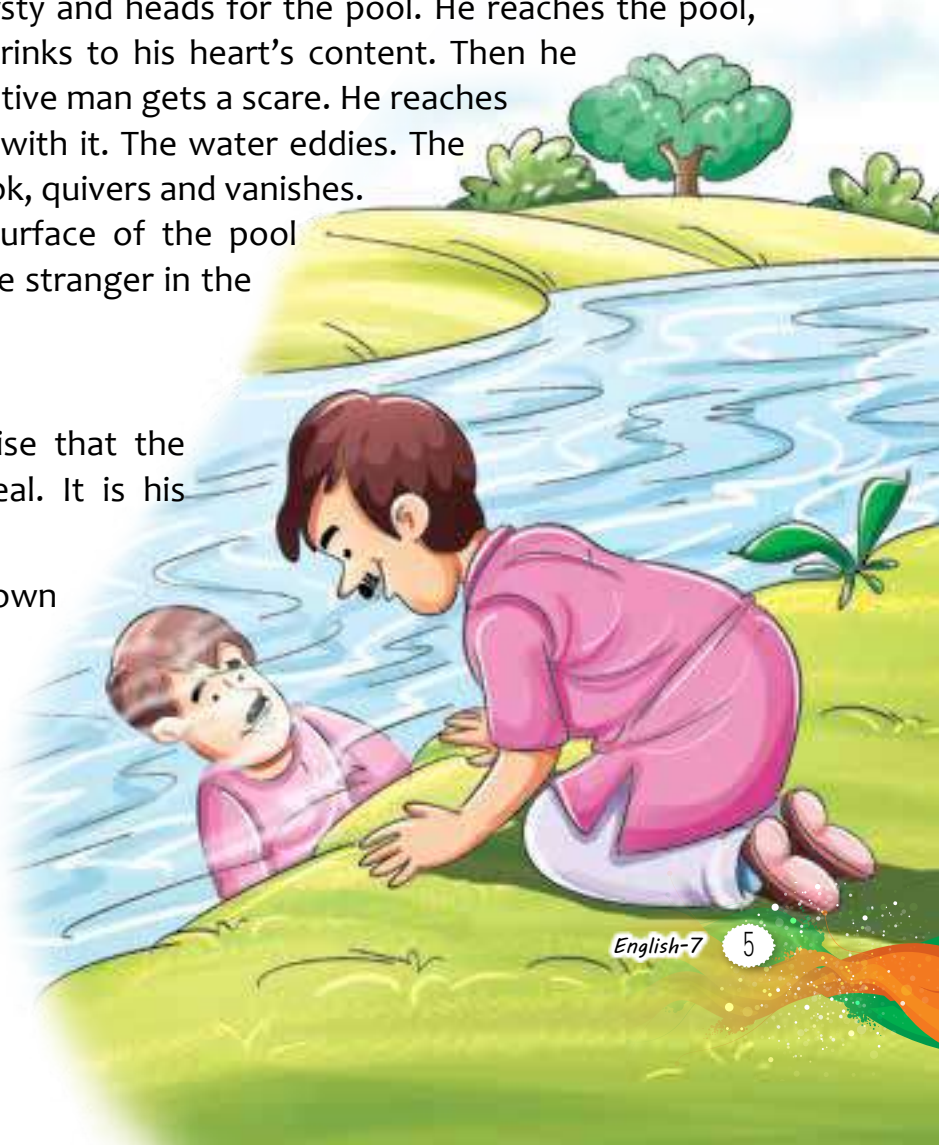
He has had a hearty meal. He feels thirsty and heads for the pool. He reaches the pool, sits on his haunches, bends low and drinks to his heart's content. Then he sees a stranger staring at him! The primitive man gets a scare. He reaches out for stont club and hits the surface with it. The water eddies. The stranger, who was giving him a close look, quivers and vanishes. But soon the eddies disappear. The surface of the pool becomes calm and there he is again, the stranger in the pool!

The primitive man is puzzled.

It takes him quite some time to realise that the stranger figure in the water is not real. It is his reflection.

The pool, perhaps, is the first mirror known to man.

Soon man notices other reflecting surfaces. It has snowed for days. The primitive man walks to the pool. The pool has turned into a sheet of bright ice. It reflects his figure.



He makes an effort to find out why his reflection appears on very smooth surfaces.

Man reflects. (Reflect also mean to think, to take note of all available facts and find out what lies behind the facts.) Soon he gets the message, “Every well-polished surface reflects”.

Man tested his theory. He got hold a metal, polished it and, to presto he could see his reflection. Perhaps it was the first man-made mirror.

In 212 B.C., the Romans laid siege to Syracuse. The blockade of the port caused immense trouble to the state of Greece. King Hieron consulted his courtiers.

“I have an idea. May be, it will work,” Archimedes’ face crinkled with a smile.

“Get down to work, my dear friend. Ask for anything that we have; and you will have it, for sure,” the kings’ face lit up with hope.

Archimedes got hold of metal workers.

“Produce a hundred curved brass plates . Polish them till you can see your face in them”, he told the artisans. They worked, day and night. Soon the polished brass plates were ready.

Archimedes asked for volunteers, gave each one of them a plate and put them through the drill. They practised for hours. Finally, they knew how to take in the sunlight on the plates and reflect it on a chosen spot.

Next day was bright and sunny. Archimedes led the group of men to the sea shore. He made them stand, facing the sun, holding the plates against the sun. The rays hits the plates and bounced back into a Roman boat that lay close to the shore. Instantly, the wooden boat burst into flames.



The Romans were taken by surprise. They did not know what had caused the fire soon quite few boats were burning.

The Romans saw the small group of men standing on the beach, waving what looked from the distance to be shields. "This is sheer witchcraft," the captain of a boat said.

The Romans gave up the siege, sailed off in the few boats that had escaped the fire. Archimedes had used the power of the mirror to save his people.

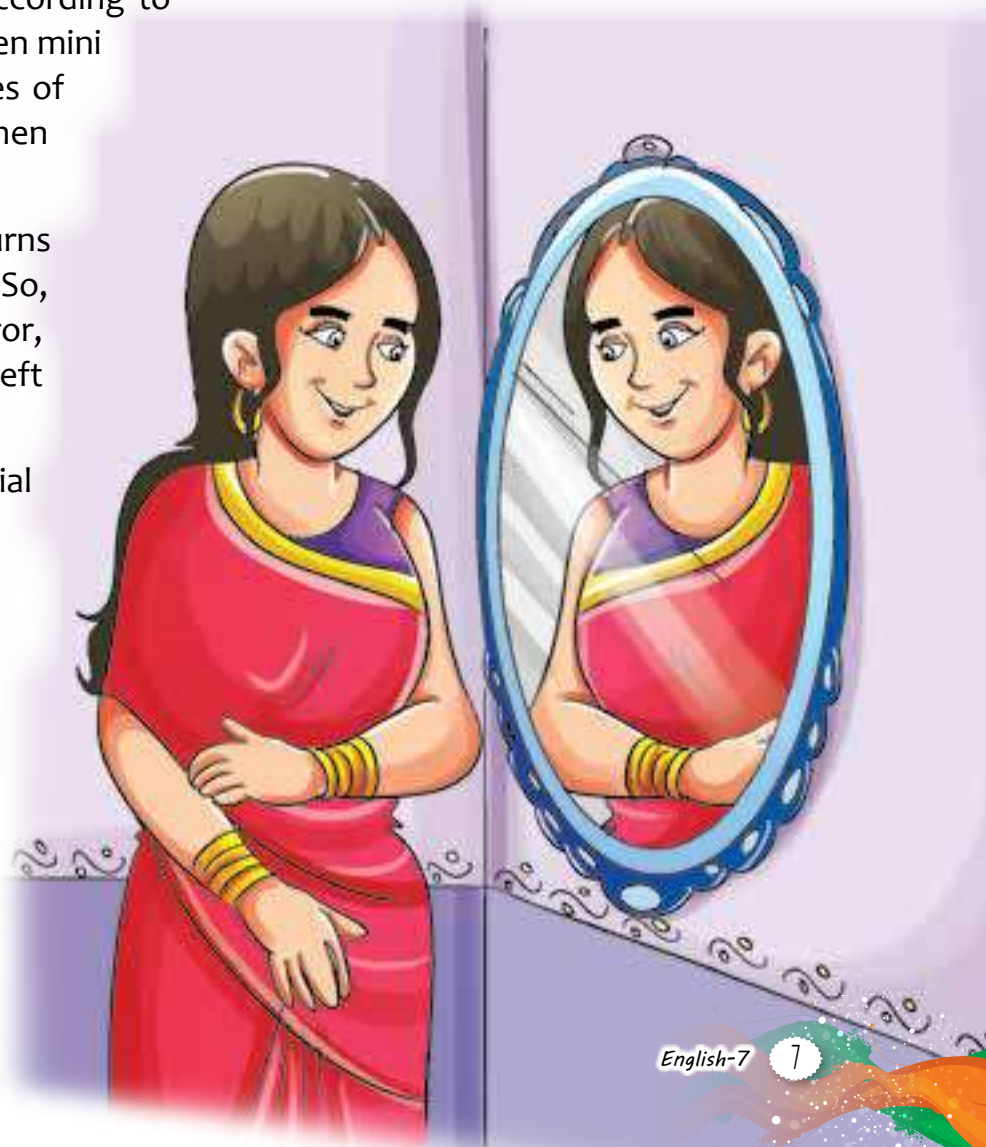
Mirrors, made of metal, however posed a problem. Their shine did not last long. The metal turned dull often because of oxidation. (metals combine with oxygen and turn into a compound. This process is called Oxidation). So the mirrors had to be polished at regular intervals. That was too much trouble. Glass entered the scene around 1300 AD. Someone in Venice tried a mix of tin foil and mercury to coat the back of a plain glass. The coated glass reflected objects very clearly and retained its shine for much longer time.

Now mirrors come in all sizes and shapes. These are full-length mirrors mounted on dressing tables, smaller mirrors fixed on the wall, above wash basins, portable mirrors, with stands that fold or open up according to need, circular or elliptical mirrors, even mini mirrors that slide into the inner sides of the lids of thin puff boxes that women carry along.

The mirror always plays false. It turns right into left and left into right. So, every time you stand before the mirror, your right profile is the image's left profile.

How you wish you could have a special mirror that shall you as you are !

Paul fetko of Georgia had this wish too. He went into action and came up with a true you mirror. It is a combination of two mirrors, held together by a hinge. One mirror produces the reverse image. It turns the right into the left and vice versa. The second mirror picks up the reversed image, reverses it and set it right.





Leonardo da Vinci, the famous painter and innovator, used the power of the mirror to keep his original ideas secret. He held a sheet, on which he had written his ideas in front of a mirror. Then he copied the image that the mirror presented. He retained it and destroyed the original. Thus did he record his findings and yet kept them secret.

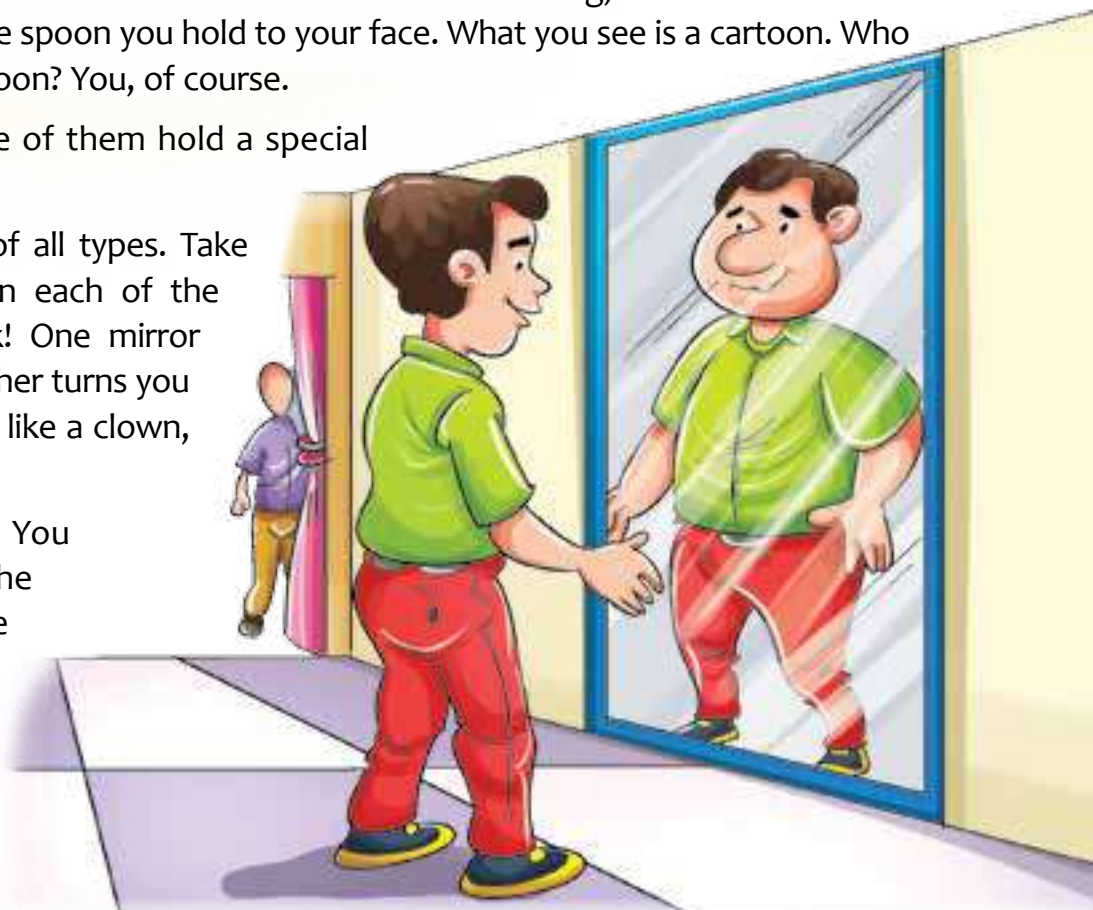
Flat mirrors don't distort. That power is what you find in mirrors with curved surfaces. They bulge out (convex mirrors), or cave in (concave mirrors) and are called spherical mirrors.

Where can you find spherical mirrors at home. In the kitchen, to be more precise. Pick up a spoon that is well polished. Examine it. It is concave on one side and convex on the other. Your face becomes lean and long, or short and stout accordingly to which side of the spoon you hold to your face. What you see is a cartoon. Who is the central figure of the cartoon? You, of course.

Have you been to fairs? Some of them hold a special enclosure.

Here stand spherical mirrors of all types. Take time to see your reflection in each of the mirrors. How funny you look! One mirror makes a lean pole of you; another turns you into a barrel in a true you look like a clown, a caricature.

Mirrors are your friends too. You are driving a car. You see the traffic ahead of you, not the traffic at your rear. For that you need rear-view mirrors. These are fixed on either side of the car and also above the dash board. They



reflect what is at the rear of your car. You study the reflections and adjust your speed and direction accordingly.

You got for a hair cut. The barber completes the job. He holds a mirror at the back of your head. The mirror reflects the back into the mirror in front of you. That makes it possible for you to check and satisfy yourself that the barber has done a good job.

Have you heard of a blind corner. It is where the road takes a sharp turn, a hairpin bend. You approach the corner along the road. You can't see the oncoming traffic from the opposite side and seek help from the mirrors fixed at the turn. These mirrors reflect the traffic beyond the bend, and help you drive safely through. Collisions and mishaps are avoided.

Mirrors can be fun too. Catch the sunlight on a mirror. A big blob of light forms on the ground. Tilt the mirror. The spot goes speeding across the courtyard, goes up the barn, runs down the slope, moves up the trunk of a tree.

The slightest flick is enough to make the spot dance madly around. The kaleidoscope is another source of fun. It is a long tube. Inside it are fixed three mirrors at an angle of 60 degrees to each other. The bottom is sealed and broken glass pieces are placed at the base. On top is an eye hole. Peep through the eye hole. A fantastic pattern of colours greets you. Turn the instrument slightly. A new pattern, equally fantastic, appears.

Fantastic are the powers of mirrors. Fantastic are the services they render to man.

—R.K. Murthi

Word Meaning

Reflection : an image that you see in a mirror, **Discovered** : searched out, **Haunches** : buttocks, **Primitive man** : early man, **Fantasy** : imagination beyond reality, **Exclusive** : not shared by anybody else, **Eddies** : spiral movement of water, **Spherical** : round in shape, **Caricature** : a funny or comic picture of a person



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

1. A mirror is more than a _____.

i. looking glass

ii. glass

iii. piece

2. He has had a hearty _____.

i. meal

ii. water

iii. both

3. Anything that reflects is a _____.

i. sun

ii. mirror

iii. light

4. The first mirror known to a human is _____.

i. looking glass

ii. spectacles

iii. pool

5. First mirror was made by _____.

i. Newton

ii. Archimedes

iii. Einstein

B. Complete the Lines

1. The _____ is another source of fun.

2. The spoon is _____ on one side and _____ on the other.

3. _____ are your friends too.

4. These are _____ on either side of the car and also above the _____.

5. _____ and _____ are avoided.



SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

1. What is the mirror?

2. How the Primitive man discovered a mirror?

3. Where can you find spherical mirrors?

4. Who and how the lower of the mirror is used to keep the original ideas secret?

5. When was the glass invented? How does he invented the glass?

6. What is Kaleidoscope?



Writing Skills

Focused Attention Based

- Life is a mixture of joys and sorrows. Write a short story or narrate from your own life any incident which proves the truth of the belief.



Grammatical Skills

Decision Making Skill Based

- Explain the following proverbs.

1. Sweet are the uses of Adversity.

2. A soft answer turneth away wrath.

3. Beauty is but skin-deep

4. Second thoughts are best.

5. A bird in the hand is worth two in the bush.



Activity Skills

Critical Thinking

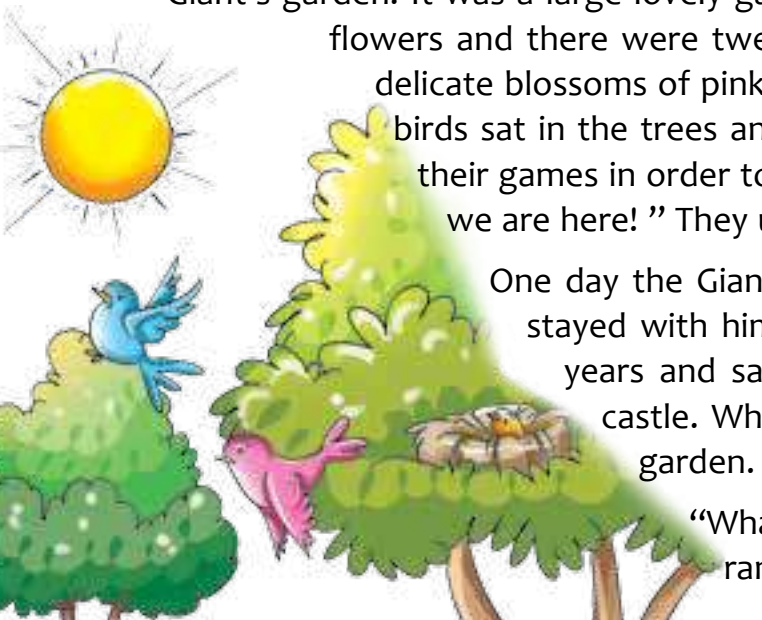
- Describe the 3 types of mirrors with the help of objects.



THE SELFISH GIANT

2


Everyone has a beautiful soul even Giants have; Sometimes, it takes a lot of time to change a person. Read this story and see how a giant changed.



Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden. It was a large lovely garden with soft green grass. There were beautiful flowers and there were twelve peachtrees that in the springtime broke into delicate blossoms of pink and pearl and in the autumn bore rich fruits. The birds sat in the trees and sang so sweetly that the children used to stop their games in order to listen to them. "What a lovely place! How happy we are here!" They used to cry to one another.

One day the Giant came back. He had been to visit his friend and stayed with him for seven years. After he had stayed for seven years and said all he had to say he decided to return to his castle. When he arrived, he saw the children playing in the garden.

"What are you doing here?" he shouted and the children ran away.



"My garden is my own garden", said the Giant, "anyone can understand that. I will allow nobody to play in it but myself," So he built a high wall around it and put up a notice board that said "TRESPASSERS WILL BE PROSECUTED". He was a very selfish giant. The poor little children now had nowhere to play. They tried to play on the road, but the road was very thirsty and full of hard stones.

They did not like it. They used to wander round the high walls when their lessons were over. They talked about the beautiful garden inside. "How happy we were there!" they said to one another.

Then spring came and all over the country there were little blossoms and little birds. Only in the garden of the selfish Giant, it was still winter. The birds did not care to sing in it as there were no children and the trees forgot to blossom. The only people there were the snow and the frost. “Spring has forgotten this garden,” they cried, “So we will live here all the year round” snow covered up the grass with her white cloak and the frost painted all the trees silver. Then they invited the north wind to stay with them, and he came. He was wrapped in furs and he roared all day about the garden. “This is a delightful spot,” he said, “We must ask hail for a visit. So the hail came. Everyday for three hours he rattled on the roof of the castle till he broke most of the slates and, then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.’

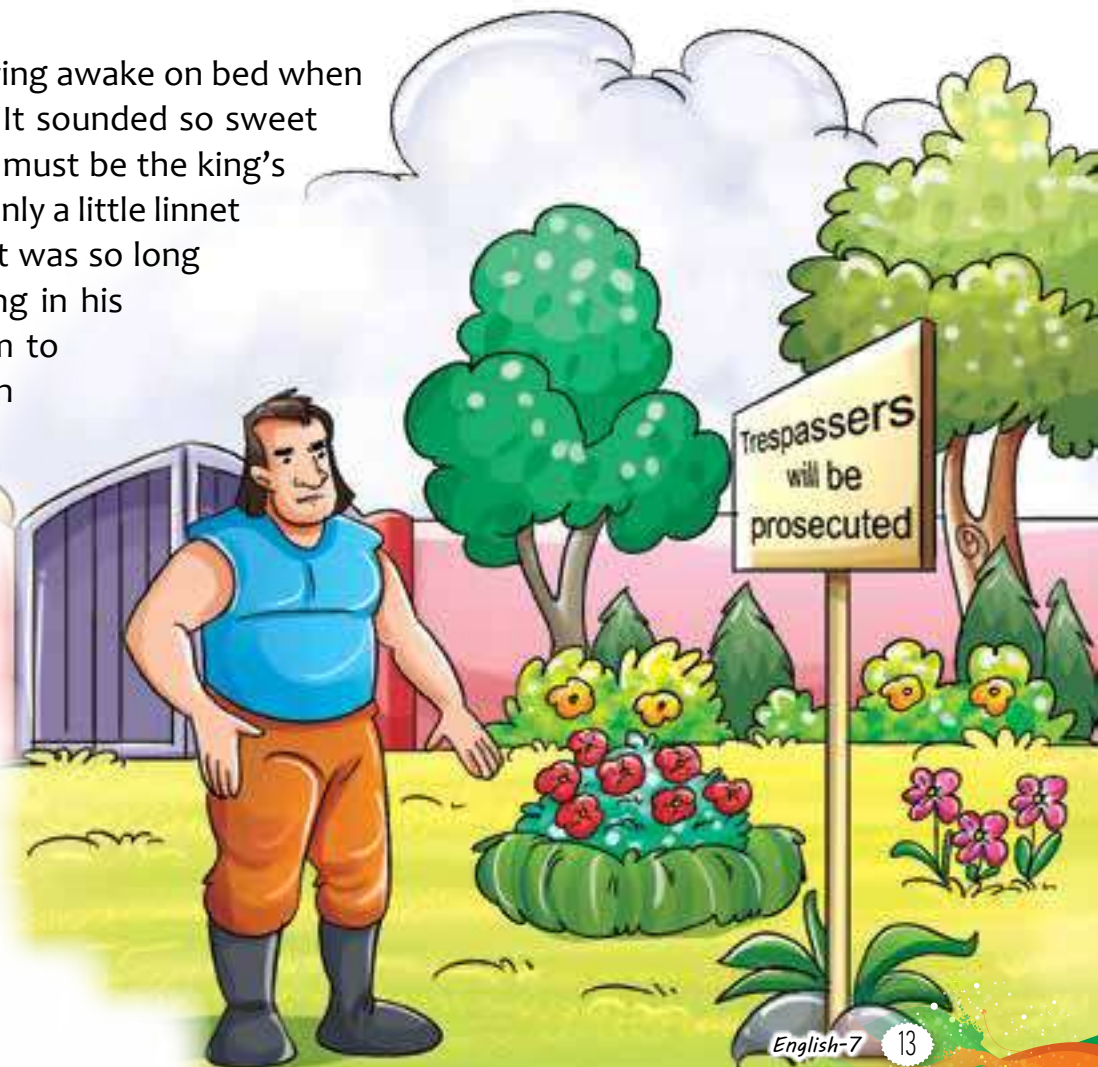
“I cannot understand why the spring is so late in coming,” said the selfish giant, as he sat at the window and looked out at his garden.

“I hope there will be a change in the weather”.

But the spring never came, nor the summer. The autumn gave golden fruit to every garden, but to the Giant’s garden, she gave none. “He is too selfish,” she said. So it was always winter.

One morning the Giant was lying awake on bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the king’s musicians passing by. It was only a little linnet singing outside his window. It was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. The hail stopped dancing over his head and the north window stopped roaring. A delicious perfume came to him through the open window. “I believe the spring has come at last” said the Giant and he jumped out of his bed and looked out.

What did he see?





He saw a most wonderful sight, Through a little hole in the wall the children had crept in and they were sitting on the branches of the trees. In every tree that he could see there was a little child. The trees were so glad to have the children again that they had covered themselves with the blossoms.

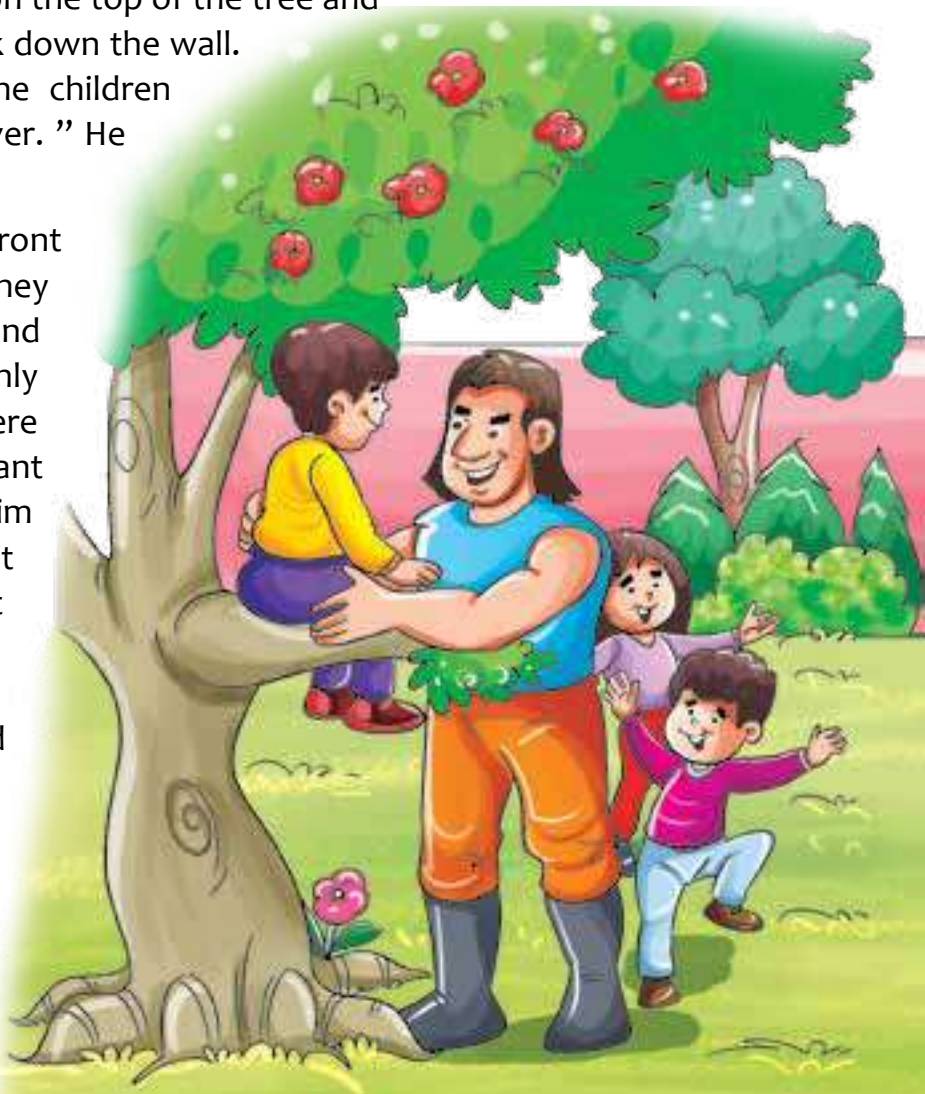
The birds were flying about and twittering with delight. The flowers were looking up through the green grass and laughing. It was a lovely scene. Only in one corner it was still winter.

There was a little boy crying under a tree.

The Giant's heart melted as he looked out. "How selfish I have been !" he said. "How I know why the spring would not come here. I will put that poor little boy on the top of the tree and then I will knock down the wall.

My garden shall be the children playground forever and for's ever. " He was really sorry for what he had done.

So he crept downstairs and opened the front door softly. When the children saw him, they were so frightened that they ran away, and winter came into the garden again. Only the little boy did not run, for his eyes were so full of tears that he did not see the Giant coming. The Giant stole up behind him and took him gently in his hand and put him up onto the tree. The tree broke at once into blossoms and the birds came and sang on it. The little boy stretched out his two arms and flung them round the Giant's neck and kissed him. When the other children saw that the Giant was not wicked any longer, they came running back, and with them came the spring.



“It is your garden now, little children”, said the Giant ‘He took a great axe and knocked down the wall. When the people went to the market at twelve o’ clock, they found the Giant playing with the children in the most beautiful garden they had ever seen. All day long the children played and in the evening they came to the Giant to bid him good bye.

“But where is your little companion? ” he said, “the little one I had put into the tree.” The Giant loved him the best because he had kissed him.

“We don’t know” said the children.

“He has gone away.”

“You must tell him to be sure and come tomorrow,” said the Giant.

The Children said they did not know where he lived and they had never seen him before. The Giant felt very sad.

Every afternoon when the school was over, children came and played with the Giant. The little boy whom the Giant loved so much was never seen again. The Giant was very kind to all the children, but he longed to see that little child.

Years went by, the Giant grew old and feeble. He could not play about anymore. So he sat in a huge armchair and watched the children at their games. He said, “The children are the most beautiful flowers of all.”

One winter morning he looked out of his window as he was dressing. He did not hate winter now, for he knew it was merely the spring asleep and that the flowers were resting.

Suddenly, rubbed his eyes in wonder and looked. It certainly was a marvelous sight. In the farthest corner of the garden was a tree quite covered with lovely white blossoms. Its branches were golden and silver fruits hung down from them. Underneath stood the little boy the Giant had loved. Downstairs ran the Giant in great joy and out into the garden. He hastened across the grass and came near the child. When he came quite close, his face grew red with anger and he said, “Who has dared to wound thee?” On the palm of the child’s hand were the prints of two nails and the prints of two nails were on the little feet” Who has dared to wound thee?” said the Giant. “Tell me so that I may take my big sword and kill him”.

“Nay,” answered the child, “these are the wounds of love”

“Who art thou? ” said the Giant and a strange awe fell on him. He knelt before the little child.

The child smiled on the Giant and said to him, “You let me play once in your garden, today you shall come with me to my garden, which is paradise.” When the children ran in that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.

Word Meaning

Giant : spirit of a man, **Feeble** : weak, **Merely** : simply, **Delicate** : luxurious of fine texture, **Autumn** : the third season of the year, **Shout** : to speak loudly, **Cloak** : a loose upper garment, **Twitter** : to make a succession of light tremulous noise to chirp, **Companion** : comrade

OBJECTIVE TYPE QUESTIONS

- Tick (✓) the correct answer.

1. The children use to play in Giant's _____.
i. garden ii. park iii. road
2. The birds in the trees _____.
i. died ii. sang iii. lay eggs
3. The Giant built a high _____ around it.
i. building ii. bridge iii. wall
4. The Giant was very _____.
i. modest ii. happy iii. selfish
5. The child smiled on the _____.
i. Giant ii. children iii. parents

B. Complete the Lines

1. It was a _____ lovely garden with _____ green _____.
2. He was a very _____ Giant.
3. The only people there were the _____ and the _____.
4. I hope there will be a _____ in the _____.
5. Its _____ were golden and _____ fruits in his hand down from them.

SUBJECTIVE TYPE QUESTIONS

- Answer the following questions :

1. What did the Giant see when he came back?

2. Why couldn't the children play on the road?

3. Why was still winter in Giant's garden?

4. Who was the little child the Giant placed on the tree?

5. Whom did the Giant kissed? What was the reaction of other children?

6. Whom did the Giant loved the most and why?

7. What happened to the Giant as the years went by?

8. What wonderful sight did the Giant see one winter morning?



Writing Skills

Focused Attention Based

- Explain 'Metropolitan Cities'.



Grammatical Skills

Decision Making Skill Based

1. Explain the following idioms.

i. With open arms

ii. To keep someone at arm's length

iii. To bring to look

- iv. To nip in the bud _____
- v. To bear the brunt of _____

2. Fill in the blanks by converting the words from brackets into adverbs.

- i. He writes very _____. (*neat*)
- ii. The peacock dance _____. (*graceful*)
- iii. He eats _____. (*noisy*)
- iv. Massage the area _____ (*gentle*) but _____. (*firm*)
- v. Robert spoke to me very _____. (*angry*)
- vi. I _____ (*sincere*) believe this is the right decisions.
- vii. The restaurant is _____ (*temporary*) closed for renovation.
- viii. Little Mahi recited the poem _____ (*beautiful*) in the class.
- ix. I _____ (*grateful*) acknowledge my teacher Mr. Seth's help in completing this project.
- x. He carried on _____ (*merry*), not realising the offence he was causing.



Activity Skills

Critical Thinking

- Write '50 words' describing 'The Selfish Giant'.



THE THIEF

3

A young man is a thief by profession. Anil looks after him, gives him food and shelter. Do you think he would steal Anil's half-earned money despite this? Read this story to understand what made the boy come back to Anil even after committing the theft.

I was still a thief when I met Anil though only 15, I was highly experienced. Anil was watching a wrestling match when I approached him. He was about twenty-five, a tall, lean fellow-and he looked easy going, kind and simple enough for my purpose. I hadn't had much luck of late and thought I might be able to get into the young man's confidence.

'You look a bit of wrestler yourself', I said. A little flattery helps in making friends.

'So do you', he replied, which put me off for a moment because at that time I was rather thin.

'Well ', I said modestly, 'I do wrestle a bit'.

What's your name?

'Hari Singh,' I lied. I took a new name every month that kept me ahead of the police and my former employers.

After this introduction, Anil talked about the well oiled wrestlers who were grunting, lifting and throwing each other about. I didn't have much to say. Anil walked away, I followed casually.

'Hello again, ' he said

I gave him my most approving smile! I want to work for you', I said.

'But I cant' pay you! I thought that over for a minute. Perhaps I had misjudged my man. 'Can you feed me?' I asked.

'Can you cook?'



‘I can cook,’ I lied again.

‘If you can cook, then maybe I can feed you.’

He took me to his room over the Jumna sweet shop and told me I could sleep on the balcony. But the meal I cooked that night must have been terrible because Anil gave it to a stray dog and told me to be off.

But I just hung around, smiling in my most appealing way, and he couldn’t help laughing. Later, he patted me on the head and ‘said’, never mind, I’d teach you to cook! He also taught me to write my name and said he would soon teach me to write whole sentences and to add numbers. I was grateful. I knew that once I could write like an educated man, there would be no limit to what I could achieve.

It was quite pleasant working for Anil. I made the tea in the morning and then would take my time buying the day’s supplies, usually making a profit of about a rupee in a day. I think he knew I made a little money this way, but he did not seem to mind.

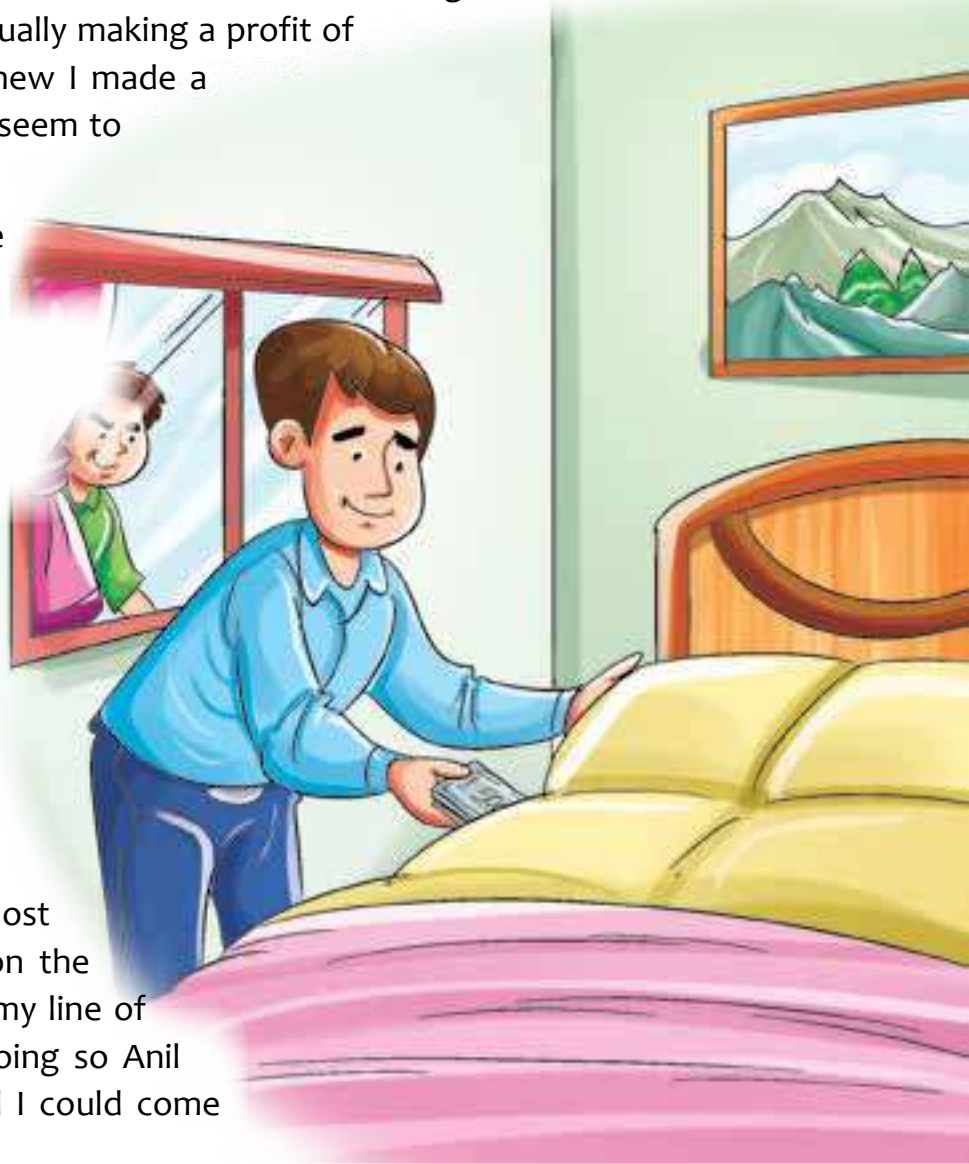
Anil made money by fits and starts. He would borrow one week, lend the next.

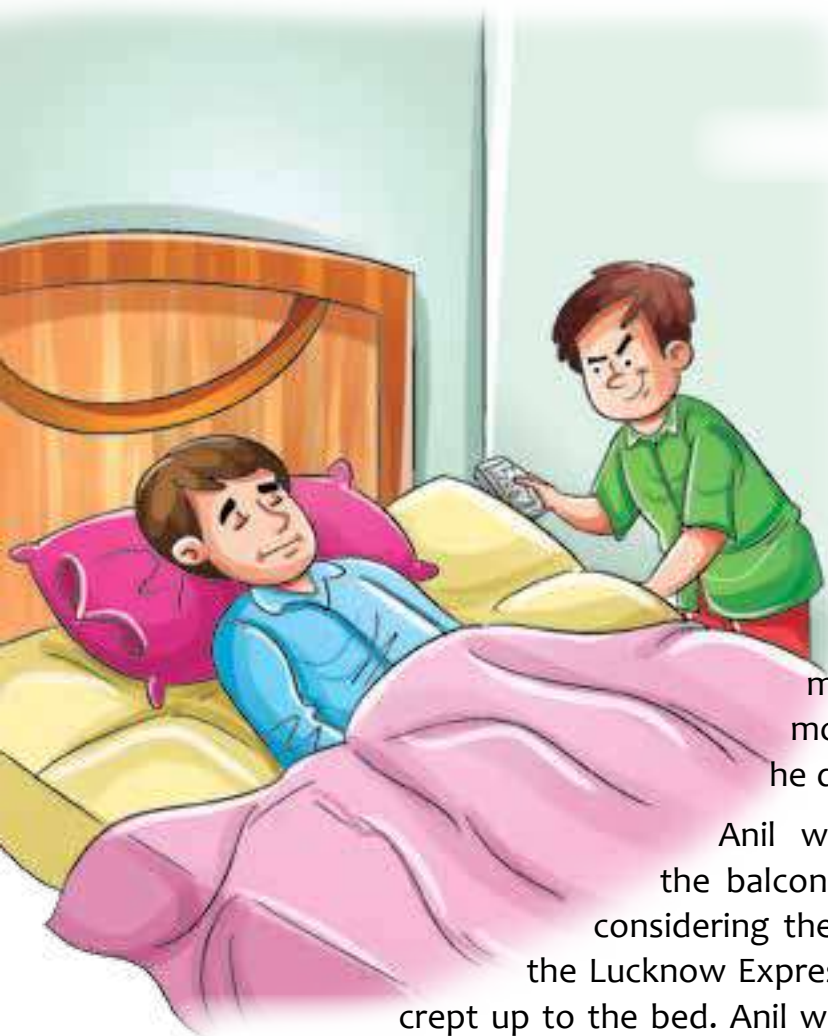
He kept worrying about his next Cheque, but as soon as it arrived he would go out and celebrate. It seems he wrote for magazines, a queer way to make a living.

One evening, he came home with a small bundle of notes, saying he had just sold a book to a publisher.

At night, I saw him tuck the money under the mattress.

I had been working for Anil for almost a month, and apart from cheating on the shopping, had not done anything in my line of work. I had every opportunity for doing so Anil had given me a key to the door and I could come





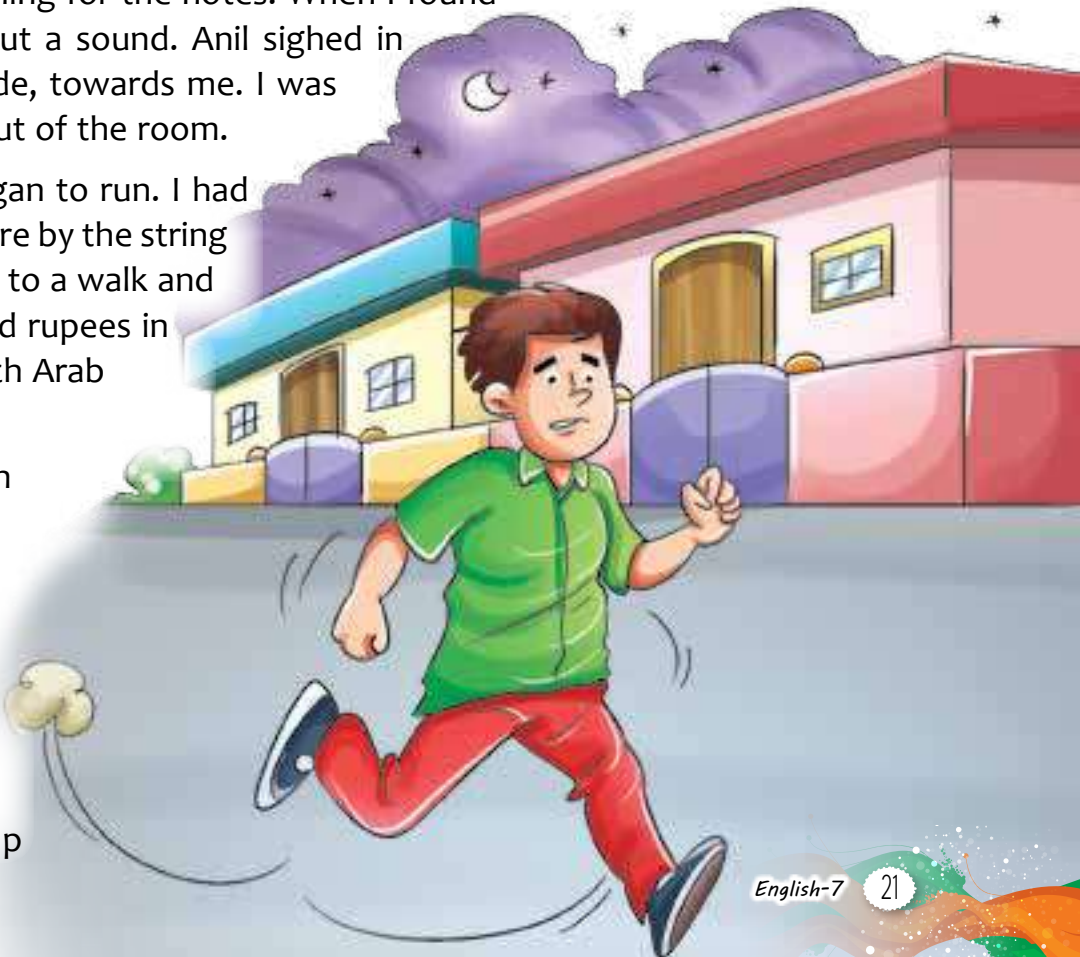
and go as I pleased. He was the most trusting person I had ever met and that is why it was so difficult to rob him. It's easy to rob a greedy man, because he can afford to be robbed; but it's difficult to rob a careless man : sometimes he doesn't even notice he's been robbed and that takes all the pleasure out of the work.

Well, it's time I did some real work, I told myself; I 'm out of practice. If I don't take the money, he'll only waste it on his friends. After all, he doesn't even pay me.

Anil was asleep. A beam of moonlight stepped over the balcony and fell on the bed. I sat up on the floor, considering the situation. If I took the money, I could catch the Lucknow Express at 10 : 30 p.m. Slipping out of the blanket, I crept up to the bed. Anil was sleeping peacefully. His face was clean and unlined; even I had more marks on my face, though mine were mostly scars. My hand slid under the mattress, searching for the notes. When I found them, I drew them out without a sound. Anil sighed in his sleep and turned on his side, towards me. I was startled and quickly crawled out of the room.

When I was on the road, I began to run. I had the notes at my waist, held there by the string of my pyjamas. I slowed down to a walk and counted the notes; six hundred rupees in fifties! I could live like an oil-rich Arab for a week or two.

When I reached the station I did not stop at the ticket office (I had never bought a ticket in my life) but dashed straight on to the platform. The Lucknow Express was just moving out. The train had still to pick up speed and I should have been able to jump



into one of the carriages but I hesitated-for some reason I can't explain-and I lost the chance to get away.

When the train had gone, I found myself standing alone on the deserted platform. I had no idea where to spend the night. I had no friends, believing that friends were more troublesome than help and I did not want to make anyone curious by staying at one of the small hotels near the station. The only person I knew really well was the man. I had robbed. Leaving the station, I walked slowly through the bazaar.

In my short career as a thief, I had made a study of men's faces when they had lost their goods. The greedy man showed fear; the rich man showed anger; the poor man showed acceptance. But I knew that Anil's face, when he discovered the theft, would show only a touch of sadness. Not for the loss of money but for the loss of trust.

I found myself in the maidan and sat down on a bench. The night was chilly-it was early November -and a light drizzle added to my discomfort. Soon it was raining quite heavily. My shirt and pyjamas stuck to my skin, and a cold wind blew the rain across my face. I went back to the bazaar and sat down in the shelter of the clock tower. A few beggars lay beside me, rolled up tightly in the blankets. The clock showed midnight. I felt for the notes. They were damp from the rain.

In the morning, he would probably have given me two or three rupees to go to the cinema, but now I had it all. I couldn't cook his meals, run to the bazaar or learn to write whole sentences any more.

I had forgotten about them in the excitement of the theft. Whole sentences, I knew, could one day bring me more than a few hundred rupees.

It was a simple matter to steal but to become a big man, a clever and respected man was something else.

I should go back to Anil, I told myself, if only to learn to read and write.

I hurried back to the room feeling very nervous, for it is much easier to steal something than to return it undetected. I opened the door quietly, then stood in the doorway in clouded moonlight. Anil was still asleep. I crept to the head of the bed, and my hand came up with the notes. I felt his breath on my hand. I remained still for a minute. Then my hand found the edge of the mattress; and slipped under it with the notes.

I awoke late next morning to find that Anil had already made the tea. He stretched out his hands towards me.

There was a fifty-rupee note between his fingers. My heart sank. I thought I had been discovered.

'I made some money yesterday', he explained. 'Now you'll be paid regularly.'

My spirit rose. But when I took the note, I saw it was still wet from the night's rain.

'Today we'll start writing sentences, he said.

He knew. But neither his lips or his eyes showed anything. I smiled at Anil in my most appealing way. And the smile came by itself, without any effort.

—By Ruskin Bond

Word Meaning

Lean : thin, **Queer** : unusual, **Flattery** : praise that is not sincere, **Crawled** : walked, **Grunting** : a short low sound, **Oil rich Arab** : very rich, **Casually** : indifferently, **Bazaar** : market, **Appealing** : impressive, **Maidan** : ground

OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

- 'Hari Singh' was a _____.
i. enemy ii. thief iii. friend
- Anil talked about the _____.
i. well-oiled wrestlers ii. smile iii. happiness
- The meal cooked that night was _____.
i. terrible ii. good iii. bad
- It was difficult to rob _____.
i. Anil ii. thief iii. Ron
- He came home with a small bundle of _____.
i. notes ii. coins iii. bundle

B. Complete the Lines

- Anil talked about the _____ wrestlers.
- A little _____ helps in making friends.
- Anil made money be _____ and _____.
- It was so difficult to _____ him.
- My hand slid under the _____, searching for the _____.



SUBJECTIVE TYPE QUESTIONS

- Answer the following questions :

1. Why did the thief attracted Anil towards him?

2. Why did Hari Singh keep changing his names?

3. How was the thief's first cooking? Explain Anil's reaction.

4. Why did Anil give fifty rupees to the thief?

5. Why did the thief didn't stole Anil's money?



Writing Skills

Focused Attention Based

- Write to the Editor of a newspaper on the issue of beggar menace.



Grammatical Skills

Decision Making Skill Based

1. Rewrite the sentences with the correct preposition.

i. He is engaged **with** my sister.

ii. Beware **for** fake currency.

iii. He is confined **on** bed.

iv. Do you go to school **on** car or **by** foot.

v. Don't associate **among** disreputable people.

vi. The President presided **on** the meeting.

vii. Tina **is** very confident _____ her success.

2. Encircle the correct one.

i. I am looking **an atlas/a atlas**.

ii. She delivered **a interesting/an interesting** lecture.

iii. He gave an **wrong/a wrong** answer.

vi. Gopal is **an energetic/a energetic** boy.

v. That is **a umbrella/an umbrella**.

vi. India is **a independent/an independent** country.

vii. That boy is **a hour/an hour** late for match.

viii. Haven't you seen **a ant/an ant**?

ix. She gave **an wrong/a wrong** answer.



Activity Skills

Critical Thinking

- You have planned to celebrate your parents 25th marriage anniversary. Write the letter to your friend inviting him/her for the occasion.

A DETERMINED DANCER

4

Sudha Chandran, leading Bharatnatyam dancer, overcame terrible odds to become an icon of determination, courage and a never-say-die spirit. Born in a Tamil family, on 21 september 1964, she met with an accident when she was 18 years old, as a result of which, her right leg had to be amputated. She subsequently overcame her disability with the help of a prosthetic of 'Jaipur foot', becoming one of the most highly acclaimed dancers of India. The Hindi movie 'Naachi Mayuri' was inspired by Sudha Chandran's life story.

That night at Mumbai, she danced for two-and-a half hours; and when she finished, the applause just wouldn't die out. That one single performance, the first after her traumatic accident, turned her into one of the most sensational stars, the country had ever seen and since then she has been invited to performs all over the world. She is Sudha Chandran, a national icon and a beacon of light for the disabled.

'I was too shocked to react. Actually, the reaction came much later, ' says Sudha, recalling the traumatic accident, which occurred when she was only eighteen years old. Before

I could know much of life

..... at a time when I should have been running around, this happened. It was a big blow dealt by fate.

The accident had occurred at midnight, while Sudha and her mother were on their way to Chennai from the pilgrimage-centre of Vayalur. Their bus collided head-on with another bus that crashed into the driver's seat killing him. Sudha was sitting



two rows behind the driver with her legs outstretched on the opposite seat. As a result, her feet got jammed. She was extricated from the debris with great difficulty as her right leg had been fully trapped.

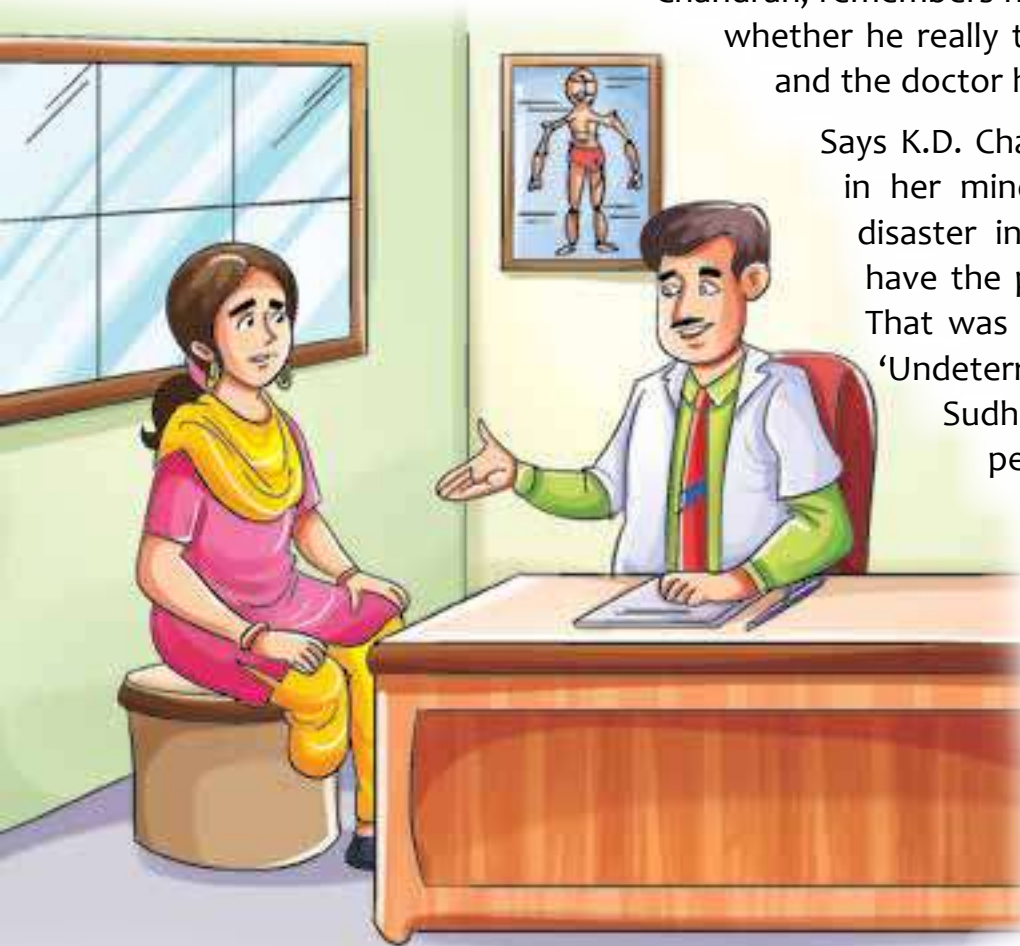
Unfortunately, the wounds on her right leg were covered with plaster of paris, when they should have been left open. Gangrene set in. Her whole body turned blue. It was then a question of life or limb. Eventually her right leg had to be amputated from about eight centimetres below her knee. Her world fell apart as she had just embarked upon a sparkling career in Bharatanatyam. But given her fortitude, she refused to accept defeat. She vowed to walk again and that too without crutches.

When the family paid a visit to Ross and company at the Opera House in Mumbai, Sudha happened to notice the famous Jaipur foot in one of the show cases of the company. That's when she learnt of Dr. Pramod Sethi, who had won the Magsaysay award for his development of the Jaipur foot. She met him and asked point-blank, 'Will I ever be able to dance again?'

'Why not?' he replied and these became divine words for her and fuelled her cherished dream to become a successful dancer. But her father, K.D Chandran, remembers how he himself had asked Dr. Sethi whether he really thought his daughter could dance and the doctor had replied in the negative.

Says K.D. Chandran, "Thus, from the word go, in her mind she had already accepted the disaster in her life and I knew I wouldn't have the pressure of rehabilitating this girl. That was a great relief for me!. He added, 'Undeterred by the loss of her God-given leg, Sudha was determined to continue as a performing artists. She underwent rigorous practice with her Jaipur foot until her leg began to bleed profusely. The spring in the equipment got jammed and she could not continue.

She again communicated with Dr. Sethi who directed one of his assistants to watch her a replacement which was more suitable for her dance movements.



The world stop her from dancing again. For three weeks, Dr. Sethi tried out different options by observing her dance movements. In the end, he made a special leg that would not hamper her movements as a danseuse.

When she became comfortable with the Jaipur foot, Sudha ventured to give her first public performance in Mumbai in 1984. So she struggled, spent many sleepless nights, to emerge a minner at the end.

Her vigorous efforts were crowned with success. She gave her first performance with the Jaipur foot with assurance and aplomb. 'The rest is history', her father proudly exclaims. The Bharatanatyam recital by Sudha Chandran was a fine example of fortitude and prevailing at the end-a triumph of spirit over matter. She was able to sustain the audience's interest with her neat footwork perfectly synchronised with the bhava (emotion), raga (melody) and tala (rhythm) throughout the performance.

It was refreshing to witness Sudha supremely confident of herself. Here is where Sudha gives her father full credit for having infused in her the confidence to try out anything she wanted in life. She still remembers her father's advice : use the crutches not to walk but to hit Mr. Fate in the face and gritty Sudha did just that. "Never can I forget the indefatigable enthusiasm of my guru, Ramaswamy Bhagavathar, who helped me in my determination to get back on stage" He had modelled the dance footwork to suit her legs and she executed them to the best of her ability. Her spirited encounter with fate gave her the chance to live life on her own terms. In the process, she has inspired thousands to strive without giving up hope, until they succeed. Her saga is a shining example to all youth.

She has been the recipient of several awards, which recognise her outstanding courage and industry, as much as her competence in Bharatanatyam. She has given several dance performances for charitable causes.

The Hyderabad film producer and editor of Eenadu, Ramoji Rao's attention was drawn to Sudha. He decided to make a Telugu film on her life. Mayuri was made she had a role than instantly made her a model for all those with limited abilities struggling to survive in the insensitive world of the able-bodied ones.



She went on to win a national award for her sensitive portrayal of the central character. The film was dubbed in Tamil and Malayalam, and was remade in Hindi as Naache Mayuri. The success of Naache Mayuri was just a stepping-stone for Sudha. She has acted in many films in several languages. Her Kanada film, Kalabhimani, is based on the true life of Balanna, a deaf character artiste, who has 400 Kannada films to his credit. Today, after years of struggle, she can proudly claim that she has achieved what very few could have hoped for-she is in great demand as a star in television programmes. She is the vice chairperson and spokesperson of the National Association of Disabled Enterprises (NADE), a Mumbai-based non-governmental charitable trust, which has the objective of motivating and support the unemployed and dependent disabled masses of India. They are encouraged to come forward and organise themselves into co-opertatives. In spite of her astounding success and fame, Sudha remains amazingly unpretentious.

The life of this dancer with indomitable spirit answers the basic question about the use of adversity -which is God’s real gift to us. Through her struggle to realise her dreams, Sudha has shown us that even if we have no control over events, we have full control over how we react to them. She says, ‘never let your troubles get the better of you. Just have faith in yourself and everything will be fine!’.

Word Meaning

Traumatic : terribly distressing, **Beacon** : guiding light, **Debris** : wreckage, **Fortitude** : courage in adversity, **Rehabilitate** : to restore, **Synchronised** : coordinated, **Danseuse** : dancer, **Aplomb** : self-confidence, **Indefatigable** : untiring, **Indomitable** : unyielding

OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

1. The full form of NADE is _____ .
 - i. National Association of Disabled Enterprises
 - ii. Non Association of Enterprises.
 - iii. National Association of Disciplined Enterprises.
 - iv. National Act of Disciplined Enterprises.
2. Sudha ventured to give her first public performance in Mumbai in _____ .

i. 1984 <input type="radio"/>	ii. 1954 <input type="radio"/>
iii. 1948 <input type="radio"/>	iv. 1956 <input type="radio"/>

3. _____ helped Sudha to perform on the stage again.
- i. Eenadu ii. Ramogi's Roo
 iii. Mayuri iv. Dr. Pramod Sethi
4. She still remember her father's advice; use the crutches not to walk but to hit Mr _____ in the face.
- i. Fate ii. Pramod Sethi
 iii. Luck iv. Ramoji
5. The accident had occurred at midst, while Sudha and her mother were on their way to Chennai from the pilgrimage-centre of _____.
- i. Vayalur ii. Mumbai
 iii. Hyderabad iv. Tamil

B. Complete the Lines

- _____ helped Sudha to perform on the stage again.
- When the accident happened, Sudha was on her way to Chennai from _____.
- Naach Mayuri is the vice chairperson and spokesperson of the _____.
- _____ is the name of Sudha's father.
- The traumatic accident happened with her, when she was _____ years old.



SUBJECTIVE TYPE QUESTIONS

• **Answer the following questions :**

- Who is Sudha and what happened with her?

- When did accident happened with Sudha?

- Who made the film on Sudha? How and where did the film producer met Sudha?

- What was the film Kalabhimani all about? Who acted in the film?

- What does Sudha's life tell us?



Writing Skills

Focused Attention Based

- Your school is organising a tour to Rajasthan during the winter break. Write a letter to your father who is away on business asking his permission to join the tour.



Grammatical Skills

Decision Making Skill Based

- Fill up with appropriate prepositions.
 - The market is _____ construction.
 - I am going _____ train _____ Allahabad _____ Delhi.
 - The prince revolted _____ the king.
 - I have applied _____ the post of a receptionist.
 - Susan has excelled _____ all the subjects.



Activity Skills

Critical Thinking

- Failures are stepping stones to success. Write a story or narrate an incident bringing out the truth of this proverb.

SIR MOHAN LAL AND SOLDIERS

5

This short story was written in 1948 at the time when India was becoming an independent nation, free of British rule.

Sir Mohan Lal looked at himself in the mirror of a first-class waiting room at the railway station. The mirror was obviously made in India. The red oxide at its back had come off at several places and long lines of translucent glass cut across its surface. Sir Mohan smiled at the mirror with an air of pity and patronage.

‘You are so much like everything else in this country, inefficient, dirty, indifferent’, he murmured.

The mirror smiled back at Sir Mohan. ‘You are a bit of all right, old chap it said.’ ‘Distinguished, efficient—even handsome. That neatly trimmed moustache—the suit from Savile Row with the carnation in the buttonhole—the aroma of eau de Cologne, talcum powder, and scented soap all about you!’

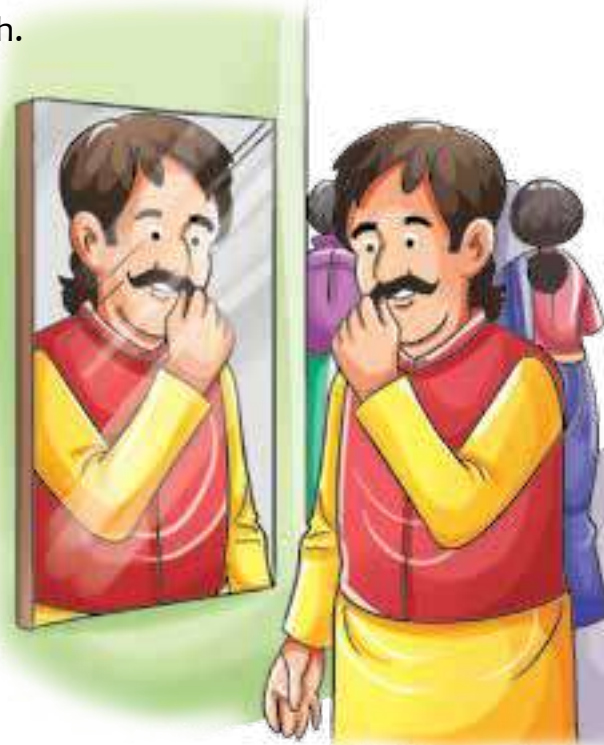
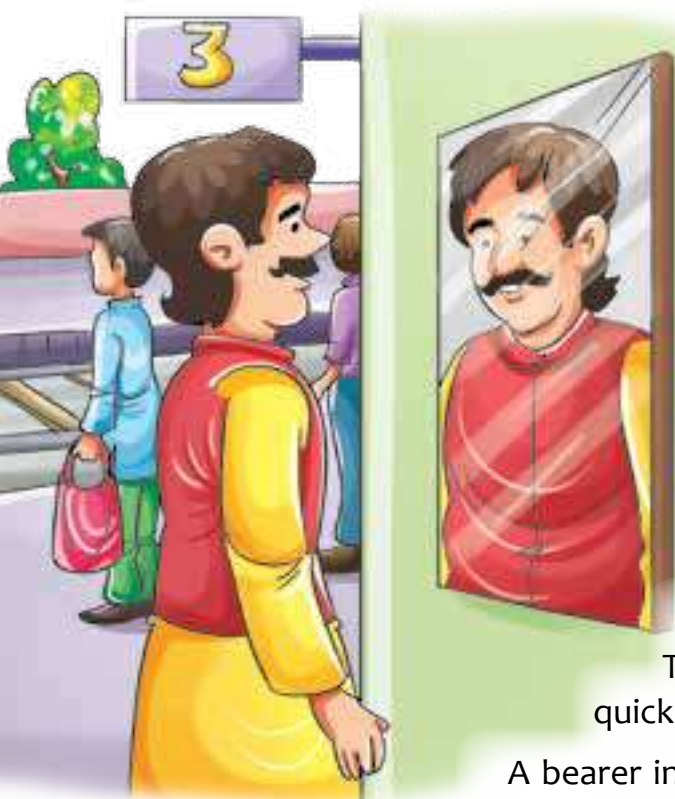
Yes, old fellow, you are a bit of all right? Sir Mohan threw out his chest, smoothed his tie, waved a goodbye to mirror.

‘He glanced at his watch.

There was still time for a quick one.’ ‘Koi hai?’

A bearer in white livery appeared through a wire gauzed door. ‘Ek Chota : ordered Sir Mohan, and sank into a large cane chair to drink and ruminate.’

Outside the waiting room, Sir Mohan Lal’s luggage lay piled along the wall. On a small grey steel trunk Lachmi, Lady Mohan Lal, sat chewing a betel leaf and fanning herself with a newspaper. She was short and fat and in her middle forties. She wore a dirty white



sari with a red border. On one side of her nose glistened a diamond nose ring and she had several gold bangles on her arms. She had been talking to the bearer until Sir Mohan had summoned him inside. As soon as he had gone, She hailed a passing railway coolie.

“Where does the Zenana stop? ‘Right at the end of the platform.’”

The coolie flattened his turban to make a cushion, hoisted the steel trunk on his head and moved down the platform. Lady Lal picked up her brass tiffin-carrier and ambled along behind him. On the way she stopped by a hawker’s stall to replenish her silver betel-leaf case, and then joined the coolie. She sat down on her steel trunk (which the coolie had put down) and started talking to him. ‘Are the trains very crowded on these lines?’

‘These days all trains are crowded, but you’ll find room in the Zenana’, “Then I might as well get over the bother of eating.”

Lady Lal opened the brass carrier and took out a bundle of cramped and some mango pickle. While she ate, the coolie sat opposite her on his haunches, drawing lines in the gravel with his finger.

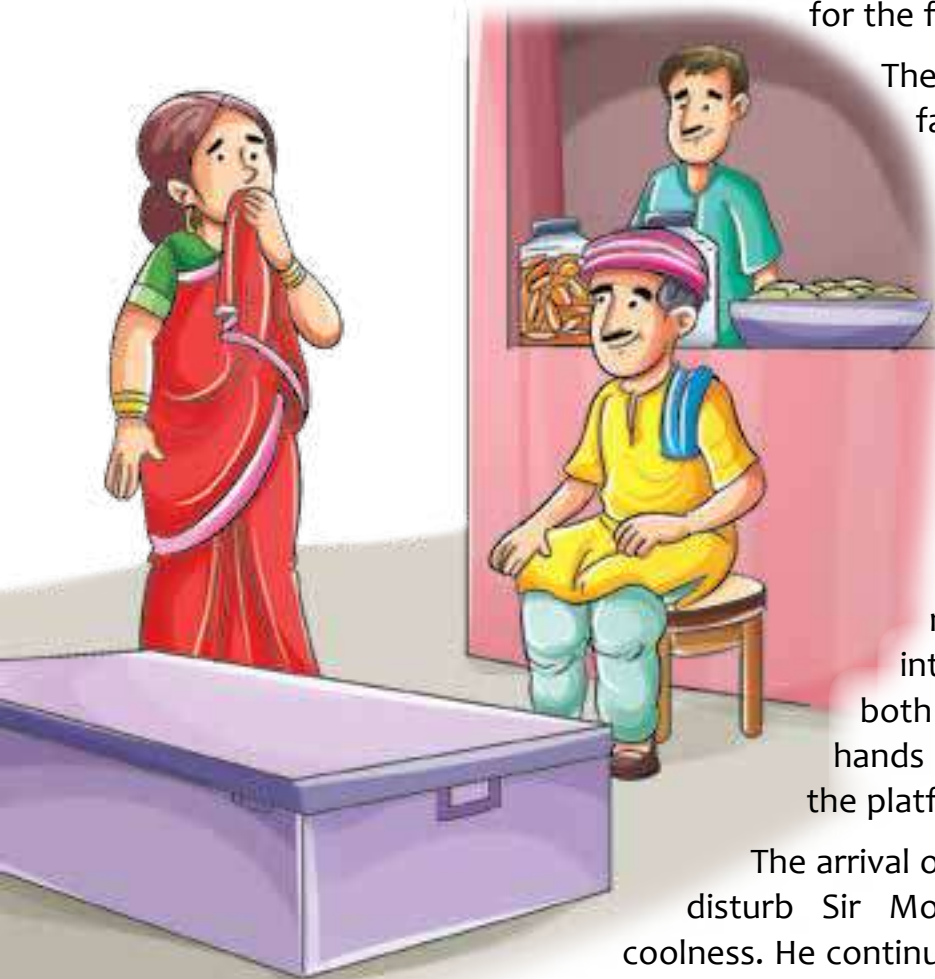
‘Are you travelling alone, sister?’

No, I am with my master, brother. He is in the waiting room. He travels first class. He is a barrister and meets so many officers and Englishman in the trains-and I am only a native woman, I can’t understand English and don’t know their ways, so I keep to my Zenana inter-class. Lachmi chatted away merrily. She was fond of a little gossip and had no one to talk to at home. Her husband never had any time to spare for her. She lived in the upper storey of the house and he on the ground floor. He did not like her poor illiterate relatives hanging about his bungalow, so they never came. He just ordered her about in anglicised Hindustani, and she obeyed passively.

The signal came down and the clanging of the bell announced the approaching train. Lady Lal hurriedly finished off her meal. She got up, still licking



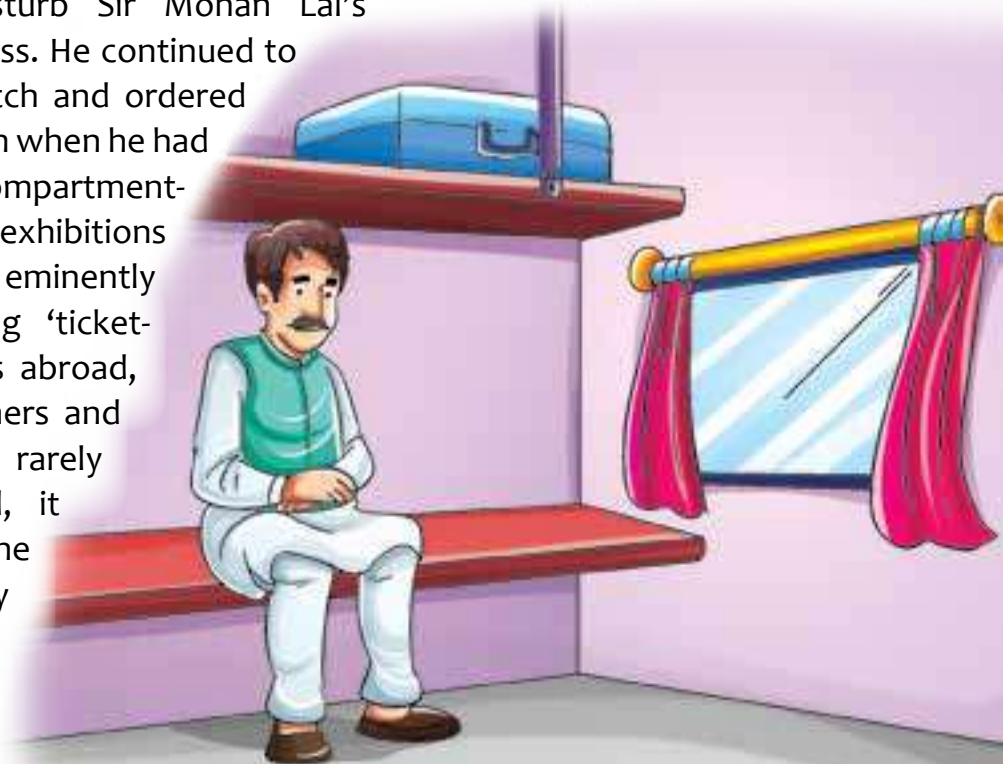
the stone of the pickled mango. She went to the public tap to rinse her mouth and wash her hands. After washing she dried her mouth and hands with the loose end of her sari, and walked back to her steel trunk, thanking the gods for the favour of a filling meal.



The train steamed in. Lachmi found herself facing an almost empty inter-class Zenana compartment next to the guards van, at the tail end of the train. The rest of the train was packed. She heard her squat, bulky frame through the door and found a sea by the window. She produced a two-anna bit from a knot in her sari and dismissed the coolie. She then opened her betel case and made herself two betel leaves charged with a red and white paste, minced betel nuts and cardamoms. These she thrust into her mouth till her cheeks bulged on both sides. Then she rested her chin on her hands sat gazing idly at the jostling crowd on the platform.

The arrival of the train did not disturb Sir Mohan Lal's coolness. He continued to sip his scotch and ordered the bearer to tell him when he had

moved the luggage to a first-class compartment- Excitement, bustle and hurry were exhibitions of bad breeding, and Sir Mohan was eminently well bred. He wanted everything 'ticket-boo' and orderly. In his five years abroad, Sir Mohan had acquired the manners and attitudes of the upper classes. He rarely spoke Hindustani. When he did, it was like an Englishman's only the very necessary words and properly anglicised. But he fancied his English, finished and refined at no



less a place than the university of oxford. He was fond of conversation, and like a cultured Englishman he could talk on almost any subject books, politics, people. How frequently had he heard English people say that he spoke like an Englishman!

Sir Mohan wondered if he would be travelling alone. It was a cantonment and some English officers might be on the train. His heart warmed at the prospect of an impressive conversation. He never showed any sign of eagerness to talk to the English as most Indians did. Nor was he loud, aggressive, and opinionated like them. He went about his business with an expressionless matter-of-factness. He would retire to his corner by the window and get out a copy of 'The Times'. He would fold it in a way in which the name of the paper was visible to others while he did the crossword puzzle. 'The Times' always attract attention. Someone would like to borrow it when he put it aside with a gesture signifying, 'I've finished with it. Perhaps someone would recognise his tie, which he wore while travelling. That would open a vista leading to a fairyland of Oxford colleges, masters, dons, tutors, boat races, and rigger matches. If both 'The Times' and the tie failed, Sir Mohan would take out his handsome gold cigarette case filled with English cigarettes-English cigarettes in India? How on earth did he get them? Sure he didn't mind? And Sir Mohan's understanding smile-of course he didn't. But could he use the Englishman as a medium to commune with his dear old England? Those five years of grey bags and gowns, of sports blazers and mixed doubles, and of dinners at the Inns of court. Five years of a crowded glorious life. Worth far more than the forty-five in Indian with his dirty, vulgar countrymen, with sordid details of the road to success.

Sir Mohan's thoughts were disturbed by the bearer announcing the installation of the Sahib's luggage in a first-class coupe next to the engine. Sir Mohan walked to his coupe with a studied gait. He was dismayed. The compartment was empty with a sigh he sat down in a corner and opened the copy of 'The Times' he had read several times before. Sir Mohan looked out of the window down the crowded platform. His face lit up as he saw two English soldiers trudging along, looking in all the compartments for room.

They had their haversacks slung behind their backs and walked unsteadily. Sir Mohan decided to welcome them, even though they were entitled to travel only second class. He would speak to the guard.

One of the soldiers came up to the last compartment and stuck his face through the window. He surveyed the compartment and noticed the unoccupied berth.

'Ere, Bill', he shouted. 'One' ere' His companion. came up, also looked in, and looked at Sir Mohan. 'Get' 'in out', he muttered to his companion. They opened the door, and turned to the half smiling, half-protesting Sir Mohan. 'Reserved!' yelled Bill.

'Janta-Reserved. Army-Fauji', exclaimed Jim, pointing to his shirt.

‘Ek dum jao-get out!’

‘I say, I say, surely’, protested Sir Mohan in his oxford accent. This soldiers paused. It almost sounded like English, but they knew better than to trust their inebriated ears. The engine whistled and the guard waved his green flag.

They picked up Sir Mohan’s suitcases and flung it into the platform. Then followed his thermos-flask, suitcase, bedding and ‘The Times’. Sir Mohan was livid with rage. ‘Preposterous, preposterous,’ he shouted, hoarse with anger. ‘I’ll have you arrested-guard, guard!’

Bill and Jim paused again. It did sound like English, but it was too much of the king’s for them. ‘Keep yer ruddy mouth shut!’ And jim struck Sir Mohan flat on the face.

The engine gave another short whistle and the train began to move. The soldiers caught Sir Mohan by the arms and flung him out of the train. He reeled backwards, tripped on his bedding, and landed on the suitcase. ‘Toodle –oo’!

Sir Mohan’s feet were glued to the earth and he lost his speech. He stared at the lighted windows of the train going past him in quickening tempo. The tail end of the train appeared with a red light and the guard standing in the open doorway with the flags in his hands.

In the inter-class Zenana compartment was Lachmi, fair and fat, on whose nose the diamond nose ring glistened against the station lights. Her mouth was bloated with betel saliva which



she had been storing up to spit as soon as the train had cleared the station. As the train sped past the lighted part of the platform, lady lal spat and sent a jet of red dribble flying across like a dart.

—Khushwant Singh

Word Meaning

Obviously : clearly, **Efficient** : competent, **Bags** : trousers, **Livery** : uniform, **Carnation** : flower, **Coupe** : a half compartment in a carriage, **Preposterous** : contrary to reason, **Eau de cologne** : perfume made originally at cologne, **Quick one** : quick drink, **Ek chota** : one small peg (of whisky), **Ruminate** : think, **Hawker** : one who hawks goods, **Savile row** : a street in London famous for its tailors and suit-makers, **Inebriated** : drunken, **Scotch** : scotch whisky, **Inns of court** : buildings in london, **Translucent** : transmitted light, **Jostling** : knocking, **Vista** : a long succession of remembered events, **King's** : the king's English correct, proper English, **Zenana** : carriage for women, **Koi hai?** : Is anyone there?



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

- Sir Mohan Lal looked at himself in the mirror which was made in _____.

i. America	<input type="radio"/>	ii. Japan	<input type="radio"/>
iii. China	<input type="radio"/>	iv. India	<input type="radio"/>
- Sir Mohan's thoughts were disturbed by the bearer annoying the installation of the _____.

i. Lady lal luggage	<input type="radio"/>	ii. Sir Mohan lal Luggage	<input type="radio"/>
iii. Sahib's luggage	<input type="radio"/>	iv. Soldier's luggage	<input type="radio"/>
- In the interclass Zenana compartment was Lachmi on whose nose the _____ nose ring glistened against the station ring.

i. gold	<input type="radio"/>	ii. silver	<input type="radio"/>
iii. black	<input type="radio"/>	iv. diamond	<input type="radio"/>
- What were the name of the soldiers who threw the suitcase out of the train?

i. Bill and jim	<input type="radio"/>	ii. sill and Bill	<input type="radio"/>
iii. Will and Bill	<input type="radio"/>	iv. Jim and Kim	<input type="radio"/>
- How much Lady Lal gave to the coolie?

i. Two anna	<input type="radio"/>	ii. One rupee	<input type="radio"/>
iii. 50 paise	<input type="radio"/>	iv. 4 anne	<input type="radio"/>

B. Complete the Lines

1. While she ate, the coolie sat _____ her on his _____, drawing liners in the gravel with his finger.
2. On a small steel trunk Lachmi, Lady Mohan Lal, sat _____ a betel leaf and _____ herself with a newspaper.
3. _____, bustle and hurry were exhibitions of bad _____ and Sir Mohan was eminently well bred.
4. Sir Mohan walked to his coupe with a _____ gait.
5. The soldiers caught Sir Mohan by the _____ and _____ him out of the _____ train.



SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

1. How did the mirror looked like in which Mohan Lal saw himself at the railway station?

2. How does the Lady Lal looked like? Explain.

3. What did she do after the coolie moved down the platform?

4. What did the Lady Lal saw in the train after it steamed ? What was in Lady Lal's mouth?

5. How did the arrival of the train did not disturb Sir Mohan's coolness? Explain.



Writing Skills

Focused Attention Based

- Write a paragraph on 'Gandhiji' in 100 words.



Grammatical Skills

Decision Making Skill Based

1. Fill in the blanks with suitable adjectives of quality.

- i. I have a _____ dress.
- ii. _____ mangoes look yellow.
- iii. He lives in an _____ house.
- iv. He entered through the _____ door.
- v. A _____ man lived near the _____ temple.

2. Rewrite the following sentences correctly.

- i. He will tomorrow sit in the next row.

- ii. He waited this morning outside the field.

- iii. Will Rohit there be still?

- iv. I realised what suddenly I had to do.

- v. The chief guest arrived early ten minutes.

- vi. I slept last night very little.

- vii. Forever I'll stand by you.

- viii. Weekly this newspaper is published.



3. Change the following adjective into adverb and make sentences of your own.

i. happy - _____

ii. kind - _____

iii. foolish - _____

iv. quick - _____

v. heavy - _____

vi. cruel - _____

vii. wise - _____

viii. light - _____



Activity Skills

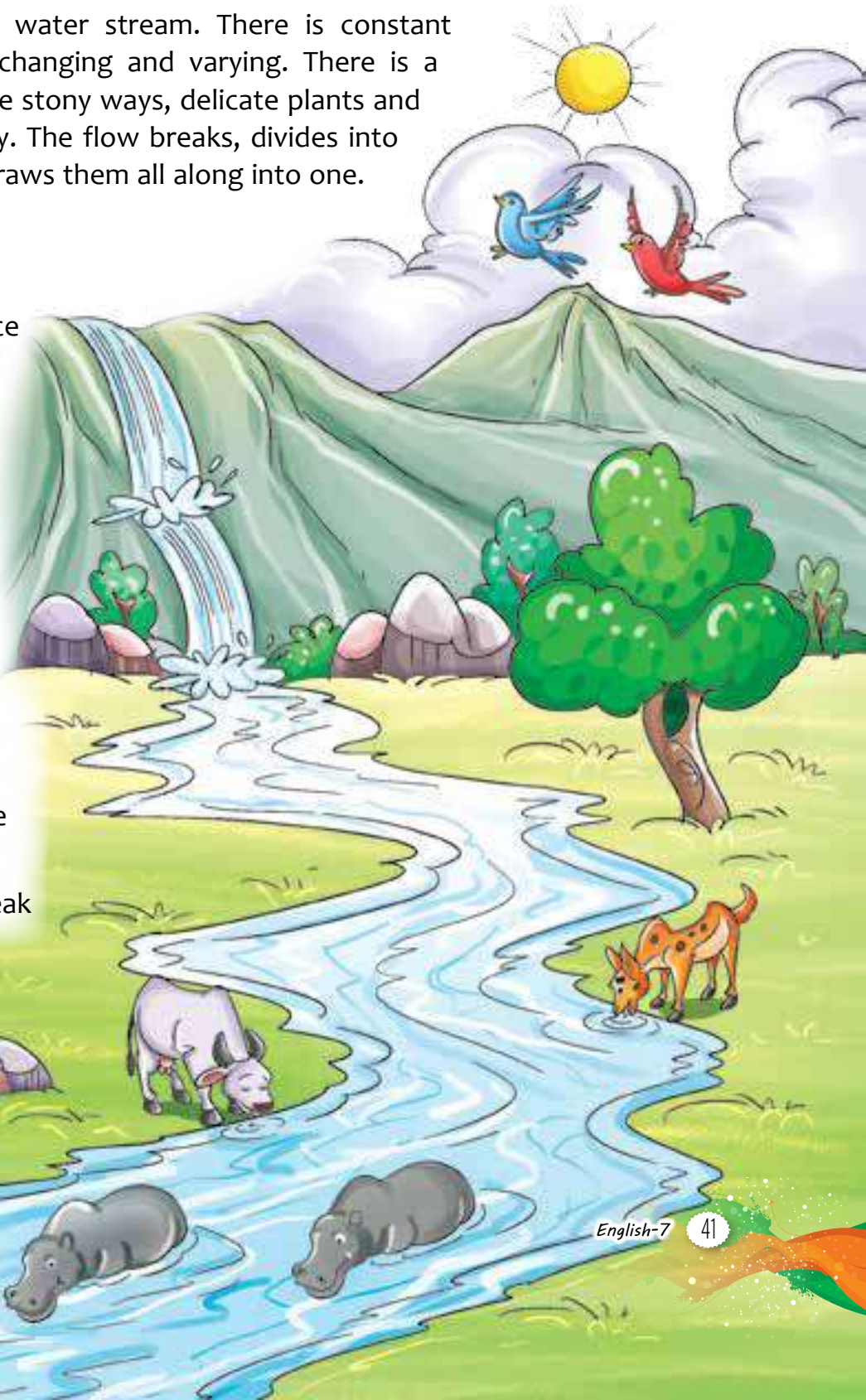
Critical Thinking

- Parents are always right? Explain.



Human life is like the flow of water stream. There is constant movement and sound, always changing and varying. There is a play of light and shade. There are stony ways, delicate plants and animals and birds on the journey. The flow breaks, divides into little smaller streams and then draws them all along into one.

I slip, I slide, I gloom, I glance
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows.
I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars;
I loiter round my cresses;
I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays;
I babble on the pebbles.
And here and there a foamy flake
Upon me, as I travel.
With many a silvery waterbreak
Above the golden gravel.



Word Meaning

Slide : to move easily over a smooth or wet surface, **Gloom** : to look almost total dark, **Glance** : to flash on a surface or be reflected off it, **Swallows** : small birds with long pointed wings and a tail with two points, **Netted**: caught in a skillful way, **Shallows** : places not having much distance between the surface of water and the bottom, **Murmur** : to make a quiet continuous sound, **Brambly** : covered with prickly wild bushes of black berries., **Linger** : to stay somewhere for longer, **Shingly** : covered with small rounded pebbles, **Loiter** : to stand or wait somewhere with no obvious reason, **Cresses** : pungent leaved plant like a cabbage, **Sharps** : notes played a half tone higher (than the note that is named), **Trebles** : high pitched tune, **Eddying** : spiral movement of water, **Bays** : hollow cavities, **Babble** : sound made when one talks gaily



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

- I glance among my skimming _____.
i. swallows ii. shallows iii. mealows
- I murmur under _____.
i. sun ii. moon and stars iii. shallow
- I chatter over _____ ways.
i. sharp ii. treble iii. stony
- Here and there is a foamy _____.
i. flake ii. fleak iii. break
- With many a silvery _____.
i. break ii. flake iii. waterbreak

B.

I slip _____

_____ sandy shallows
I murmur _____

_____ my cresses.



I chatter _____

_____ pebbles.

And here _____

_____ gravel.



C. Find the Rhyming Words

1. travel _____

2. swallows _____

3. flake _____

4. glance _____

5. trebles _____

6. wildernesses _____

7. ways _____

8. stars _____

D. Match the Following

1. brambly

i. trebles

2. skimming

ii. shallows

3. sandy

iii. wildernesses

4. sharps and

iv. bars

5. shingly

v. swallows



SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

1. What does the water do against its sandy shallows?

2. Where does the water murmur?

3. Explain the stanza

I chatter _____ pebbles.

4. What is a silver waterbreak above the golden level?

5. How do the 'movement' and 'sound' words indicate to human life?

6. Write the summary of the poem 'Life is a Flow'.



Writing Skills

Focused Attention Based

- Write a paragraph on 'Home life is better than a hostel life'.



Grammatical Skills

Decision Making Skill Based

1. Words denoting collection.

- | | |
|-------------------------|--------------------------|
| i. An album of _____. | vi. A _____ of soldiers. |
| ii. An _____ of poems. | vii. A battery of _____. |
| iii. A bale of _____ | viii. A _____ of rays. |
| iv. A _____ of robbers. | ix. A _____ of judges. |
| v. A _____ of loaves. | x. A _____ of girls. |

2. Complete the paragraph.

Sitting _____ (*between/besides/beside*) the Principal is our new teacher, Mrs. Garima. She is the best _____ (*between/beyond/among*) all the teacher in the school. Mrs. Vasu, Our chemistry teacher, is Mrs. Garima's best friend. There is great affinity _____ (*among/between/along*) the two. Mrs. Garima lives right _____ (*near/infront/of/along*) my house while Mrs. Vasu lives in a house _____ (*through/among/opposite*) the central market. In the evenings, I often see them in the park _____ (*besides/near/along*) my house.



Activity Skills

Critical Thinking

- Given below are some personality traits. They describe either Jimmy or Bob. Some traits may be common to both of them. Discuss them with your partner and write them in the correct web chart.

true to his word/a good friend

rooted to his place/an adventurer

committed to his

duty/a man of noble values

a criminal/a slow mover

a fast mover

Jimmy

Bob

THE HORSE

7

In this chapter you will know, how god made his beautiful creations and men has destroyed it. After reading this chapter everyone must take care of all the creations made by the almighty god.

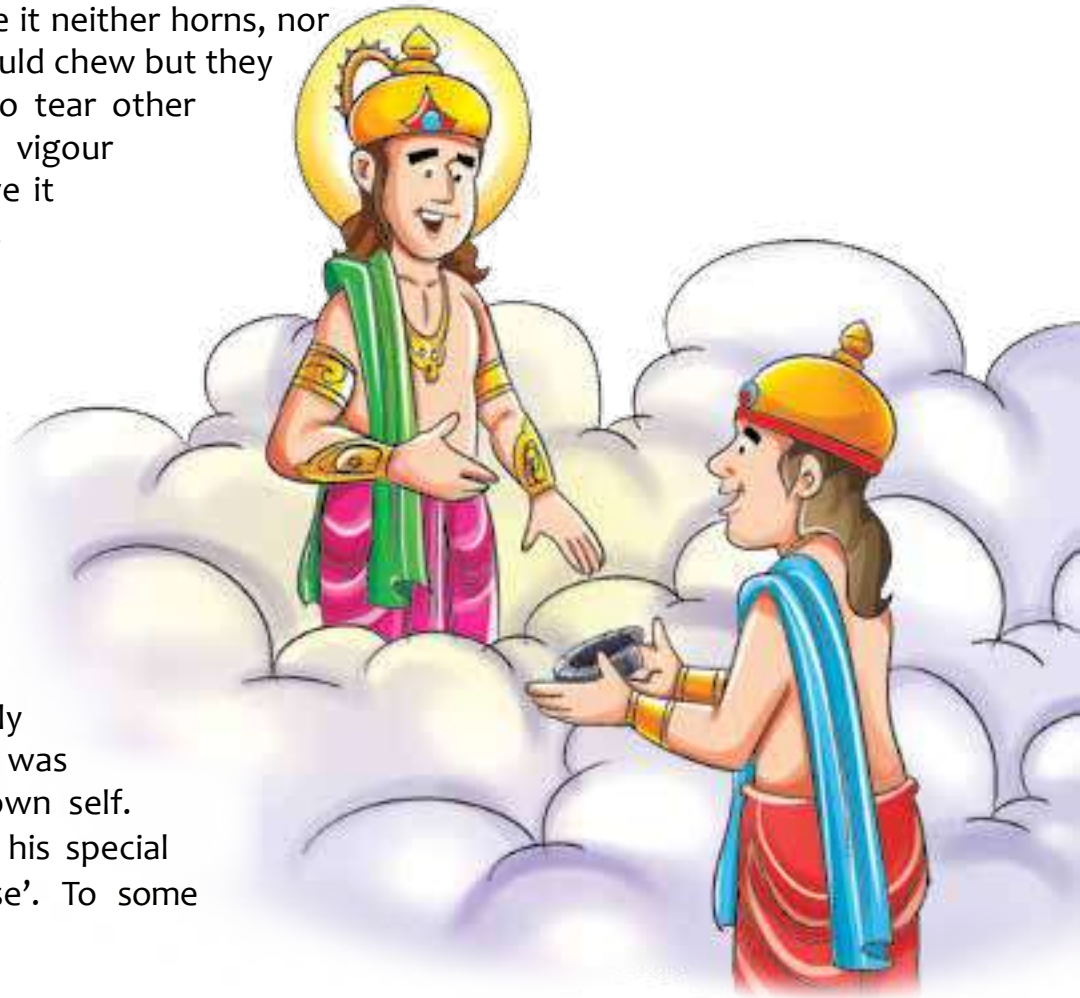
The act of creation was nearly finished when a new idea occurred to God. He called an assistant and ordered, "Bring me some special material. I shall make a peculiar kind of fast animal."

The assistant went down on his knees and replied, "Great father, under the creative passion and enthusiasm, you made rhinos and elephants, lions and tigers, whales and pythons, you hardly considered the amount and rarity of material used in their making: Little is left of the solid material. But the lighter elements are still enough in store.

The creator contemplated for a little while and said, "Well, bring me whatever is left".

The creator reduced the amount of solid materials to make the new animal. He gave it neither horns, nor claws. He gave it teeth that could chew but they were not long and pointed to tear other animals. He gave it enough vigour equal to a warrior but he gave it no taste of its own for battles.

The creator used excess of the wind and the sky elements that made the new animal dashing and freedom-loving. It would run a race with the wind, it would dash to the point where sky met earth. Many animals ran to pounce on a prey but it had no such purpose. It loved only to run and to run as though it was eager to fly away from its own self. The creator was delighted in his special creation. He named it 'Horse'. To some



animals, the creator gave forests to line in, to some he gave lakes and seas. But as He had a fancy to watch the horse running an aimless race, he assigned to it an open field.

On the other side of that field lived a man. God made the country, man made the town. Man had made well-built houses with provision to gather and store things-of daily use, of rare use and show-pieces of his greed, deceit and bravery. He had to travel on foot and carry his burden on his back. As he saw the horse, he made a plan to capture it so that he can ride on it with his burden on its back.

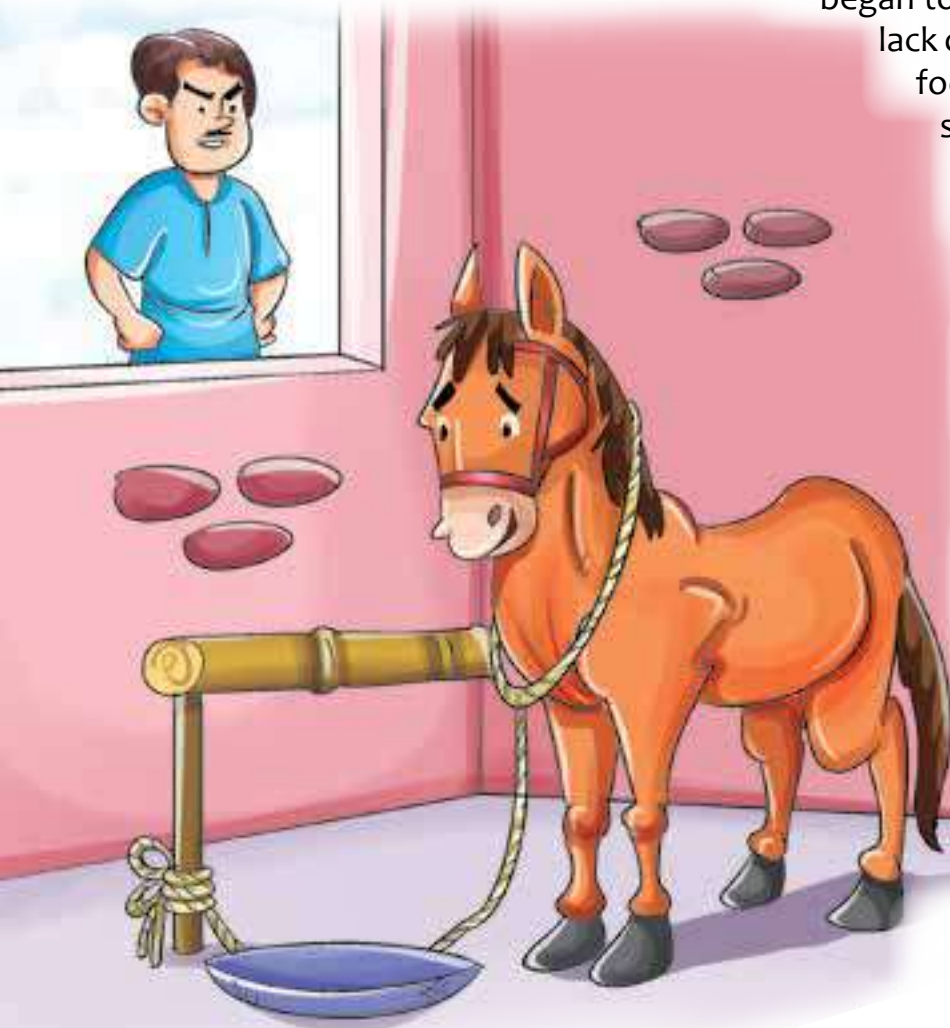
The man observed the habits of the horse for a few days. First, he tried to catch it just by patting it on the back. But the horse galloped fast. The man offered it fodder of all types but in vain. Annoyed enough, the man wove a big net and cast it on the field. The horse could not guess his plot and was caught in the net. The man kept him hungry and thirsty for one or two days and then tied one rope around its neck and another with a curb in its mouth. He kept it confined in a prison called stable.

The tiger lived in its forest home, the crocodile and fish in the lakes and sea. But the horse lost its home, the open field. In spite of its deep desire for freedom, the horse could not escape bondage. It tried to break the walls of the prison by kicking hard with its hoofs. But it did less injury to the wall than to the horse's hoofs. Though some bits of plaster began to fall off. The man was angered. "This is

lack of thankfulness," he said, "I give it good fodder, I rub it with oil, I have employed servants to look after it but this good-for-nothing animal does not see any kindness and feel gratefulness". The horse was beaten -up at intervals, its diet was reduced further. Half hungry and weakened fellow was put a saddle on its back and ridden by man or made it carry heavy burden to distant place.

Claws and horns it had not; nor did it have teeth which could bite and tear off. It had to give up kicking even for fear of the whip. However the horse could neigh, the only protest by it.

The creator, after its creation took a very long rest, deeply absorbed in meditation. One day as he woke up from his meditation, he heard the



heart breaking neighing of the horse. He peered down at the open fields of the earth. The horse was missing.

He called up death and said, “Why has you taken away my horse?” Death replied politely, “Great father, you always cast doubt upon me; but for a moment look down and see into the house of man”.

The creator at once saw the horse standing in a narrow, walled space, neighing weakly.

His heart was filled with pity. He asked man to set the horse free otherwise he would give it tearing teeth and claws like the tiger’s. Man replied- “Father, this creature of yours is not worthy of freedom. Look what a nice stable I have built for its comfort, rest and safety”.

But the creator ordered him firmly, “No arguments. Set the horse free at once.”

Man said, “I shall obey your order, But I am sure you will find in a few days that the stable is the best place for it”.

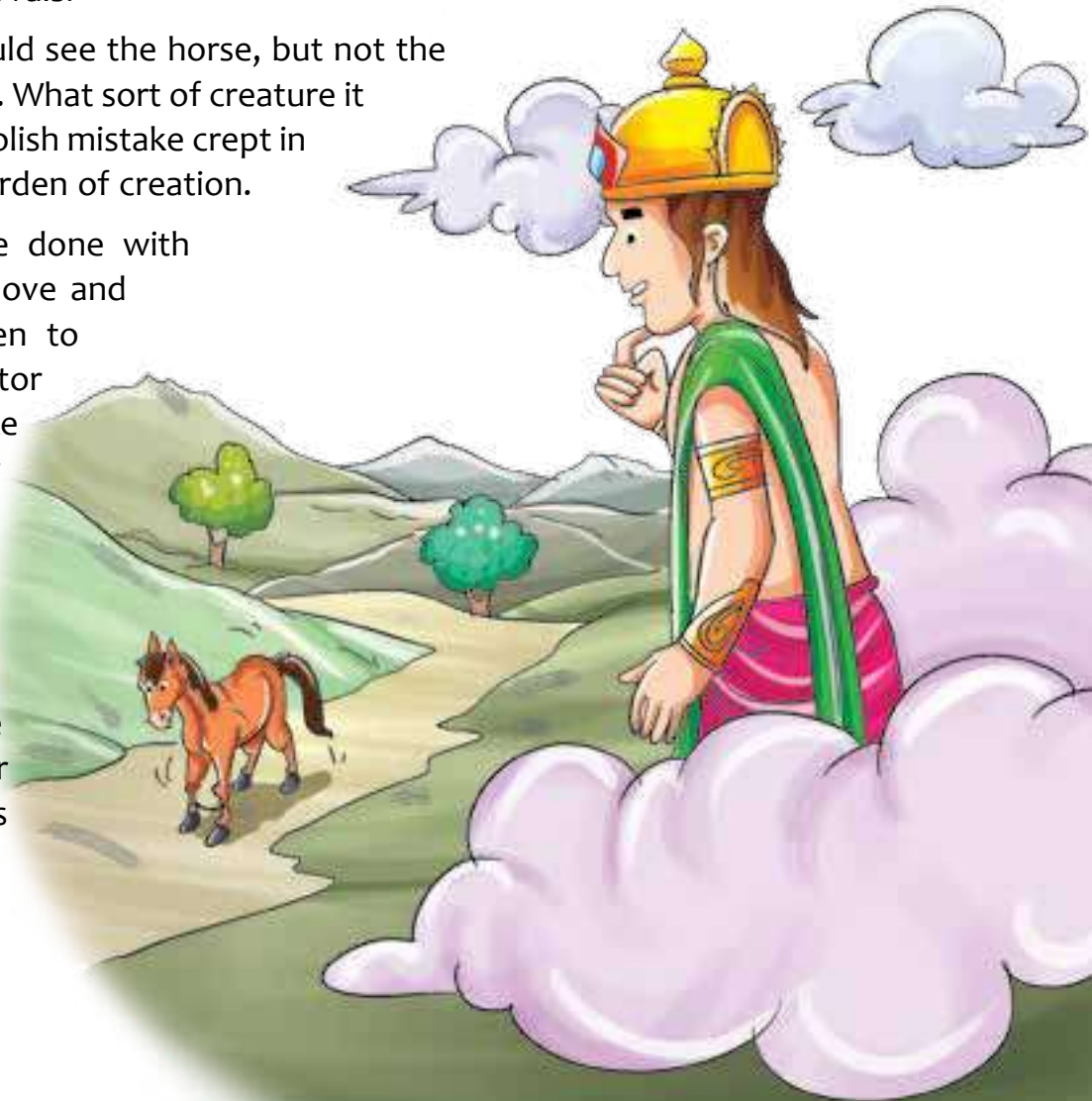
The cunning man tied the front legs of the horse with a rope together and set it free. Thus tied, it could not walk or run properly. It could only hop about in the manner of a frog and falling down at intervals.

From heaven the creator could see the horse, but not the rope. He was greatly puzzled. What sort of creature it was made. He felt it was a foolish mistake crept in under the constant heavy burden of creation.

Man asked, “What is to be done with it? Please take this horse above and send it to a field in Heaven to walk and graze.” The creator answered, “It is enough. Take the creature back to your stable.”

Man said, “But father, it will be a big burden for me.”

The creature answered, “Yes, but by accepting the burden you will show your greatness of heart towards fellow creatures.



Word Meaning

Assistant : co-worker, **Materials**: substances, **Escape** : to save himself, **Occurred** : struck to mind, **Peculiar** : strange, **Enthusiasm** : zeal, **Rarity** : existing only in small numbers and therefore valuable, **Elements** : earth, air, fire and water, **Contemplated** : thought, **Vigour** : energy, **Pounce** : attack on, **Prey** : victim, **Delighted** : very pleased, **Fancy** : a feeling that you would like to have or to do something, **Assigned** : gave, **Capture** : take control of a thing by force, **Curb** : chain or leather strap passing under a horse's jaw, **Confined in a prison** : imprisoned **Bondage** : slavery, **Fodder** : food for horse, **Good-for nothing** : wretched, **Gratefulness** : thankfulness, **Saddle** : leather seat for a rider, **Meditation** : deep thinking, **Peered** : looked

OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

- God called an assistant for some special _____.
i. material ii. creature iii. food
- God created _____.
i. lions ii. tigers iii. both
- The creator made specially a _____.
i. cow ii. horse iii. dog
- The creature was not worthy of _____.
i. running ii. eating iii. ploughing
- Take the creature back to _____.
i. stable ii. home iii. kitchen

B. Fill in the Blanks

- The creator _____ for a little.
- The _____ used excess of the _____ and the _____ elements.
- The man _____ the habits of the _____ for a few days.
- The horse was _____ up at intervals.
- Accepting the burden you will show your _____ of heart towards _____ creatures.

SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

- What special creativity did God put in making of the horse?
- _____

2. Why did the man thought to capture the horse?

3. What do the wind and sky elements signify the horse?

4. How did the man catch the horse?

5. What did the man do with the horse before keeping it confined in a prison?

6. Why did the horse kicked at the walls?

7. How did man finally tame the horse?

8. When did the creator see the horse missing?



Writing Skills

Focused Attention Based

- Write a letter to the police station reporting the theft of your cycle, laptop, camera, mobile, some money and jewels.



Grammatical Skills

Decision Making Skill Based

1. Give the Antonyms of the following.

- i. admire _____
- iii. temporary _____
- v. multiply _____
- vii. deny _____
- ix. lenient _____
- xi. transparent _____

- ii. wide _____
- iv. despair _____
- vi. appoint _____
- viii. reveal _____
- x. common _____
- xii. busy _____

2. Rewrite the following sentences by converting the underlined phrases into one word adverbs.

i. The children were shouting **in a crazy manner**.

ii. The standard is the same **at every place**.

iii. He left the meeting **in a quiet manner**.

iv. **It is usual** for her to come late.

v. He is complaining **all the time**.

3. Fill in the blanks with 'almost, very, nearly, hardly'.

The old man _____ sick. He _____ fell down while crossing the road. His children are _____ concerned about him. One day, they _____ threw him out of the house but a neighbour came to save him. Cases like this have become _____ common these days.

4. Make two adjectives using the following suffixes.

i. - al → _____, _____

ii. - ive → _____, _____

iii. - d → _____, _____

iv. - some → _____, _____

v. - ed → _____, _____

vi. - like → _____, _____

vii. - en → _____, _____

viii. - ful → _____, _____



Activity Skills

Critical Thinking

- Write '20 features' about 'The horse'.



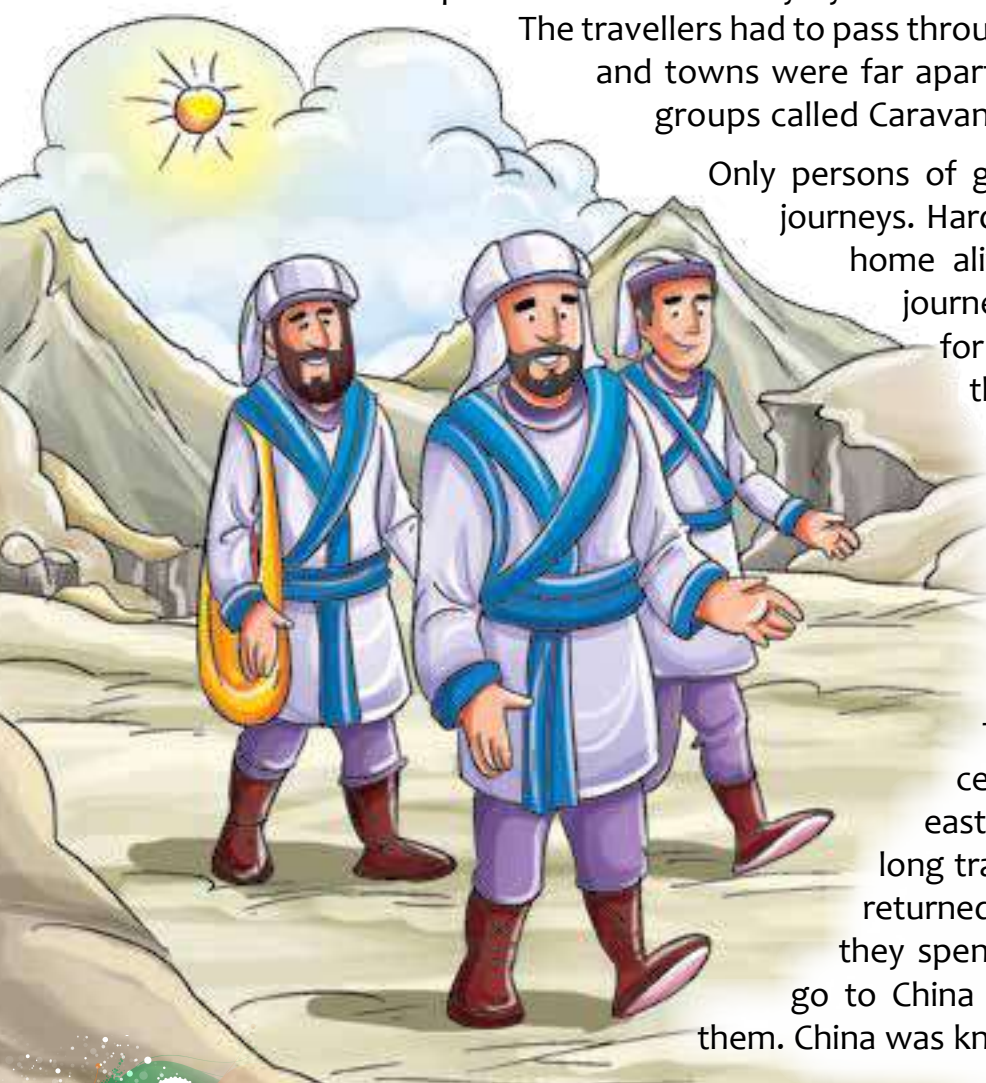
ADVENTURE OF THE POLOS

8

Nowadays we have so many facilities to go from one place to another but in 13th century people were afraid to leave their house. In spite of that there were some people who were brave enough to move out from their houses. This is the story related to those brave people.

In the 13th century, the people of Europe believed that India and China were very rich. Spices from the islands of south-east Asia were sold in Europe at a big profit. It was very dangerous to travel from one country to another those days.

People had to travel mainly by overland routes. The population was sparse. The travellers had to pass through dense forests or deserts. Villages and towns were far apart. So people used to travel in large groups called Caravans.



Only persons of great courage dared to go on long journeys. Hardly anyone was sure of getting back home alive. It took years to complete the journey. Many persons died on the way for lack of food and water or killed in the fighting with robbers. Others died of hunger and thirst when everything, even food and water, they had was stolen. There were many cases of travellers killed on the way or captured and sold as slaves. Nicolo Polo and Maffeo Polo, two brothers lived in Venice. The city of Venice was the greatest centre, in Europe, of trade with the east. They were brave enough to take long travels. They made a trip to China and returned with a lot of money. In a few years, they spent all the money so they decided to go to China again whose emperor was kind to them. China was known as Cathay those days.

Marco Polo was son of Nicolo Polo. The Polos took him with them. It was the year 1271 AD and Marco Polo was a young man of seventeen years. The Polos belonged to a family of rich merchants.

The Polos travelled from Venice to Asia Minor, then crossed the Black sea into the Crimea. From there they made their journey across the deserts of Persia and Afghanistan to the plateau of the Pamirs. Then they crossed the great Gobi desert and reached Peking. The entire journey took four years.

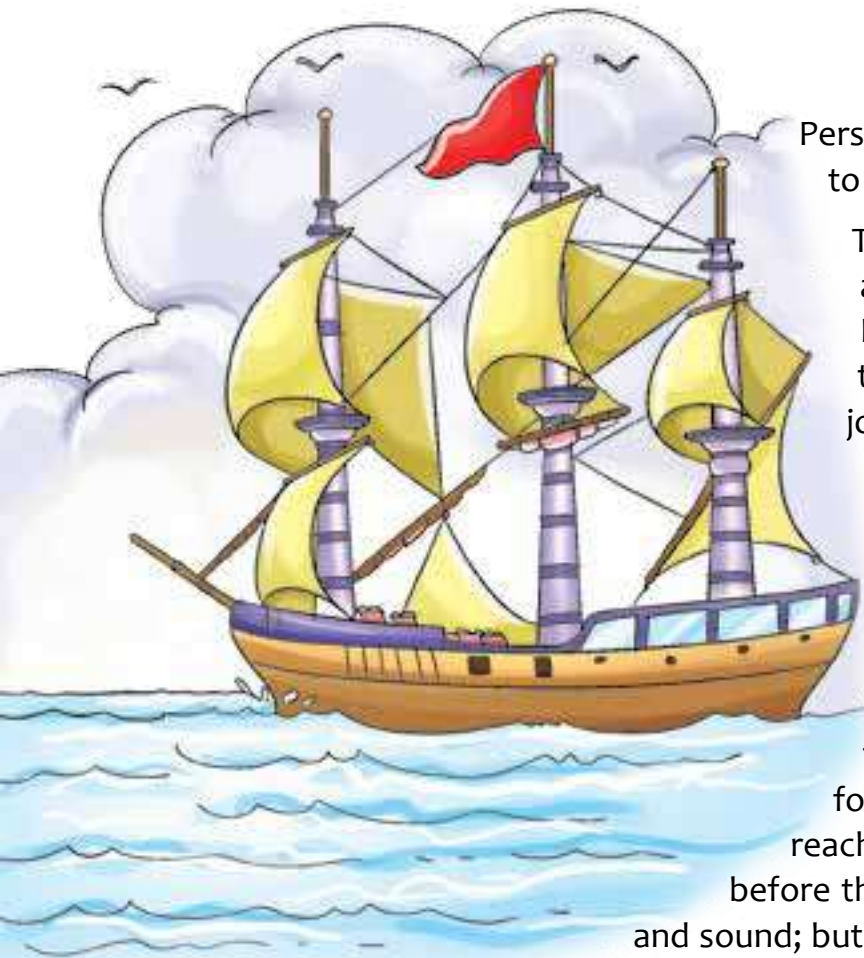
The Polos were lucky that they reached safely to China though struggling with all the hardships in the way. They went to the court of Kublai Khan who was a grandson of the famous Mongol invader, Genghis Khan. He was the ruler of a vast empire with its capital at Peking. Niccolo and Maffeo were known to the Emperor so he received them with great kindness.

Marco Polo devoted himself to the learning of the Mongol language. After learning the language the emperor took him into his service. Marco Polo's work and loyalty impressed him very much. He trusted Marco Polo greatly and sent him to many distant places on his behalf.

In 1287 he went to Burma and sometime later to Ceylon. Marco polo travelled to Ceylon to bring the holy tooth of the Buddha for the Emperor. Seeing his ability to take on responsibilities Marco was made the governor of an important city.

The Polo had arrived in 1275. In 1290, fifteen years after their arrival, Marco Polo asked the Emperor's permission to go back home. But Kublai Khan refused to let him go. But he got a chance to go back for the emperor's work. The marriage of a princess Lady Kokachin, of Kubali's family had been arranged with his grand-nephew Arghun, the viceory of Persia. Some Persian nobles had arrived to Peking to bring the princess of





Persia for marriage. The experienced travellers to accompany them as guides.

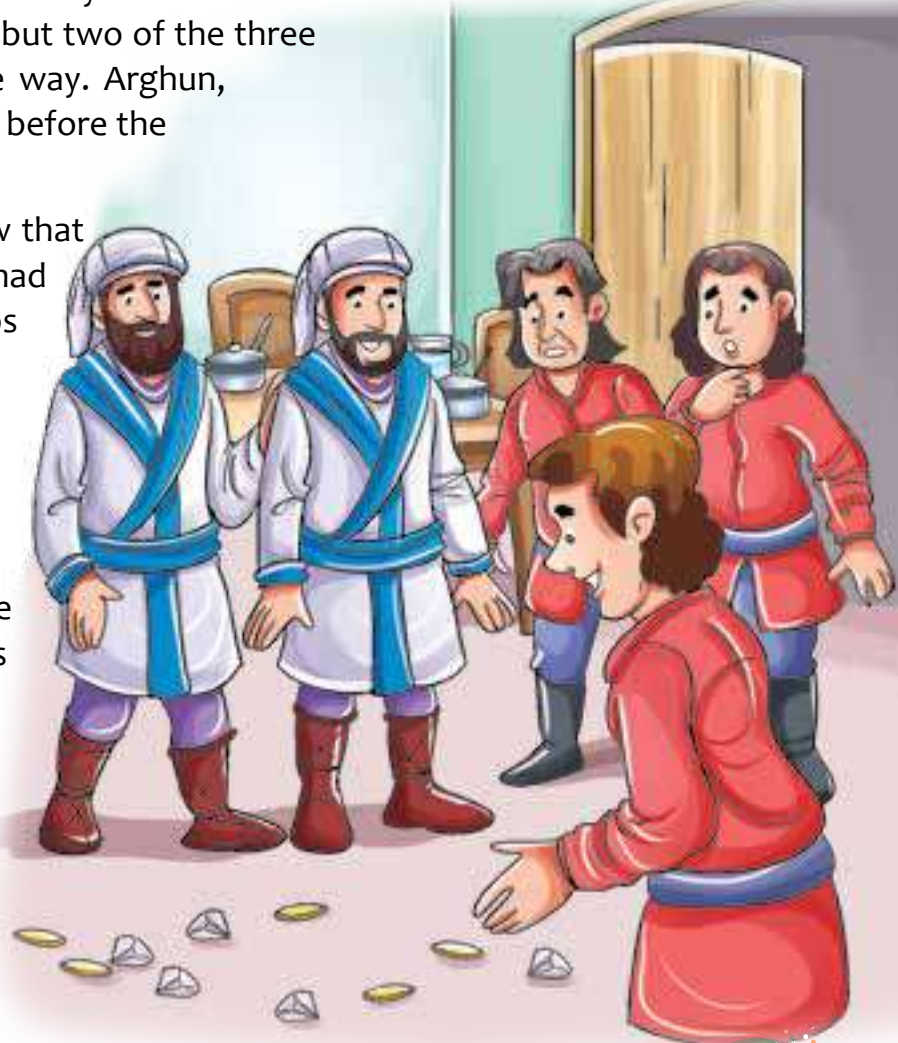
The Persian nobles requested Kublai Khan to allow the Polo to go with their party. Kublai Khan agreed but he got promise from Marco that he would come back to him after the journey.

The party started their travel by sea. The ships of those days travelled with the help of the wind. When the direction of the wind was favourable they set sail. But unluckily the direction of the wind changed and it carried the ships to Indo-China and then to Sumatra. They were delayed there for many months. After months of sailing they reached Ceylon and touched India and East Africa before they reached Persia. The Princess arrived safe and sound; but two of the three

Persian nobles died on the way. Arghun, the to be groom, had also died sometime before the party reached at his palace.

After a few days the Polos came to know that Kublai Khan was also dead. So Marco had not to go back to Peking. So the Polos started for Venice, their homeland. They had grown very rich. They arrived at Venice in 1295. They had been away for 24 years. The young Marco had turned 41 now.

It is said that no one could identify the Polos in Venice. Their tattered clothes might be the reason. So they invited all their friends and relatives to dinner one night. After the dinner, the Polos tore off the lines of stitching. Precious stones and jewels fell from the linings



to the clothes. The astonished guests believed their wonderful story and welcomed them back home.

But the coming years were not happier for, Marco Polo. A war broke out between Venice and Genoa. Marco Polo who was sailing one of his trading ships was arrested and sent to prison. When peace was made after three years, he called for the notes made on his Journeys and dictated to a fellow prisoner. The book of Marco Polo's journeys became very famous. It contained detailed information about things, places and people he had seen. Marco Polo is supposed to have been the first European to have travelled right across Asia. Among other places he had written about Japan. No one in Europe had even known that existed. People in Europe had a very little knowledge of the east in those days. They found it hard to believe much of what Marco had written. For centuries it was thought that the book was a collection of fantasies and lies. But the book fired people's fancy. Men who were fond of adventure began to dream of going out to China and India and making their fortunes.

It was only in the 19th century that most of the facts stated in Marco Polo's book were verified by travellers and scholars. A number of things that Marco had only heard from others were not always correct.

Christopher Columbus was a famous explorer who wanted to find a sea route to India. No King did believe in him. All people thought he will fail. At last the Spanish queen gave him ships to sail in 1492. The crew rebelled, the sea was rough, still this brave man kept sailing on. He could not reach India. Instead he discovered North America. Later Vasco de Gama found a sea route to India.

Word Meaning

Profit : gain, **Dictated** : said words aloud for somebody else to write down, **Fantasies** : imagination, **Adventure** : daring work, **Fortunes** : lot of money, **Verified** : proved, **Crew** : all the people working on a ship, **Rebelled** : refused to obey, **Rough** : having large and dangerous waves, **Over land routes** : surface routes, **Sparse** : only present in small numbers and spread over a large area, **Far apart** : distant, **Hardly** : scarcely, **Captured** : arrested, **Slave** : a purchased person, **Trade** : activity of buying and selling goods, **Trip** : a journey to a place and back again, especially a short one for pleasure or a particular purpose, **Plateau** : high land, **Entire** : all, **Hardships** : troubles and sufferings, **Empire** : big kingdom, **Devoted** : gave most of his time, energy, attention etc, **Loyalty** : quality of being faithful in one's support of somebody, **Impressed** : felt admiration; greatly approved of, **Trusted** : believed, **Governor** : official head of a region politically controlled by a king, **Nobles** : persons of high social rank, **Accompany** : go with, **Delayed** : became late, **Identify** : recognize, **Precious** : valuable, **Astonished** : very surprised, **Explorer** : a person who travels around a place in order to learn about it



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

1. People used to travel in large groups called _____.
i. caravans ii. groups iii. heaps
2. Many travellers on the way were sold as _____.
i. thieves ii. slaves iii. people
3. China was known as _____.
i. Cheen ii. Cathay iii. Chow
4. The Polos belong to a family of rich _____.
i. kings ii. villages iii. Merchants
5. The entire journey took _____.
i. 3 years ii. 14 years iii. 4 years
6. Marco Polo devoted himself to learn _____.
i. Mongol language ii. American iii. Japanese
7. They arrived at Venice in _____.
i. 1295 ii. 1205 iii. 1395

B. Fill in the Blanks

1. _____ found a sea route to India.
2. It was thought that the book was a collection of _____ and lies.
3. Their _____ clothes might be the reason.
4. Marco was made the _____ of an important city.
5. The Polos had arrived to _____ in 1275.
6. Marco Polo's work and _____ impressed him very much.



SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

1. Why was it dangerous to travel from one country to another in thirteenth century?

2. Why did Polos decided to go to China again?

3. What hardship did Polos faced on their way to China?

4. How did the party started? Why were they delayed for many months?

5. Why it is said that no one could identify the Polos in Venice?

6. Why were the coming years not happier for Marco Polo? What happened at that time ? Explain.

7. What information does Marco Polo's book contains? Explain.

8. Who was Christofer Columbus?



Writing Skills

Focused Attention Based

- Write a letter to the Director of the Archaeological Survey of India complaining about the damage caused to a historical monument in your city due to negligence. Suggest steps to preserve the monument.



1. Fill in the blanks with the correct form of the verb.

- i. 'Gulliver's Travels' _____ written by Swift. **(was/were)**
- ii. The writer and poet _____ arrived. **(has/have)**
- iii. Neither of my brothers _____ here. **(are/is)**
- iv. Andy as well as her friend _____ there for my help. **(were/was)**
- v. The quality of apples _____ not good. **(are/is)**
- vi. None but the best _____ the award. **(deserve/deserves)**
- vii. The cost of living _____ becomes very high. **(has/have)**
- viii. Slow and steady _____ the race. **(win/wins)**
- ix. Bread and milk _____ his only food. **(is/are)**
- x. Three-fourths of the house _____ been completed. **(have/has)**

2. Fill in the blanks with 'the' where required. Put a cross (X) where 'the' is not required.

- i. _____ Christians go to _____ church to pray.
- ii. _____ Gandhi's love to drive their Mercedes.
- iii. I give alms to _____ poor and not _____ rich.
- iv. _____ English know _____ English better than us.
- v. _____ great Akbar was _____ most secular king of India.
- vi. I went to _____ school to talk to _____ Principal. I persuaded him to let Julie give up _____ basketball.
- vii. He is a chef at _____ Taj Continental.
- viii. Did she not do it on _____ Monday?

3. Rewrite the following sentences as shown.

E.g. I met one of your friends.

I met a friend of yours.

- i. Sushant borrowed my fishing rod.
-

ii. One of our neighbours had a heart attack yesterday.

iii. Heena adopted one of her nephews.

iv. I found this letter is one of your books.

v. One of my brothers is getting married soon.

4. Fill in the blanks with 'much', 'many', 'more', 'most'.

i. I have already done enough for her. What _____ can I do.

ii. She is _____ capable than Sunita.

iii. How _____ kilograms have you lost?

iv. We didn't spend _____ money.

v. He is the _____ handsome boy in our class.



Activity Skills

Critical Thinking

• **Write a paragraph in yours exercise book, using the information.**

1. Chilka – lagoon – 105 kilometers from Bhubaneswar, capital of Orissa.
2. Situated on the north coast of Orissa.
3. Connected to the Bay of Bengal – through a channel.
4. – Brackish water.
5. – Rich in aquatic fauna (150 species of fish including several varieties of prawns and crabs)
6. – Dolphins seen in Chilka.
7. – Nalbana island – an abode of resident birds (115 varieties) –migrated birds (35 species).
8. –Declared as sanctuary in 1973.
9. Best time to visit – late November to mid February.

THE BEST ADVICE

9

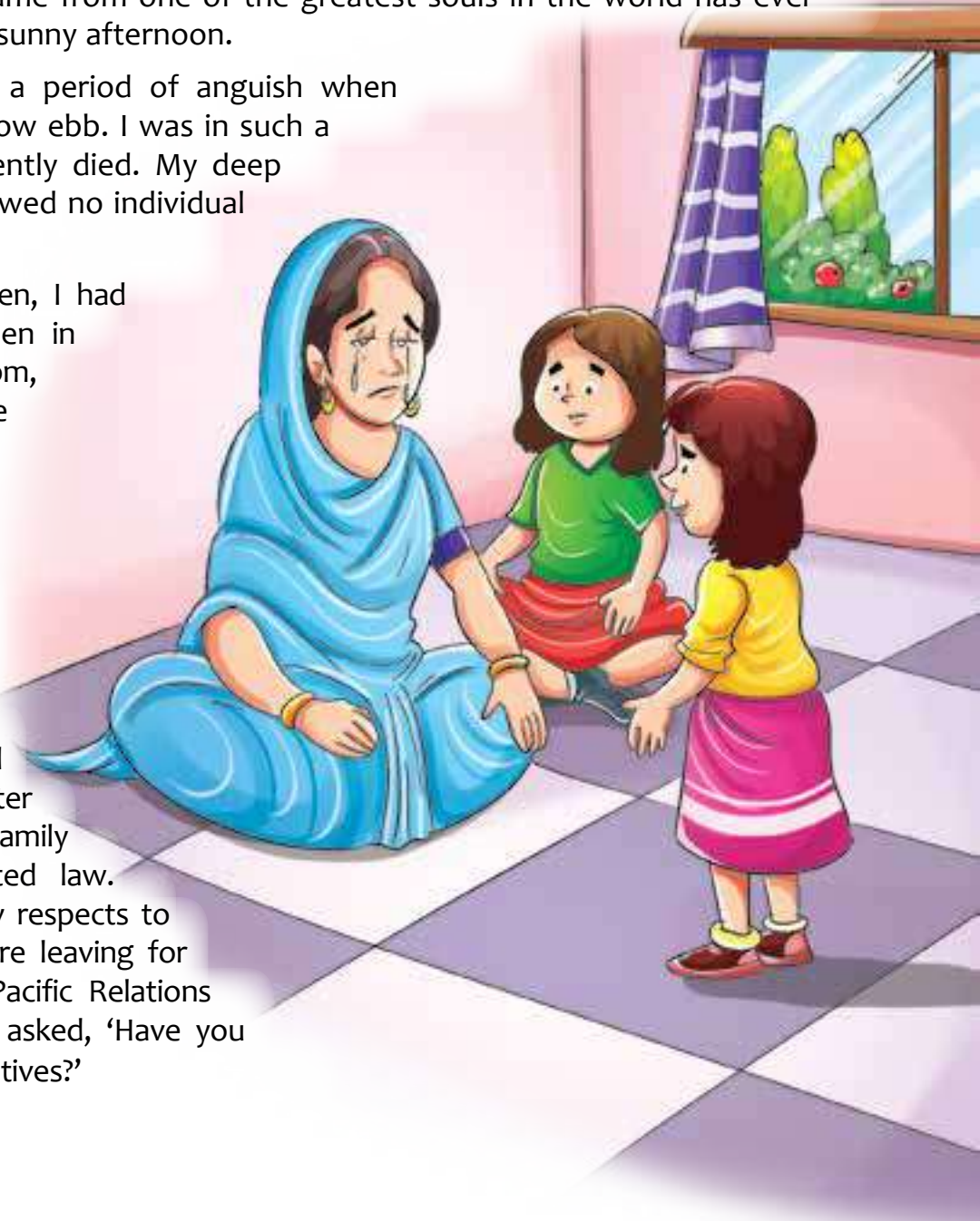
This is a piece by Vijaya Lakshmi Pandit, former High Commissioner for India in the United Kingdom, who learnt from Mahatma Gandhi the depth and the healing power of magnanimity. This is a piece taken from the book 'Everyday Greatness : Inspiration for a meaningful life' by Stephen R.Covey. The book, a unique collection of stories, include some of the world's best known and loved writers, leaders and celebrities.

The best advice I ever had, came from one of the greatest souls in the world has ever known Mahatma Gandhi on a sunny afternoon.

Mostly people pass through a period of anguish when their belief in humanity is at low ebb. I was in such a period. My husband had recently died. My deep sorrow over his loss was followed no individual existence.

Along with other Indian women, I had participated for years with men in the national struggle for freedom, working and suffering side by side with them until it had finally been achieved yet we women were still recognized only through our relationship to men. Now as a widow without a son, I was not entitled to any share of the family property, nor were my two daughters. I resented this galling position. I was bitter toward those members of my family who supported this antiquated law.

At this time, I went to pay my respects to Gandhi and say goodbye before leaving for America to take part in the Pacific Relations Conference. After our talk he asked, 'Have you made Your peace with your relatives?'



I was amazed that he would take sides against me. I have not quarrelled with any one. I replied, but I refuse to have anything to do with those who take advantage of an outworn law to create a difficult and humiliating situation for me’.

Gandhi looked out of the window for a moment. Then he turned to me and smiled and said, ‘you will go and say goodbye because courtesy and decency demand this.’

In India, we still attach importance to these things.”

‘No’, I declared, ‘not even to please you, will I go to those who wish to harm me.’

‘No one can harm you except yourself’, he said, still smiling. ‘I see enough bitterness in your heart to cause you injury unless you check it.’

I remained silent and he continued ‘you are going to a new country because you are unhappy and want to escape. Can you escape from yourself? Will you find happiness outside when there is bitterness in your heart? Think it over. Be a little humble. You have lost a loved one-that is sorrow enough. Must you inflict further injury on yourself because you lack courage to cleanse your own heart?’

His words would not leave me. They have me no peace. After some days of severe struggle with myself, I finally telephoned my brother-in-law. I would like to see him and the family, I said, before leaving.

I hadn’t been with them five minutes before I sensed that my visit had brought a feeling of relief to everyone. I told them my plans and asked for their good wishes before starting on this new stage of my life. The effect on me was miraculous. I felt as if a great burden had been lifted and I was free to be myself.

This small gesture was the beginning of a significant change in me. A year and a half later I was in New York, leader of the Indian Delegation to the United Nations. Important





to us was India's complaint regarding the treatment of peoples of Indian origin in the Union of South Africa. Harsh things were said by both sides. I resented the manner in which my opponents made personal attacks harmful to India's prestige and to mine. I struck back with the same sharp weapons.

Then, after a distressing duel of words I suddenly thought of Gandhi. Would he approve? To him, means were as important as the end-in the long run, perhaps more important. What if we succeeded in getting our resolution passed by questionable tactics that injured our self-respect? Before going to bed that night, I resolved that, come what may, no word of mine would be lightly used in the UN.

From then on, I lifted the debate back to where it belonged, refusing to retaliate to personal attack or to score a cheap point. Our opponents met us on the new level and from then on we argued the case on its merits.

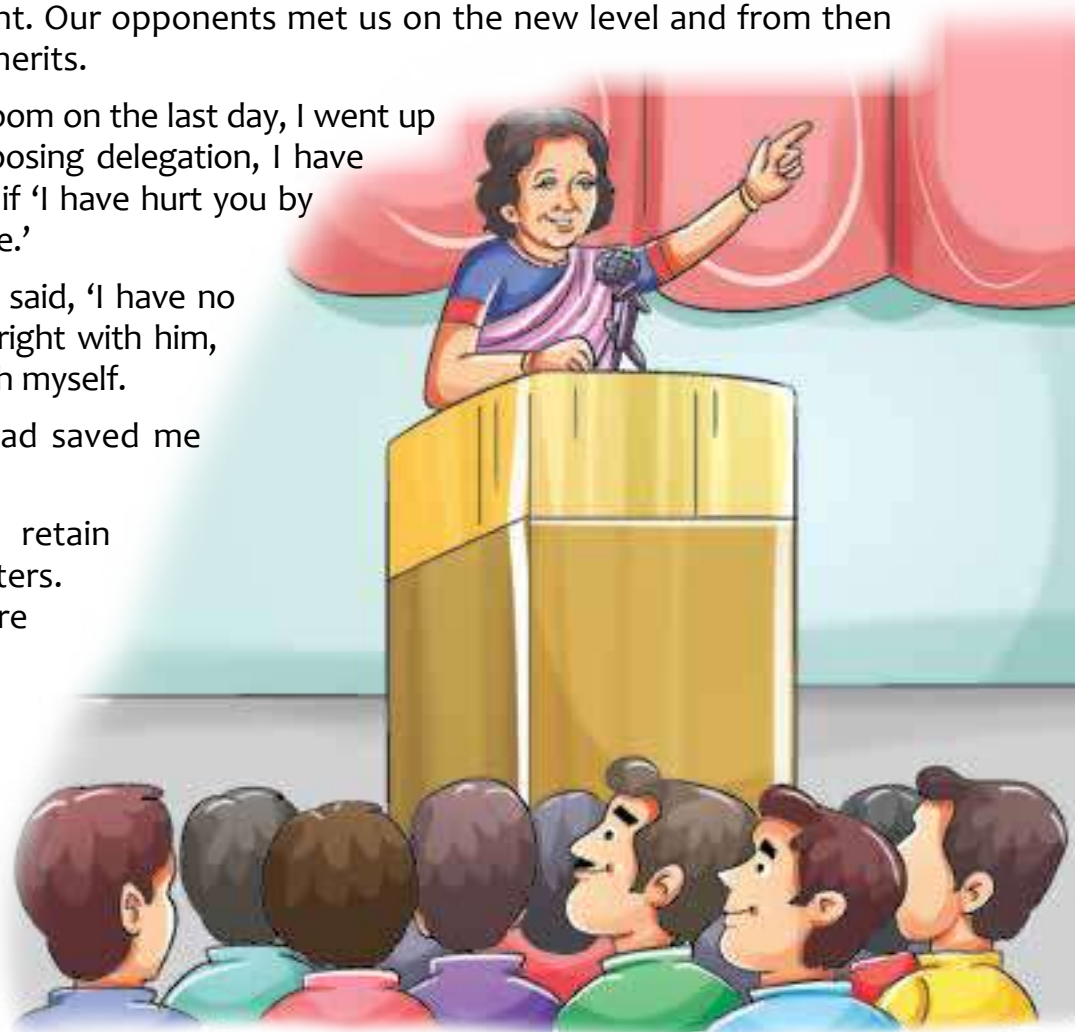
Before leaving the committee room on the last day, I went up and spoke to the leader of opposing delegation, I have come to ask you to forgive me if 'I have hurt you by any word or action in this debate.'

He shook my hand warmly and said, 'I have no complaint' It was good to feel right with him, but even better to feel right with myself.

Once more, Gandhi's advice had saved me from myself.

His words have helped me retain perspective even in small matters. Many women, I imagine, share with me a recurring nightmare : someone important to you is coming to dine; the guests have arrived, it is time to eat-but there is no dinner.

You wake; perspiring, relieved to find it is only a dream.



But recently, it really happened to me. My guests of honour, the Prime Minister of Great Britain and Lady Eden, could hardly have been more important to me, high commissioner for my country in the United Kingdom. I had planned everything meticulously, from the menu to the colour scheme of the flowers and the candles. When the guests had arrived and drinks had been passed twice, I signalled to the butler to announce dinner. But still we waited. When for the third time drinks came round, I excused myself and ran downstairs to the kitchen.

It presented a shocking sight. In one corner stood a frightened little kitchen aid, in another the housekeeper. At the table, sat my cook, waving a ladle and singing, beating time with his foot. His eyes were glazed and he was far away in some other sphere. The table was littered with pieces of chicken.

My knees felt too weak to support me, but I asked in as normal a voice as I could command ‘why isn’t the dinner ready?’

‘But it is ready, Madam’, my cook chanted. ‘All ready. Everybody sit down, sit down ----’

I was furious. It was on the tip of my tongue to say, ‘Get out. You’re dismissed!’ When I thought of the counsel that had calmed me so many times. If I lost control,

I would only hurt myself.

I pulled myself together, ‘lets’ get something on the table’ I said. Everyone pitched in. The food served wasn’t quite what the menu described, but when I told my guests what had happened there was a chorus of surprise, ‘If this is what your cook gives you when he’s drunk’, someone exclaimed, ‘what must he provide sober!’

The relief in my laughter must have sounded a little hysterical. My perspective restored, I realised that a dinner party, however important, is not the pivot of existence. To retain a sense of proportion is as important as being able to keep one’s heart free from hatred. For all of us, no matter what our work, the advice Gandhi gave me is meaningful;

‘No one can harm you but yourself.’

—Vijaya Lakshmi Pandit

Gandhi’s message to Vijaya Lakshmi was not that it is wrong to experience negative emotions or feelings of anger nor was his message that she should go through life allowing people to take unfair advantage of her. Rather, what Gandhi taught and demonstrated to Vijaya Lakshmi Pandit and the rest of us is that we must not let the actions or words of others determine our responses.

Word Meaning

Magnanimity : extremely generous, **Anguish** : pain/distress, **Low ebb** : in a weak state, **Resented** : felt bitter about something, **Galling** : feeling angry or causing irritation, **Meticulously** : with careful attention to detail, **Indignities** : humiliating and insulting treatment, **Hysterical** : displaying uncontrolled extreme emotion



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

- Vijaya Lakshmi participated in the national struggle for _____.
i. humanity ii. equality iii. freedom
- Vijaya Lakshmi left for _____.
i. Africa ii. Canada iii. America
- The table was littered with pieces of _____.
i. biscuits ii. paneer iii. chickens
- Gandhi's advice had saved her from _____.
i. myself ii. herself iii. themselves
- The _____ was littered with pieces of chicken.
i. room ii. table iii. bed

B. Fill in the Blanks

- The advice Gandhi gave me is _____.
- The food _____ wasn't quite what the menu described.
- The relief in my _____ must have sounded a little _____.
- He table was _____ with pieces of _____.
- It presented a _____ sight.



SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

- Why was Vijaya Lakshmi Pandit passing through a phase of intense suffering?

- Why did the narrator visit Mahatma Gandhi? What did he ask her?

- How did Gandhi's advice help the narrator in her role in the UN?

- Why did Vijaya Lakshmi feel as if a great burden has been lifted?

5. Briefly describe the incident where the narrator's cook got drunk.



Writing Skills

Focused Attention Based

- What is said about Indian women in ancient times?



Grammatical Skills

Decision Making Skill Based

1. In each of the following sentences replace each Adverb Phrase by Adverb clause.

i. He returns **at sunset**.

ii. He ran **with all his might**.

iii. We have come **to help you**.

iv. He failed **in spite of his best efforts**.

v. He speaks too fast to be **understood**.

vi. **Being sick**, he remained at home.

2. Fill in the blanks with 'much', 'many', 'few', 'little'.

i. How _____ people were there in the meeting?

ii. My hands are so full of work that I have _____ time for outdoor activities.

- iii. How _____ time do you need to solve this sum?
- iv. He's lucky. He has _____ problems.
- v. Very _____ people are as honest as Ram is.
- vi. Whatever _____ I know about that accident, I have already told you.

3. Fill in the blanks with suitable adverb from the clue box.

ago, seldom, formerly, backwards, clearly, partly, surely, when, far, fully

- i. The theory is _____ incorrect.
- ii. He can run _____.
- iii. He reached here a while _____.
- iv. Sunita can read this code _____.
- v. They _____ go to the cinema.
- vi. We are _____ prepared for the competition.
- vii. Stay close. Don't go _____.
- viii. _____ you don't think I broke this vase.
- ix. This house was _____ an inn.
- x. _____ can I see you?



Activity Skills

Critical Thinking

- Describe an unwelcome guest to your household.

THE KING AND THE TAMARIND DRUM

10

Once upon a time there lived a king in Central India. He was handsome but very vain.

He looked at himself constantly in mirrors, in pools of water, even in other people's eyes when they spoke to him.

"I am the most handsome king on Earth," he said to his courtiers. He spent more time having his hair combed in different styles and his body oiled than in ruling his kingdom. As a result, his people grew poorer and sadder.

But the king did not care. "Why!" he boasted one day in court. "I am probably more handsome than all the gods."

Unfortunately for the king, a bad-tempered god happened to be flying by and was very angry when he heard this.

"Something will have to be done about this king," he said to himself. He thought about a suitable punishment. At that moment, he saw a bull. "Horns!" the god clapped his hands in happiness, "I'll see how His Handsomeness likes himself with horns."

When the king awoke the next morning, he followed his normal routine. First, he drew his mirror out from under his pillow and gazed into it.

Suddenly, the guards outside the king's room heard a loud shriek. They came rushing into find the king sitting straight in bed with a large pillow on his head.



"Out—out—" he waved a trembling finger at them. As they backed away, he shouted after them, "Send for the royal barber immediately"

The royal barber was a talkative little man. He came immediately.

"You're up early today, Your Majesty, but why the pil—"

The king broke in, "Stop your talk and come close to my bed."

As the surprised barber drew close, the king said in his most commanding voice, "Barber, I am about to show you something. But if you talk about it to anyone, I will have you beaten and hanged." The king slowly removed the pillow from his head.

"Oh!" The barber clapped his hands to his mouth in horror.

"Well, don't just stand there," said the king impatiently. "Do something to cover them up."

The barber pulled the king's hair this way and that, and managed to cover the horns partially. The king put on his turban to hide the rest. "Now go and tell the court I am unwell. I will not see anyone." He sat up and looked angrily at the barber. "And remember my warning."

The barber ran out of the room. As soon as the door of the bedroom closed, he started laughing. The people in the palace stopped him and asked him why he was so happy.

But he only shook his head helplessly and ran laughing through the halls.

"I'll die if I don't tell someone." He said "My stomach is bursting with the secret."

He saw a tamarind tree standing in the middle of the royal courtyard. He went up to it and whispered the secret to the trunk of the tree.

That night, there was a fierce storm and the tamarind tree was blown down. The king was informed through the door, for he would not see anyone, and he commanded the tree to be given to the royal musician. "Let him make a drum from the trunk of the tamarind tree and play it outside my door."

Soon the drum made of tamarind wood was ready. The courtiers gathered outside the king's door and the royal musician began to play. But instead of the 'thum thum thum' that everyone expected, the tamarind drum sang, "The Raja has horns on his head. The Raja has horns on his head. The courtiers burst out laughing and the king cried with anger.

"I won't stay in the palace a moment longer," he shouted. "I'll go to the forest and live by myself." He tore the turban off his head and ran out of the palace, taking the drum with him.

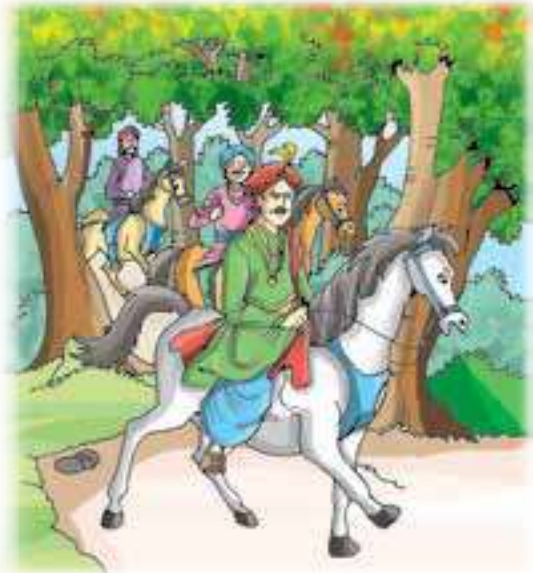
The king lived for many years in the forest. He gradually learnt about the beauty of the world around him. He learnt to care for creatures smaller than himself. He grew strong and wise and humble. His only companion was the tamarind drum. When he beat it, it gave him good advice. He learnt to play it so beautifully that even the spirits of the trees were charmed, and they went to meet the god who had punished him with the horns.

"Forgive him," they begged. "He has changed. Remove his horns and give him back his kingdom."

The god waved his hands and the horns disappeared. That day, the king went down to a forest pool to drink water. While cupping his hands, he saw his reflection in the water.

His lean face looked back at him, without any horns! And as he sat up in surprise, several horse riders rode into the clearing and he saw his courtiers. They knelt before him. "Your Majesty, forgive us and come back. The kingdom needs you."

The king went back to his kingdom. He kept his tamarind drum beside him always and he ruled wisely. And yes, the barber kept his head, but lost his job !



Word Meaning

vain : to be proud of one's looks or what one has; **courtiers** : persons who belong to the king's court; **gazed** : here, looked admiringly for a long time; **humble** : not proud; **clearing** : an area in a forest from which trees and bushes have been removed;



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct option :

1. Why did the bad-tempered god want to punish the king ?
 - i. He heard the king say that he looked better than most gods.
 - ii. He heard the king say that he was as good-looking as the gods.
 - iii. He heard the king say that he looked better than all the gods.
2. What did the king do when he found out that he had horns ?
 - i. He called for the barber to cover his horns.
 - ii. He asked for a new turban.
 - iii. He chased everyone out of the room.
3. Why did the king run off into the forest with the drum ?
 - i. He did so because the drum knew his secret.
 - ii. He knew the drum would give him good advice.
 - iii. He wanted to destroy the drum.

4. How did life in the forest change the king ?
 - i. He learnt to respect other living things.
 - ii. He became a famous musician.
 - iii. He became friends with the tree spirits.

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

1. The people of the kingdom were happy and proud of their handsome king.
2. The bad-tempered god decided to punish the king because he was very boastful.
3. The barber burst out laughing when he saw the king's horns.
4. The barber whispered the king's secret to the tamarind tree because he could not keep the secret to himself.
5. The king stopped thinking about his looks when he was living in the forest.



SUBJECTIVE TYPE QUESTIONS

• **Answer the following questions :**

1. Where did the king live ?

2. Why did he boast one day in his court ?

3. Where was the tamarind tree ?

4. How did the barber pull the king's hairs ?

5. What do you learn from this story ?



Grammatical Skills

Decision Making Skill Based

• **Rewrite the sentences using the contractions of the words given in brackets :**

1. (We are) going to Delhi on Saturday.
2. We (should not) shout an elders.
3. I (can not) tolerate noise pollution anymore.
4. I think (It is) going to be late now.
5. (Who will) say Good Morning to Lion?
6. I think (they are) very naughty boys.



Writing Skills

Focused Attention Based

- Write a short note on the Tamarind tree.



Activity Skills

Critical Thinking

- A. Try to find as many meanings of head as you can from the dictionary.

The word head also occurs in many idioms. Idioms are expressions peculiar to a language. Their meanings are usually different from the literal meaning of the words.

- His success has gone to his **head**. (=he has become proud)
- Whenever there is a crisis, he keeps his **head**. (=remains calm)
- She could not make **head** or tail of the teacher's explanation. (=failed to understand)
- The Principal advised his students to be honest so that they could hold their **heads** up. (= be unashamed)
- They took it into their heads to play a prank on the school bully. (=got an idea)

- B. Find another five idioms / phrases with the word **head** and look up the meanings.

THE MUDDLE HEAD

11

This is a humorous poem written by Ogden Nash. It is about a man who is completely muddle headed. He starts this journey from Petushkee. He always does the work opposite from what is expected. Did he reach his destination? Read the poem to know about it.

I knew a man from Petushkee
As a muddleheaded as could be.
He always got mixed up with clothes;
He wore his mittens on his toes,
Forgot his collar in his haste,
And tied his tie around his waist,
What a muddlehead was he,
The man who lived in Petushkee.
They told him as he went about:
'You're got u'r coat on inside out!'
And when they saw his hat, they said:
"You're put a saucepan on your head!"
What a muddle head was he,
That man who lived in Petushkee!
At lunch he scratched a piece of bread,
And spread some butter on his head.
He put his walking stick to bed,
And he stood in the rack instead.
What a muddle head was he,
That man who lived in Petushkee!
He walked upto a tram one day,
And climbed in very sprightly;
Conductor thought that he would pay,
Instead he said politely:





‘Parding your beggon’

Kister Monductor,

I’m off for a week’s vacation;

I stop you to beg your cramway tar.

As soon as we reach the station.
Conductor got a fright and didn’t
sleep that nite.

What a muddle head was he

That man who lived in Petushkee!

He rushed into the first cafe:

“A railway ticket please, One way”,

And at the ticket office said:

“A slice of tea and a cup of bread”.

What a muddle head was he,

That man who lived in Petushkee!

He passed the man collecting the fares,
And entered a carriage awaiting repairs,

That stood on a siding, all by itself.

Half of his luggage, he put on a shelf.

The rest on the floor, his coat on his lap

And settled himself for a bit of a nap.

All at once he raised his head,

“I must have been asleep”-he said.

“Hey, what stop is this ?” he cried,

‘Petushkee’, a voice replied.

Once again he closed his eyes

And dreamt he was in Paradise.

When he woke, he looked about,

Raised the window and leaned
out.

“I’ ve seen this place before,
I believe,

Is it Kharkov or is it Kiev?



Tell me where I am” he cried :
 “In Petushkee”, a voice replied.
 And so again he settled down’
 And dreamt the world was upside down,
 When he woke, he looked about,
 Raised the window and looked out.

“I seem to know this station too’
 Is it Nalchik or Baku?
 Tell me what its called,” he cried.
 ‘Petushkee’ a voice replied.
 Up he jumped : “It’s a crime!
 I’ve been riding all this time,
 And here I am where I began !
 That’s no way to treat a man
 What a muddle head was he,
 That man who lived in Petushkee!

—Ogden Nash



Word Meaning

Muddle head : a confused person, **Mittens** : type of gloves enclosing the four finger together and the thumb separately, **Haste** : hurry or quick, **Sprightly** : lively or active, **Nap** : a short sleep



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

1. A muddle head was from _____ .
 i. Roorkee ii. Petikee iii. Petushkee
2. He wore his mittens on his _____ .
 i. hands ii. legs iii. toes
3. The man wore his tie around his _____ .
 i. back ii. trousers iii. waist
4. At lunch, he scratched a piece of _____ .
 i. butter ii. bread iii. toast

5. He has put the saucepan on his _____.

i. leg



ii. head



iii. hair

6. Instead of putting his walking stick in the rack, he put it on his _____.

i. bed



ii. bread



iii. head

B. Fill in the Blanks

Up he jumped : _____

_____ in Petush Ree!

And so again _____

_____ out

'I seen _____

_____ replied.



C. Find the Rhyming Words

1. about _____

3. believe _____

5. cried _____

2. crime _____

4. Kiev _____

6. eyes _____

D. Match the Following

1. slice of

2. cup of

3. inside

4. collecting the

5. Kharkov

i. bread

ii. out

iii. Kiev

iv. tea

v. fares.



SUBJECTIVE TYPE QUESTIONS

- Answer the following questions :

1. What funny and awkward things did muddle head do? Mention any five.

2. Which four stations he would have stopped during his journey. Why didn't he stopped?

3. Explain the stanza —

They told him _____ in Petushkee.

4. Explain the lines —

All at once _____ he said!

5. How did the man from Petushkee get mixed up with his clothes? Give examples.



Writing Skills

Focused Attention Based

- Write a letter to your friend who has recently shifted into his new house with his family congratulating him and also expressing your inability to attend the house warming function for which he has invited you.



Grammatical Skills

Decision Making Skill Based

1. Rewrite the following sentences according to the instructions given after each. Do not alter the meaning.

i. He behaved in a (decent) manner. (use decently).

ii. These flowers have a sweet (smell).

(use smell as a verb)

- iii. The children sang cheerfully.
(Begin-The children sang in _____)

- iv. The contractors have to (construct) the roads before Kumbh
The contractors have to complete the _____

- v. The chairman has resigned.
The chairman has given _____.

2. Write a suitable adjective to describe the following nouns.

- i. an _____ ribbon. (colour)
- ii. a _____ animal. (size)
- iii. a _____ lamp. (material)
- iv. a _____ man. (age)
- v. an _____ painting. (nationality/origin)
- vi. _____ sheep. (ownership/relation)

3. Tick (✓) the appropriate adjective.

- i. They are all **honourable/honorary** men.
- ii. Don't be so **childless/childish** men.
- iii. Please be **comfortable/comforting**.
- iv. It's **hopeful/hopeless** trying to convince her.
- v. It's **lovely/loveable** and warm in here.
- vi. I am very **disappointed/disappointing** with myself.
- vii. Critics say his paintings are **worthy/worthless**.

4. Make two adjectives using each of the following suffixes.

- | | |
|----------------------------|----------------------------|
| i. - y → _____, _____ | ii. - less → _____, _____ |
| iii. - ly → _____, _____ | iv. - ic → _____, _____ |
| v. - dom → _____, _____ | vi. - ing → _____, _____ |
| vii. - able → _____, _____ | viii. - ous → _____, _____ |
| ix. - ible → _____, _____ | x. - ish → _____, _____ |



Activity Skills

Critical Thinking

- Being a muddle head, what other activities you would do? Elaborate.

THE GREAT SHOEMAKER

12

This extract has been taken from a famous novel, 'A Tale of two cities' written by Charles Dickens. Two cities are London and Paris. Dr. Manette, a character in the novel, was imprisoned in France for several years. Lucy, his daughter, gets to meet him after many years. This extract is about the meeting with her father.

“You have a visitor you see”, said Monsieur Defarge.

“What did you say?”

“Here is a visitor”

The shoemaker looked up as before, but without removing a hand from his work.

“Come !” said Defarge. “Here is Monsieur, who knows a well-made shoe when he sees one. Show him that shoe you are working at. Take it, Monsieur.”

Mr. Lorry took it in his hand.

“Tell Monsieur what kind of shoe it is, and the maker’s name.”

There was a longer pause than usual, before the shoemakers replied.

“I forget what it was you asked me. What did you say?”

“I said, couldn’t you describe the kind of shoe, for Monsieur’s information?”

“It is a lady’s shoe. It is a young lady’s walking shoe. It is in the present mode. I never saw the mode. I have had a pattern in my head.” He glanced at the shoe with some little passing touch of pride.





“And the maker’s name?” said Defarge. Now that he had no work to hold, he laid the knuckles of the right hand in the hollow of the left, and then the knuckles of the left hand in the hollow of the right, and then passed a hand across his bearded chin, and so on in regular changes, without a moment’s intermission. The task of recalling some very weak person from a faint.

“Did you ask me for my name?”

“Yes I did.”

“One hundred and five, north Tower.”

“Is that all?”

“One hundred and five, north Tower.” with a weary sound that was not a sigh, nor a groan, he bent to work again, until the silence was again broken.

“You are not a shoemaker by trade?” said Mr Lorry, looking steadily at him.

His tired eyes turned to Defarge as if he would have transferred the question to him; but as no help came from him, they turned back on the questioner. I am not a shoemaker by trade? No, I was not a shoemaker by trade. I learnt it here. I taught myself. I asked leave to...”

Finally, he had to change the instrument in his hand for his shoemaker’s knife. It lay on that side of him, which was not the side on which she stood. He had taken it up, and was stooping to work again, when his eyes caught the skirt of her dress. He raised them, and saw her face. The two spectators started forward, but she stayed them with a motion of her hand. She had no fear of his striking at her with the knife, though they had.

He stared at her with a fearful look, and after a while his lips began to form some words, breathing, he was heard to say; “What is this?”

With the tears streaming down her face, she put her two hands to her lips, and kissed them to him; then clasped them on her breast, as if she laid his ruined head there. You are not the Gaoler’s daughter? “She sighed “ no.”

“Who are you?”

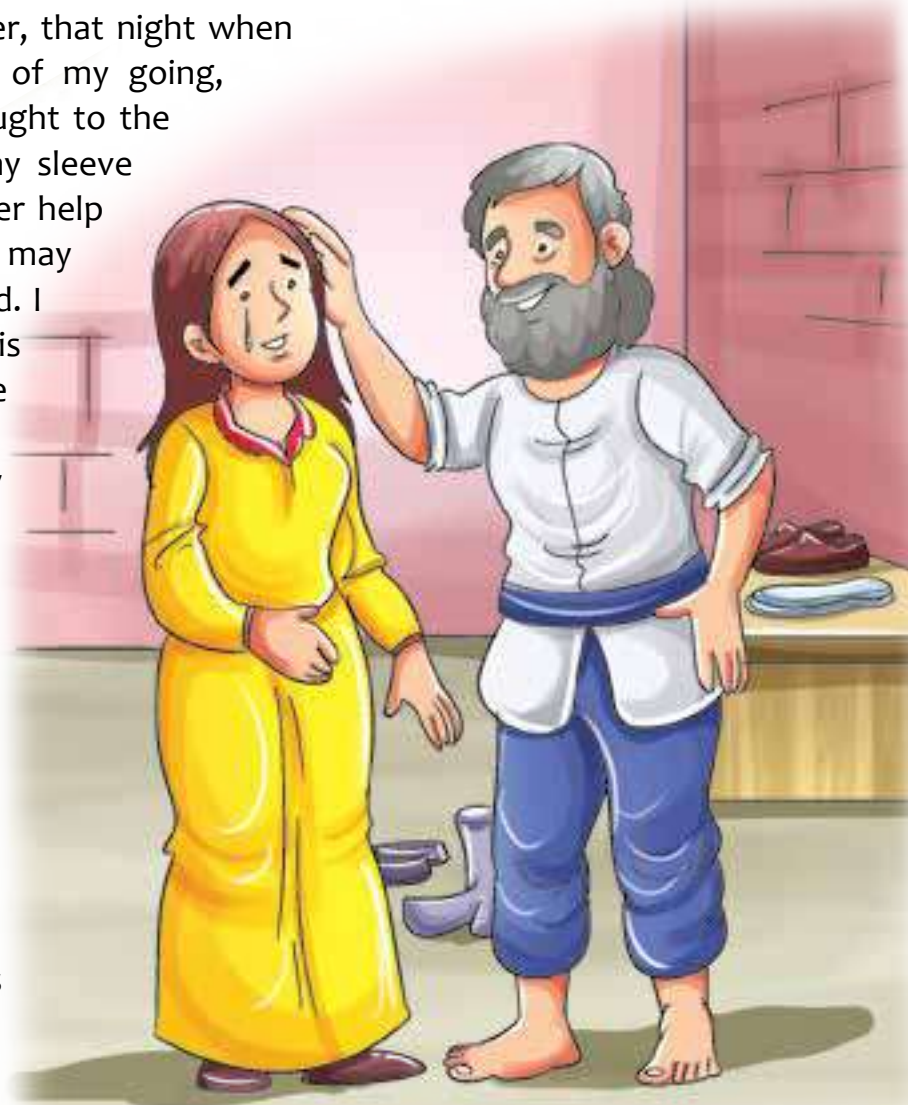
Not yet trusting her voice, she sat down on the bench beside him. He recoiled, but she laid her hand upon his arm. A strange thrill struck him when she did so, and visibly passed over his frame; he laid the knife down softly, as he start staring at her. Her golden hair, which she wore in long curls had been hurriedly pushed aside and fell down over her neck. Advancing his hand a little, he took it up and looked at it. In the midst of the action his mind wandered, and, with another deep sigh, fell to work again at his shoemaking. But not for long. Releasing his arm she laid her head upon his shoulder. After looking doubtfully at it, two or three times, as if to be sure that it was really there, he laid down his work, put his hand to his neck, and took off a blackened string with a scrap of folded rag attached to it. He opened this carefully on his knee, and it contained a very little quantity of hair : not more than one or two long golden hair, which he had in same old day, wound off upon his finger. He took her hair into his hand again and looked closely at it. “It is the same. How can it be! When was it! How was it! ” The concentrated expression returned to his forehead, he seemed to become conscious that it was in hers too. He turned her full to the light, and looked at her.

“She had laid her head upon my shoulder, that night when I was summoned out. She had a fear of my going, though I had none and when I was brought to the North Tower, they found these upon my sleeve : “You will leave me then? They can never help me to escape in the body, though they may in the spirit”. Those were the words I said. I remember them very well. He formed this speech with his lips many times before he could utter it. But when he find spoken words for it, they came to him coherently though slowly.

“How was this? was it you?”

Once more, the two spectators started as he turned upon her with a frightful suddenness. But she sat perfectly still in his grasp, and only said, in a low voice, “I entreat you, good gentlemen, do not come near us, do not speak, do not move!”

“Hark!” he exclaimed. “Whose voice was that?”



His hands released her as he uttered this cry, and went up to his white hair, which they tore in a frenzy. It died out as everything, but his shoemaking did not die out of him, and he refolded his little packet and tried to secure it in his breast; but he still looked at her, gloomily and shook his head.

“No, no, no; you are too young, too blooming. It can’t be. See what the prisoner is. These are not the hands she knew, this is not the face she knew, this is not a voice she ever heard. No, no. She was-and he was-before the slow years of the North Tower-ages ago. What is your name, my gentle angel?”

Hailing his softened tone and manner, his daughter fell upon her knees before him, with her appealing hands upon his breast.

“O, sir, at another time you shall know my name, and who my mother was, and who my father was and how. I never knew their hard, hard history. But I cannot tell you at this time, and I cannot tell you here. All that I may tell you, here and now, is that I pray to you to touch me and to bless me. Kiss me, kiss me! O my dear, my dear!” His cold white head mingled with her radiant hair, which warmed and lighted it as though it were the light of freedom shining on him.

—Charles Dickens

Word Meaning

Describe : explain, **Remove** : to take away from a specified place, **Information** : news, intelligence, **Kunckles** : joint in the finger-bone, **Steadily** : firmly/fixedly, **Spectators** : a beholder, **Pause** : an interval, **Recoil** : to beat back, to retire, **Intermission** : interval, **Hurried** : to hasten, **Concentrate** : to bring to a common point or centre, **Coherent** : connected

OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

1. He glanced at the shoe with some little passing touch of :

i. ego

ii. pride

iii. proud

2. His eyes caught the skirt of her :

i. frock

ii. dress

iii. gown

3. His lips began to form some :

i. sentences

ii. words

iii. letters

4. She laid her head upon his :

i. shoe

ii. shoulder

iii. neck

5. The two spectators were :

i. the girl and Mr. Lorry

ii. the girl and Monsieur Defarge

iii. Monsieur Defarge and Mr. Lorry

iv. none of them.

6. When she laid her hand upon the shoemaker's arm :

i. he was annoyed

ii. he was happy

iii. he was troubled

iv. all of them

7. His daughter fell upon her :

i. feet

ii. hands

iii. knees

B. Fill in the Blanks

1. Releasing his arm, she laid her _____ upon his _____.

2. His cold white head _____ with her _____ hair, which _____ and _____ it as though were the light of _____ shining on him.

3. He seemed to become _____ that it was in hers too.

4. He took off a _____ string with a _____ of folded rag _____ to it.

5. The two _____ started forward, but she _____ them with a motion of her _____.

6. Though no sound _____ from them.



SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

1. What was the shoemaker doing when the girl entered?

2. What did the shoemaker told, who is he? Why did he name himself so?

3. What was he doing while he was not making shoes?

4. How did the shoemaker manage to keen the 'golden hair' with him?

5. Who was the girl? Why did the shoemaker changed his mind about her?

6. What did the girl told about herself?

7. With the tears _____ down her face, she put her two _____ to her _____, and _____ them to him.



Writing Skills

Focused Attention Based

- Your school is organising a tour to Rajasthan during the winter break. Write a letter to your father who is away on business asking his permission to join the tour.



Grammatical Skills

Decision Making Skill Based

1. Fill in the blanks with the correct tense of the verb given in bracket.

- He ran fast that he _____ come first in the race. (may)
- It is said that an apple a day _____ the doctor away. (keep)
- He spends more than he _____ afford. (can)
- The old man was so weak that he _____ hardly speak. (can)
- He works as if he _____ a machine (be)
- I told her the truth because she _____ my friend (be)
- Make her cry, else she _____ die. (will)
- He banged the table for he _____ in a bad mood. (be)
- Shakspeare _____ plays which are famous till today. (write)
- He told that he _____ to Kolkata last Sunday. (go)

2. Fill in the blanks with the correct use of each/any .

- i. Read _____ of these quotations carefully.
- ii. The Asian Games are held _____ four years.
- iii. Those coconuts cost 40 rupees _____.
- iv. I play cricket _____ Sunday morning.

3. Tick (✓) the correct determiner.

- i. **(Both/All)** these restaurants are equally good. You can dine at **(either/nither)** of them.
- ii. She answered **(all/every)** the questions correctly.
- iii. He lost **(both/either)** his parents.
- iv. Do you want a pen or a pencil? **(either/neither)**. I really don't mind.
- v. I called her (several/all) times. But **(each/every)** time her mother picked up the phone.



Activity Skills

Critical Thinking

- Complete the following paragraph with the suitable form of the verb given in brackets. (Remember to follow the sequence of tenses).

(A) Centuries ago, the Chinese

- (1) _____ **(call)** the soybean “yellow jewel” or “great treasure.” (2) _____ **(raise)** on one-tenth of China’s arable land, soybeans. (3) _____ **(be)** enough to feed the entire population of the nation today.

(B) The American farmer

- (4) _____ **(know)** that the soya plant demands little care and attention yet it (5) _____ **(give)** rich yield. It (6) _____ **(be)** a rich and the human body needs. In China, for centuries, To Fu, a cheese. (7) _____ **(obtain)** from soybean has been popular.



TRYST WITH DESTINY

13

'Tryst with Destiny' was a speech addressed to the Constituent Assembly of India in New Delhi at midnight of August 14th and 15th, 1947 by Pandit Jawaharlal Nehru. It is considered to be one of the greatest speeches of all time.

Long years ago, we made a tryst with destiny and now the time comes when we shall redeem our pledge, not wholly or in full measure but very substantially.

At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppress, finds utterance.

It is fitting that at this solemn moment, we take the pledge of dedicated to the service of India and her people and to the still larger cause of humanity.

At the dawn of history, India started on his unending quest, and trackless centuries are filled with her striving and the grandeur of her success and her failures. Through good and ill fortune alike, she has never lost sight of that quest or forgotten the ideals which he gave her strength. We end today a period of ill fortune and India discovers herself again.

The achievement we celebrate today is but a step, an opening of opportunity, to the greater triumph and achievements that awaits us. Are we brave enough and wise enough to grasp this opportunity and accept the challenge of the future?

Freedom and power bring responsibility. The responsibility rests upon this assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom, we have endured suffered all the pains of labour and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons to us now.

That future is not one of ease or resting but of incessant striving, so that we may fulfill the pledges we have so often taken and one we shall take today. The service of India means the service of the millions who suffer. It means the ending of poverty and ignorance and disease and inequality of opportunity.

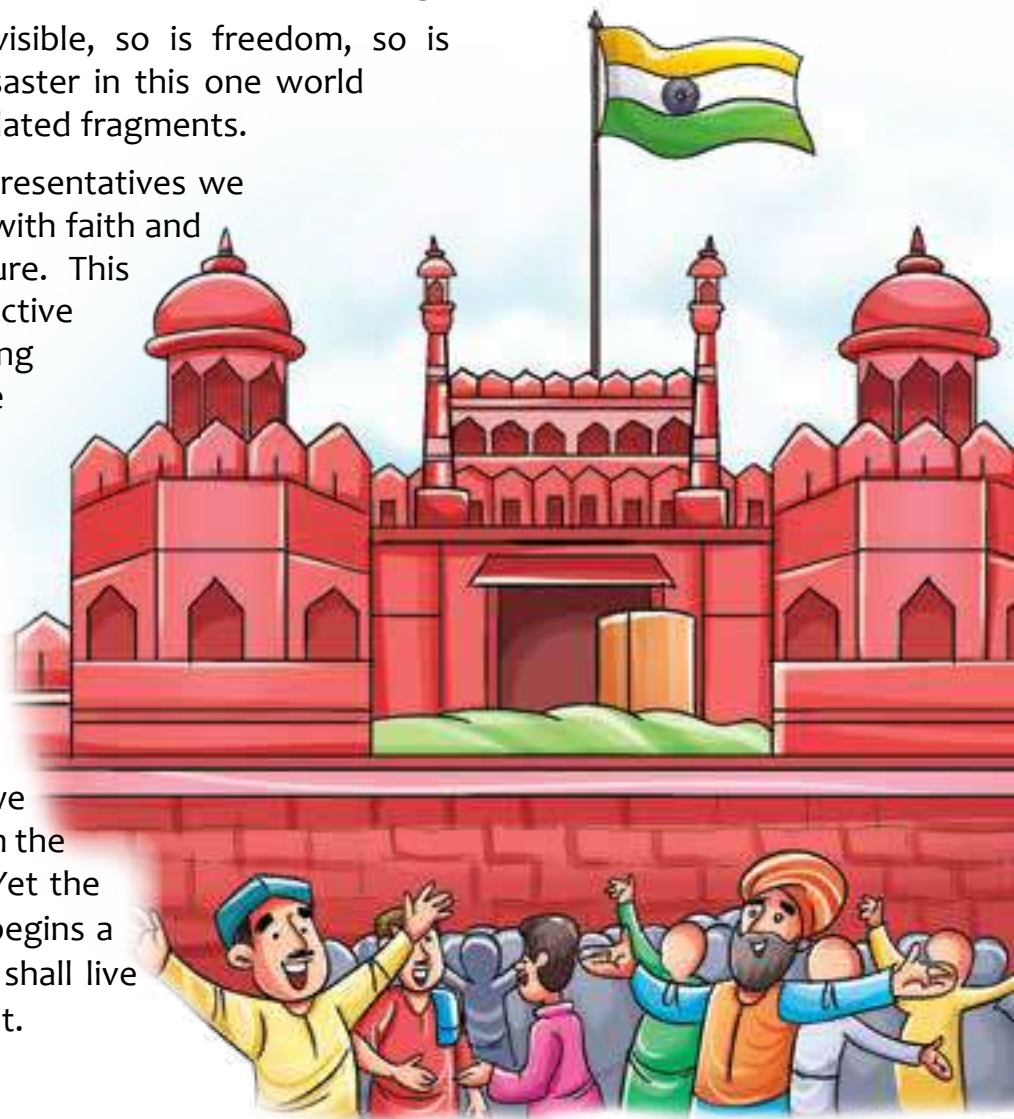
The ambition of the greatest man of our generation has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over.

And so we have to labour and to work, and work hard, to give reality to our dreams. Those dreams are for India but they are also for the world for all the nations and peoples are too closely knit together today for anyone of them to imagine that it can live apart.

Peace has been said to be indivisible, so is freedom, so is prosperity now, and so also is disaster in this one world that can no longer be split into isolated fragments.

To the people of India, whose representatives we are, we make an appeal to join us with faith and confidence in this great adventure. This is no time for petty and destructive criticism, no time for ill-will or blaming others. We have to build the noble mansion of free India where all her children may dwell.

The appointed day has come—the day appointed by destiny—and India stands forth again, after long slumber and struggle, awake, vital, free and independent. The past clings on to us still in some measure and we have to do much before we redeem the pledges we have so often taken. Yet the turning point is past, and history begins a new for us, the history which we shall live and act, and others will write about.



It is a fateful moment for us in India, for all Asia and for the world. A new star rises, the star of freedom in the east, a new hope comes into being, a vision long cherished materialises. May the star never set and that hope never be betrayed!

We rejoice in that freedom, even though clouds surround us, and many of our people are sorrow stricken and difficult problems encompass us. But freedom brings responsibilities and burdens, and we have to face them in the spirit of a free and disciplined people. On this day, our first thoughts go to the architect of this freedom, the father of our nation, who, embody the old spirit of India, held aloft the torch of freedom and lighted up the darkness that surrounded us.

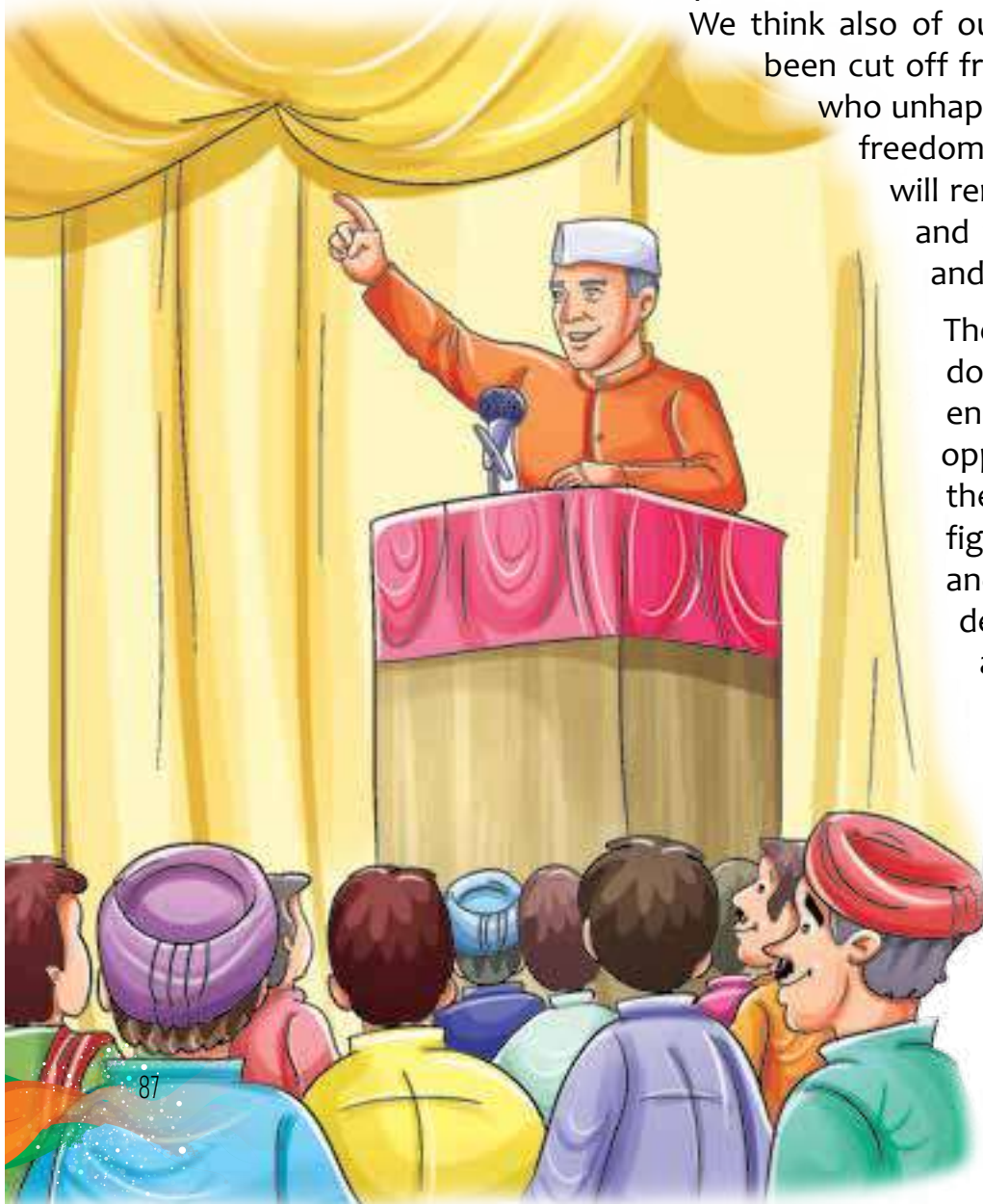
We have often been unworthy followers of his and have strayed from his message, but not only we, but succeeding generations will remember this message and bear the imprint in their hearts of this great son of India, magnificent in his faith and strength and courage and humility. We shall never allow the torch of freedom to be blown out, however high the wind or stormy the tempest.

Our next thoughts must be of the unknown volunteers and soldiers of freedom who, without praise or reward, have served Indian even into death.

We think also of our brothers and sisters who have been cut off from us by political boundaries and who unhappily cannot share at present in the freedom that has come. They are of us and will remain of us whatever may happen, and we shall be sharers in their good and ill- fortune alike.

The future beckons to us whether do we go and what shall be our endeavour? To bring freedom and opportunity to the common man, to the peasants and workers of India; to fight and end poverty and ignorance and disease; to build up a prosperous, democratic and progressive nation, and to create social, economic and political institutions which will ensure Justice and fullness of life to every man and woman.

We have hard work ahead. There is no resting for any one of us till



we redeem our pledge in full, time we make all the people of India what destiny intended them to be.

We are citizens of a great country, on the verge of bold advance, and we have to live up to that high standard. All of us, to whatever religion we may belong, are equally the children of India with equal rights, priveleges and obligations. We cannot encourage communalisim or narrow-mindedness, for no nation can be great whose people are narrow in thought or in action. To the nations and people of the world, we send greetings and pledge ourselves to cooperate with them in furthering peace, freedom and democracy.

And to India, our much-loved motherland, the ancient, the eternal and the ever-new, we pay our reverent homage and we bind ourselves afresh to her service.

Jai Hind, [Victory to India].

Word Meaning

Tryst : secret meeting, **Destiny** : fate, **Redeem** : to fulfil or discharge, **Pledge** : promise, **Solemn** : serious, **Restrain** : to control forcibly, **Dedication** : commitment, **Quest** : in search of, **Ideals** : principles, **Triumph** : victory, **Sovereign** : independent, **Endured** : suffered, **Incessant** : constant, **Isolated** : cut off, **Destructive** : negative, **Appointed** : fixed, **Slumber** : sleep, **Materialises** : happens or takes place, **Encompass** : to surround, **Embody** : to symbolise, **Endeavourer** : effort, **Institutions** : organisations



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

- India started on her unending _____.
i. strikes ii. quest iii. crest
- The ambition of the greatest man of our generation has been to wipe every _____.
i. person ii. hand iii. tear
- Peace has been said to _____.
i. divisible ii. dividable iii. indivisible
- All the children of India have equal rights, privileges and _____.
i. power ii. obligations iii. liberties
- A new _____ of freedom rises in the east.
i. sun ii. star iii. planet

B. Fill in the Blanks

1. We are _____ of a great country.
2. The future _____ to us.
3. We shall _____ in their good and _____ alike.
4. It is a _____ moment for us in India.
5. India stands _____ again.



SUBJECTIVE TYPE QUESTIONS

• **Answer the following questions :**

1. What did Nehru pledged?

2. What should be our endeavour, how that freedom has been attained?

3. What does Nehru means he says, we end today a period of ill fortune”? What is the ill fortune he is referring to. Explain.

4. According to Nehru, the world cannot be split up into separate pieces because certain things in this one world are said to be indivisible. Mention the four things that are indivisible.

5. What according to Nehru, are the four evils that Indians are suffering from and which need to be ended?



Writing Skills

Focused Attention Based

- **What happens when you educate a woman? Explain.**



Grammatical Skills

Decision Making Skill Based

1. Write the Homonyms for the following.

- i. able _____
capable _____
- ii. accept _____
except _____
- iii. adapt _____
adopt _____
- iv. altar _____
alter _____
- v. bare _____
bear _____
- vi. berth _____
birth _____
- vii. blew _____
blue _____
- viii. board _____
bored _____
- ix. brake _____
break _____
- x. bridal _____
bridle _____



2. Write the comparative and superlative form of the following.

Adjective

Comparative

Superlative

Warm

Grand

Pale	_____	_____
Dirty	_____	_____
Much	_____	_____
Famous	_____	_____
Brave	_____	_____
Handsome	_____	_____
Kind	_____	_____
Mad	_____	_____
Polite	_____	_____
Pleasant	_____	_____
Reasonable	_____	_____
Shallow	_____	_____
Kind	_____	_____
Capable	_____	_____



Activity Skills

Critical Thinking

- “School uniform is necessary” Gives your views for or against this statement.

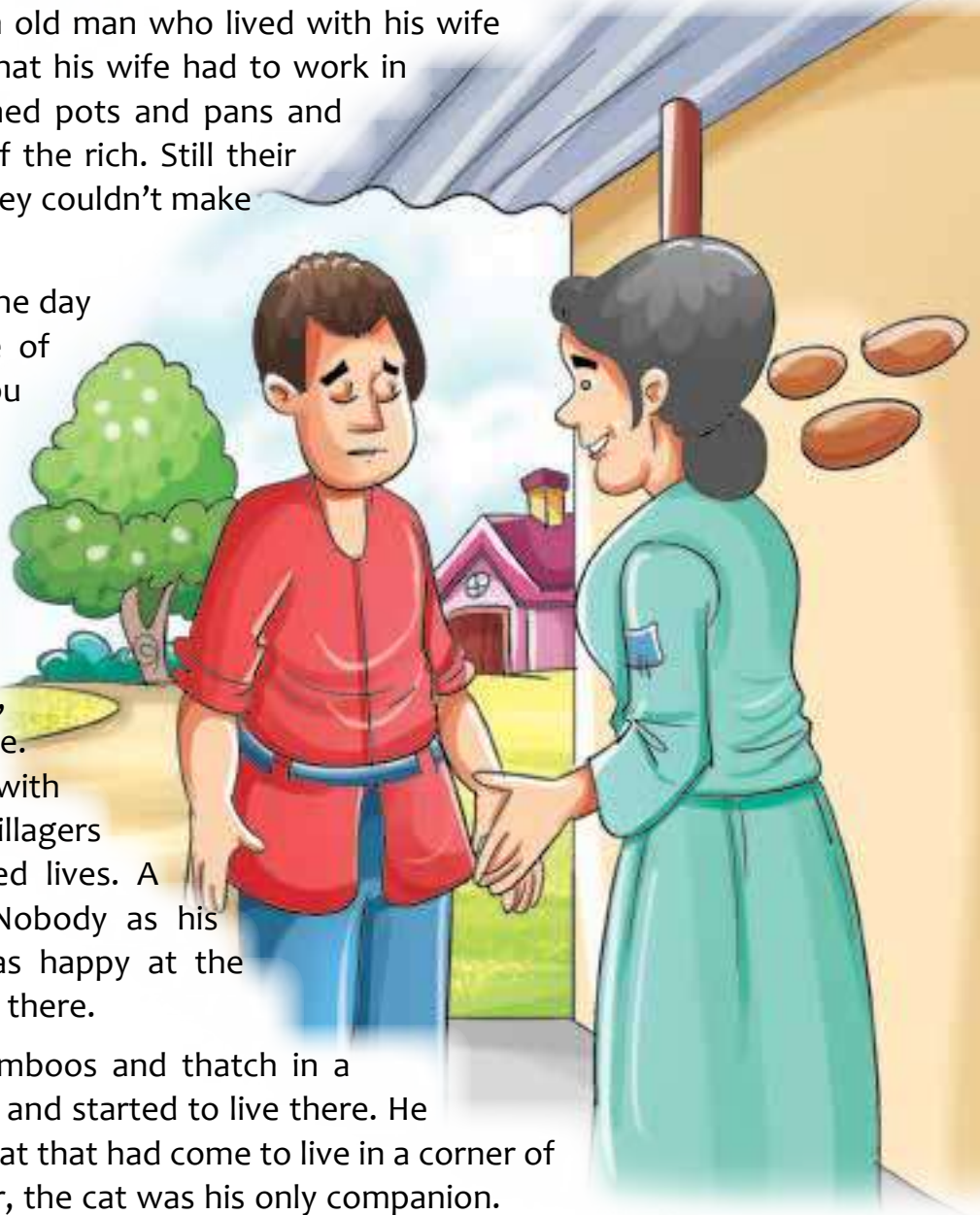
Have you ever listened to others! No, then read this story. It's an amazing story and from this story you will learn that to listen others is very important in life. If we listen carefully and implement in our life then may be these words can be very useful for us.

Once upon a time, there was an old man who lived with his wife and only son. He was so poor that his wife had to work in the houses of others. She cleaned pots and pans and swept the floor in the houses of the rich. Still their earnings were so meagre that they couldn't make both ends meet.

"See, Mr. Oldie", the wife said one day to the man, "our present style of life will always keep us down. You must somehow earn something. Why don't you stir out? I suggest that you set out for some new town and earn bread for three of us" The husband whose name was Mr. Nobody, agreed to move out of his village. Luckily, he passed by a prosperous village.

There were orchards laden with apples and other fruits. The villagers were happy and lived contented lives. A rich apple-grower employed Nobody as his orchard watchman. Nobody was happy at the good turn and accepted to work there.

Nobody built a small hut of bamboos and thatch in a corner of the vast apple orchard and started to live there. He had no company except a stray cat that had come to live in a corner of the poor hut. The whole summer, the cat was his only companion.



Finally, when autumn came, the orchard was full of the sweet flavour of ripe apples. The owner of the orchard was pleased with the hard work and honesty of nobody. But he paid the salary in apples. One day a merchant of Nobody's village passed that way. The poor man bowed to him and said, "Sir, I have earned a sack of apples and I have this cat. That's all my possession. Will you, please, take these things to my wife?"

The merchant took the apples and the cat and then said, "I shall take these things to your wife, but first I have to sell my wares in various places."

In a particular place the merchant noticed that the markets were full of articles except apples. No apples grew in that region. The people requested the merchant to sell the apples to them. At first the merchant declined, but seeing their insistence, he agreed to sell the apples. The people found the apples so tasty that they paid for them in gold. But the time the sack of apples was empty, the merchant had collected a heap of gold.

The merchant then reached another kingdom. He took to his wares to the court of the king. He saw the king's court infested with rats. Huge rats frisked about freely. The courtiers helplessly watched them. They didn't know how to get rid of the nuisance.

"Sir, what will you give me if I relieve you of this nuisance?" the merchant said to the king. "No man can help us. Every one has failed against these devilish rats."

"But if I empty the court of these, what will be my reward?" asked the merchant.

"Your reward", said the king, "Will be a sack of gold."

The moment the merchant heard this, he let the hungry cat out of his bag. Soon the cat killed all the rats. The king gave the merchant a sack full of gold, as he had promised. The merchant happily set out for the homeward journey. On reaching home, the merchant gave a heap of gold to the old man's wife and said, "Your husband has sent this to you."

"Did he also advise how to use this





wealth!” the woman said. She was surprised to see so much gold.

The merchant remembered the apples and the cat and he smiled.

“No,” he said to her, “your husband did not say how you were to spend it. Do it with it as you please.”

The woman spent that money on building a comfortable house. She also sent her son to school.

Many years passed. In this period the poor old husband was able to earn only three gold coins. He decided to return to his family with those three coins only.

On the way, he stayed for the night at a farmer’s house. The farmer had some celebration in his family. They were busy eating and drinking and chatting all the while. There was just one man who neither ate anything, not talked to anyone.

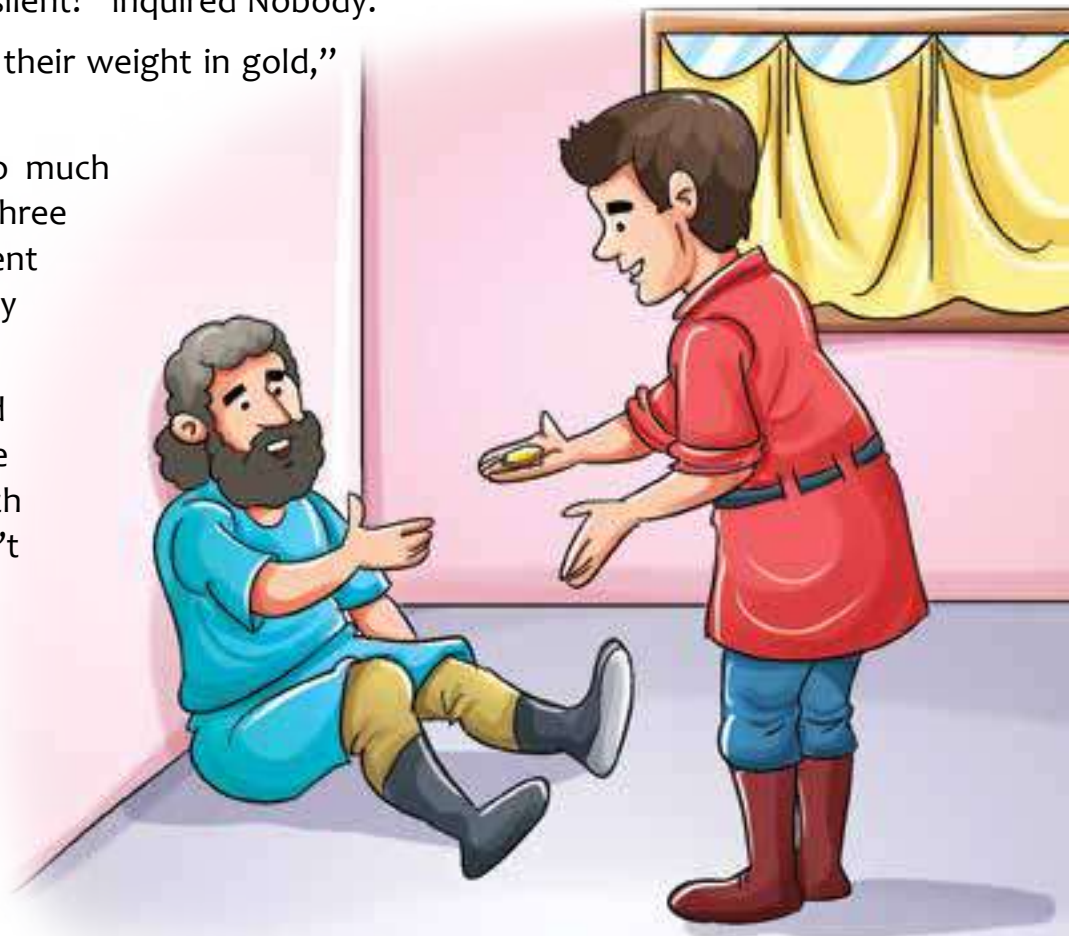
“Why is this guest of yours so silent?” inquired Nobody.

“Because his words are worth their weight in gold,” replied the host.

This confused the old man so much that he took out one of his three gold coins. Giving it to the silent guest, he said, “please say something to me”

The man looked at Nobody and said, “you will not die until the Angel of Death comes to fetch you and, mind you, shouldn’t fear him.”

This statement and warning further bewildered Nobody, who took out another gold coin.



“Tell me something more,” he said to the guest, handing him the coin.

“The best female in the world is the one you love blindly.”

“Your words are so good,” said Nobody, “that I cannot withhold my last coin.” And he handed the guest his third gold coin.

“The man took the coin and said,” “After you sneeze, pause for a while before doing anything.”

The next morning nobody started on his homeward march. He was now as poor as when he had left home in search of a job. He reached a village and saw people standing round a well. “What did happen?” he asked them. “It’s great calamity” they told him. “There is just one jug of water left in that well. None who goes down into the well comes out alive. The fact is that everyone who went in has not returned. It seems we’ll die of thirst soon. May be you can try to get us water. O stranger! If you succeed each one of us will give you a gold coin.”

The poor man remembered the words of the silent guest -“you will not die until the Angel of Death comes to fetch you”. He was not afraid of death, so he decided to go down into the well.

The man touched the bottom of the well. There was very little water in it. He filled his palms with water and poured it in a small jug. He was about to climb up when his sleeve was caught from behind.

As Nobody turned about, he was startled to see a table in the centre of the bottom of the well. He saw a crow and a frog on the table.

“Now that you have arrived here, “said the crow,” answer my question. If your answer is wrong, I’ll behead you.” “All right!” said Nobody, “ask the question.”

“You see the frog, don’t you? Do you think he deserves to be married?” The poor man remembered the



second saying of the silent guest - “the best female in this world is the one you love blindly.” So he repeated the words of the wise guest.

As soon as the frog and crow heard this, they started swelling. Soon the skin burst. Out came a handsome youth and a charming maiden!

“Here’s some money,” said the youth, giving Nobody some gold coins. “We thank you and offer you this money as a reward, for you have saved us from great torture.” In the meantime, the well filled with water to the brim. The man, who was no more poor, came out of the well with a jug of water. The villagers lavishly rewarded him, for he had saved their lives.

At last the man reached his village. In place of his hut he found a grand building. As he peeped through the window, he saw a woman talking to a young man. He thought, “Surely she has married a rich man during my absence. I’ll set them right in a jiffy’ As he thought, he aimed his gun at the two. He was about to press the trigger when he sneezed. He suddenly remembered the third advice of the wise guest. He heard the youth saying, “Mummy, why is it that we have no news of my father? I remember him so much” “My dear son”, replied the woman, “I shed tears for him everyday. Everyday I pray that he may come and see his grown-up son, who is so handsome and well-mannered”.

Hearing this, the man opened the door. He came in and embraced his wife and son. He thought he had done very well by exchanging the three gold coins for the wise words of the silent guest.

Word Meaning

Suggest : to propose, **Orchard** : apple garden, **Prosperous** : successful, **Accept** : to believe, **Insistence** : act of insisting, **Comfortable** : free from hardship, **Celebrate** : to perform religious ceremony, **Confuse** : to disconcert, **Warning** : previous, **Succeed** : to follow in order, **Pour** : to cause to flow, **Lavish** : profuse, **Sneeze** : to make explosive sound while emitting air suddenly from the nose

OBJECTIVE TYPE QUESTIONS

A. Tick the (✓) correct answer.

1. The poor man was _____.

i. Mr. somebody

ii. Mr. No

iii. Mr. Nobody

2. His wife use to call him _____.

i. Mr. oldie

ii. Mr.No

iii. Mr. Somebody

3. The merchant reached another _____ .
 i. palace ii. kingdom iii. paradise
4. The poor husband earned _____ .
 i. 2 coins ii. 1 coin iii. 3 coins
5. The people paid for apples _____ .
 i. rupees ii. coins iii. copper
6. The woman spent that money on building a comfortable _____ .
 i. bridge ii. hut iii. house

B. Fill in the Blanks

1. The husband whose name was _____, agreed to move out of his village.
2. The whole summer the cat was his only _____.
3. The merchant _____ the _____ and the cat and he _____.
4. The next morning _____ started on his _____ March.
5. The poor man _____ the words of the _____ guest.



SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

1. What job did Nobody did in rich village?

2. Why did the old man's wife work in the houses of others?

3. What did Nobody send to his wife through the merchant?

4. What did the merchant give Nobody's wife?

5. What did the wife do with the gold coins?

6. What happened to the apples?

7. Who were the crow and the frog?

8. Why did Mr. Nobody was stopped by the frog and the crow?



Writing Skills

Focused Attention Based

- “Following fashion trends is right for teenagers”- Explain.



Grammatical Skills

Decision Making Skill Based

1. Fill in the similes.

- As _____ as pins.
- As cool as a _____.
- As _____ as a _____ nest.
- As _____ as the stars.
- As _____ as a fox.
- As _____ as a mirage.
- As fast as a _____.

2. Fill in the blanks with appropriate modals.

- You _____ (shall/will) not be permitted to stay here.
- He _____ (will/shall) regret it!
- He _____ (should/would) always tell lies.
- Whenever the teacher was angry, he _____ (might/would) walk out of the classroom.
- Mother shouted that Juhi _____ (might/should) leave the house at once.

vi. Gaurav looked very irritated. He _____ (may/should) have been feeling tired or unwell.

vii. He _____ (might/would) have left his mobile phone in the car.

3. Put the verbs in brackets into a suitable passive form.

i. We _____ (out play) by the opponents. (Past Indefinite)

ii. Was the student _____ (expel) by the Principal? (Past continuous)

iii. A huge wall _____ (build) around the Stadium. (Past continuous)

iv. The hockey match _____ (not cancel) by the match referee. (Past indefinite)

4. Fill in the blanks with suitable prepositions.

i. There is no love lost _____ the two brothers. They don't get _____ well with each other.

ii. There is a very good hotel _____ the bus stand.

iii. I found this statue lying _____ a heap of condemned articles.

iv. The train is running _____ the schedule.

v. These were guns _____ them and guns _____ them.

vi. No criminal is _____ the reach of the police.

vii. There are many differences _____ the Americans and the Iraqis.



Activity Skills

Critical Thinking

- 'The day I was elected the school captain'. Explain.

NOISE POLLUTION

15



Today's world can be called the noisiest in the human history. We create a lot of noise in this age, probably to show that we are in a happy mood, festive mood, to **canvass** votes, to advertise a commodity or a point of view.

Noise can be called the greatest **bane** of modern life. There are many types of pollution and one of them is noise pollution.

We are distracted by it in every moment of our lives. The necessary noise, unnecessary noise, purposeful noise, and the purposeless noise—all weaken our nerves and madden us. We should blame ourselves for the average decrease in Indian life. The noise in and around us is wearing us out at a terrific pace.

The present days babies also shout loudly. No doubt, they look elegant and sweet, but the moment they open up their mouths, they set up a shattering volume of sound. A very few of them are soft spoken. School teachers have a hard time with the children to order them, 'Silence, Silence.' But usually it does not have any effect on the children. I believe that they are the noisiest creatures on the earth. I can suggest a method to bring some silence in the school. It can be done by keeping a prize at the end of the year for the softest spoken student in the school. I believe this would definitely bring some sort of silence amongst them.



One of the major reasons of noise pollution is hawking in the streets. When the **hawkers** shout on the roads and streets, it becomes almost impossible to concentrate in studies or in writing at home. Even if one retires to the back of the house,

one may not be saved since the **hawker** seems to set the pitch of his voice on the basis that you should be searched out and pierced through and through.



We are surrounded by a moving, loud market all the time. Some of them are plantan-sellers which seem to bark at each other out of existence. One is a seeker of old paper and empty bottles who expresses his wish at a space-filling voice. An anguished cry of the knife-grinder like someone is caught in a trap, is also heard. And many others follow and all that we understand is that they are shouting something and it may be anything.

Another type of noise which is really dreadful is when a motor-cyclist starts out. The **agitation** he creates almost lasts for half-an-hour, even after the machine itself has gone out of sight.

And the horrible noise comes when the motor-cyclist tests his engine, whereupon the whole locality is converted into a sort of gold factory.

The noise produced in any factory is the same. The noise of the machines is always higher than that of the guide.

Once upon a time I had to abandon a very comfortable house because of a neighbour. It was because he switched on his radio every morning at five at the high pitch. The result of which was that the radio kept up a sort of humming, a most harassing accompaniment, unbroken like the humming of thousand bees.

The humming was like the skewering of one's brain by many instruments of torture. I always was wondering, why my neighbour had to switch on the radio early in the morning.

I sometimes feel that God, who constructed the human body with so much forethought, seems to have become weary when he came to the ears. And, he left them as the most vulnerable portion of a human being. The result is that we are longing for something that we cannot attain, and that is "SILENCE".

— R. K. Narayan

Word Meaning

canvass : to examine minutely; **bane** : mischief; **hawker** : pedlar; **agitation** : excitement; **hawker** : one who sells thing on stall; **concentrate** : single minded attention towards a point



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct option :

1. There are many types of _____.
i. polythine ii. sound iii. noise
2. In streets, noise pollution is created by _____.
i. families ii. hawkers iii. children
3. The noise produced in _____ is the same.
i. factory ii. market iii. house
4. An other type of _____ which is readily dreadful.
i. noise ii. pollution iii. storm
5. The noise of machine is always higher than that of the _____.
i. man ii. guide iii. people

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

1. Noise can be called the greatest bane of modern life.
2. Only the unnecessary noise weaken our nerves and madden us.
3. The present day babies are loud throated.
4. The noise of the machines in a factory, is always higher than that of the guide.
5. According to the author, God has left the ears in the best place of the body.

C. Fill in the blanks

1. The machines of the factory produce a _____ noise.
2. We should not _____ the animals.
3. We should give a _____ before doing any work.
4. Disposal of polythene is one of the greatest _____ in today's time.
5. She suddenly felt old and _____.
6. The author always stayed at the same house where his neighbour used to switch on the radio at high pitch.



SUBJECTIVE TYPE QUESTIONS

- Answer the following questions :

1. Why the author calls today's world as the noisiest in the human history ?

2. To what does the author compare the knife grinder's cry ?

3. Why does the author call the noise caused by a motorcycle as a dreadful noise ?

4. Why did the author abandon his comfortable house ?

5. Why does the author say that God seems to have become weary when he came to the ears ?



Writing Skills

Focused Attention Based

- Write an article for a newspaper describing the increasing noise pollution in today's world and its ill effects :



Grammatical Skill

Decision Making Skill Based

- Combine these sentences by use of being or having :

1. The movie was too boring. We went home.

2. The train was late. We were forced to wait.

3. I was sick. I did not go to school.

4. She had an infection. She went out to play.

5. It was too late. We did not go for the party.

6. I was on fasting. I did not eat anything.

7. The weather was beautiful. They went for a long walk.



Activity Skills

Critical Thinking

- See these pictures and label these pollution :







O Henry wrote exciting stories which are widely read even today due to their element of surprise and sudden twists towards the end. Read one of O. Henry's classic stories to discover it yourself.



The cop on the beat moved up the avenue, looking strong and important. This was the way he always moved. He was not thinking of how he looked. There were a few people on the street to see him. It was only about ten at night, but it was cold and there was wind blowing with a little rain in it. He stopped at doors as he walked along, trying each door to make that it was locked and safe. Now and then, he turned and looked up and down the street. He was a fine looking cop-a watchful guardian of peace. People in this part of the city went home early. Now and then, you might see the lights of a shop or of a small restaurant. But, most of the doors belonged to business places that had been closed hours ago.

Then; the cop suddenly slowed his walk. Near the door of a darkened shop, a man was standing with an unlighted cigar in his mouth. As the cop walked towards him, the man spoke quickly.

“It is all right, officer”, he said. “I ’m waiting for a friend. Twenty years ago we agreed to meet here tonight. It sounds strange to you, doesn’t it? I’ll explain if you want to be sure that everything’s all right. About twenty years ago there was a restaurant, where this shop stands. ‘Big joe’ Brady’s restaurant.”

“It was here until five years ago,” said the cop. The man in the doorway struck a match and lit his cigar. The light showed a colourless square face with bright eyes, and a little white scar near his right eye. He had a large diamond in his scarfpin.

“Twenty years ago tonight, ” said the man, “I had dinner here with Jimmy wells. ” He was my best friend and the best fellow in the world. He and I grew up together here in New York, like two brothers. I was eighteen and Jimmy was twenty. The next morning I was to start for the west to try my fortunes. You couldn’t have pulled Jimmy out of New York. He thought it was the only place on earth. “We agreed that night that we would meet here again in twenty years. We thought that in twenty years we would know what kind of men we were, and what future waited for us.”



“It sounds interesting,” said the cop. “A long time between meetings, it seems to me. Have you heard from your friend since you went west?” “Yes, we did write to each other for some time, ” said the man. “But after a year or two, we stopped. The west is big. I moved around everywhere., and I moved quickly”.

But I know that Jimmy will meet me here if he can. He was as true as any man in the world. He’ll never forget. I came a thousand miles to stand here tonight. I’ll be glad about that, if my old friend comes too.”

He, then, took out a fine watch, covered with small diamonds. “There minutes before ten,” he said. “It was ten that night when we said good-bye here at the restaurant door.”

“You were successful in the west, weren’t you?” asked the cop.

“I surely was ! I hope Jimmy has done half as well. He was a plodder. I’ve had to fight for my success. In New York a man doesn’t change much. In the west you learn how to fight for what you get.”

The cop took a step or two.

“I’ll go on my way” he said, “I hope your friend comes all right. If he isn’t here at ten, are you going to leave?”

“I am not!” said the other. “I’ll wait half an hour, at least. If Jimmy is alive on earth, he’ll be here by that time. Good night, officer.” “Good night,” said the cop, and walked away, trying doors as he went.

There was now a cold rain falling and the wind was stronger. The few people walking along that street were hurrying, trying to keep warm and at the door of the shop stood the man who had come a thousand miles to meet a friend. Such a meeting could not be certain. But he waited.

About twenty minutes he waited, and then a tall man in a long coat came hurrying across the street. He went directly to the waiting man.

“Is that you, Jimmy wells?” he asked doubtfully “Is that you, Bob?” cried the man at the door.

The new man took the other man’s hand in his. “It’s Bob! It surely is. I was certain. I would find you here if you were still alive. Twenty years is a long time. The old restaurant is gone, Bob. I wish it were here, so that we could have another dinner in it. Has the west been good to you?”

“It gave me everything I asked for. You’re changed, Jimmy. I never thought you were so tall.”

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

“Are you doing well in New York, Jimmy? ”

“Well enough. I work for one of the city departments. Come on, Bob. We’ll go to a place I know and have a good long talk about old times.”

The two men started along the street, arm-in-arm. The man from the west was beginning to tell story of his life. The other with his coat up to his ears, listened with interest.

At the corner stood a drug store bright with electric lights. When they came near, each turned to look at the other’s face.

The man from the west stopped suddenly and pulled his arm away.

“You’re not Jimmy Wells,” he said. “Twenty years is a long time, but not long enough to change the shape of a man’s nose.”



“It sometimes changes a good man into a bad one,” said the tall man. “You’ve been under arrest for ten minutes, ‘Silky’ Bob. Chicago cops thought you might be coming to New York. They told us to watch for you. Are you coming with me quietly? That’s wise. But first, here is something I was asked to give you. You may read it here at the window. It’s from a cop named wells”

“The man from the west opened the little piece of paper. His hand began to tremble a little as he read”

“Bob : I was at the place on time. When you struck the match to light your cigar, I saw the face of the man wanted by Chicago cops. I didn’t want to arrest you myself. So I went and got another cop and sent him to do the job. ”

—Jimmy (slightly simplified)

—O. Henry

Word Meaning

Cop : a police officer, **Avenue** : a wide street, **Fortune** : luck, **Turn** : to cause to move on an axis, to change, **Watch** : to keep awake, **Strange** : unfamiliar, wonderful, **Darken** : to make dark, to grow dark, **Struck** : of strike, **Successful** : happy, prosperous, **Hurry** : a great haste, **Tremble** : to shake



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

- The cop was a watchful guardian of _____.
i. love ii. happiness iii. peace
- A man had an unlighted cigar in his _____.
i. hand ii. mouth iii. finger

3. The name of the shop was _____ .
 i. Big Joe ii. Joe-Poe iii. Big Toe
4. He had a large diamond in his _____ .
 i. scarfpin ii. hat iii. shirt
5. Two friends grew up in _____ .
 i. Jersey ii. New York iii. Japan
6. He took out the watch covered with _____ .
 i. pins ii. diamonds iii. stones
7. Jimmy was a _____ .
 i. plodder ii. farmer iii. cop
8. I saw the face of the man wanted by _____ .
 i. Chicago cops ii. Indian cops iii. west cops

B. Fill in the Blanks

1. The light showed a _____ square face with _____
 _____, and a little _____ near his eye.
2. He was as _____ as any man in the _____.
3. The cop took a _____ or _____.
4. At the corner stood a _____ store _____ with electric lights.
5. _____ is a long time.



SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

1. Who was the man standing with an unlighted cigar in his mouth? What did he spoke quickly when he saw the cop?

2. What did the light of the cigar showed? What did he had in his scarfpin?

3. Why did the two friends stopped writing letters to each other?

4. What put Bob in doubt about Jimmy's identity?

5. Who was the man waiting for and why? Who came instead of him?

6. Describe Jimmy wells in your own words.



Writing Skills

Focused Attention Based

- During an aeroplane journey describe your meeting with a celebrity sitting next to you.



Grammatical Skills

Decision Making Skill Based

1. Join each pair of sentence with a suitable conjunction.

i. She is coughing. She had chilled orange juice.

ii. He is intelligent. He is hardworking.

iii. Be quiet. Leave the room.

iv. He wrote fast. He could not finish the paper.

v. He walks very fast. He is first.

vi. Everyone regards him. He is the senior most.

vii. Rahul plays for pleasure. Hari plays for money.

viii. The mother cooked the meal. The baby slept.



ix. Men have fought for their country. Men have died for their country.

x. It is autumn. The leaves are falling.

2. Fill in the blanks with appropriate conjunctions.

i. You are smart _____ he is smarter.

ii. _____ the sun was shining, it wasn't very warm.

iii. He cries _____ he has suffered a lot.

iv. I must believe it _____ you say so.

v. He cries _____ he has suffered a lot.

vi. My job is highly dangerous _____ extremely interesting.

3. Rewrite each of these simple sentences after using conjunction given in the bracket.

i. They continued the game. They were about to lose. **(although)**

ii. Vandana will come to my house in the evening. We have a joint project to submit. **(since)**

iii. He was ill. He attended the meeting. **(though)**

iv. The dress is beautiful. This dress is expensive. **(but)**

v. He was sleepy. He watched the entire show. **(nevertheless)**

vi. It was raining. They decided to go out. **(however)**

vii. The boy could not go home during vacations. His family had left without informing him. **(because)**



Activity Skills

Critical Thinking

- Google the writer of the chapter-O. Henry and find some more interesting stories written by him also describe him as well.

PLANTS HAVE LIFE

17

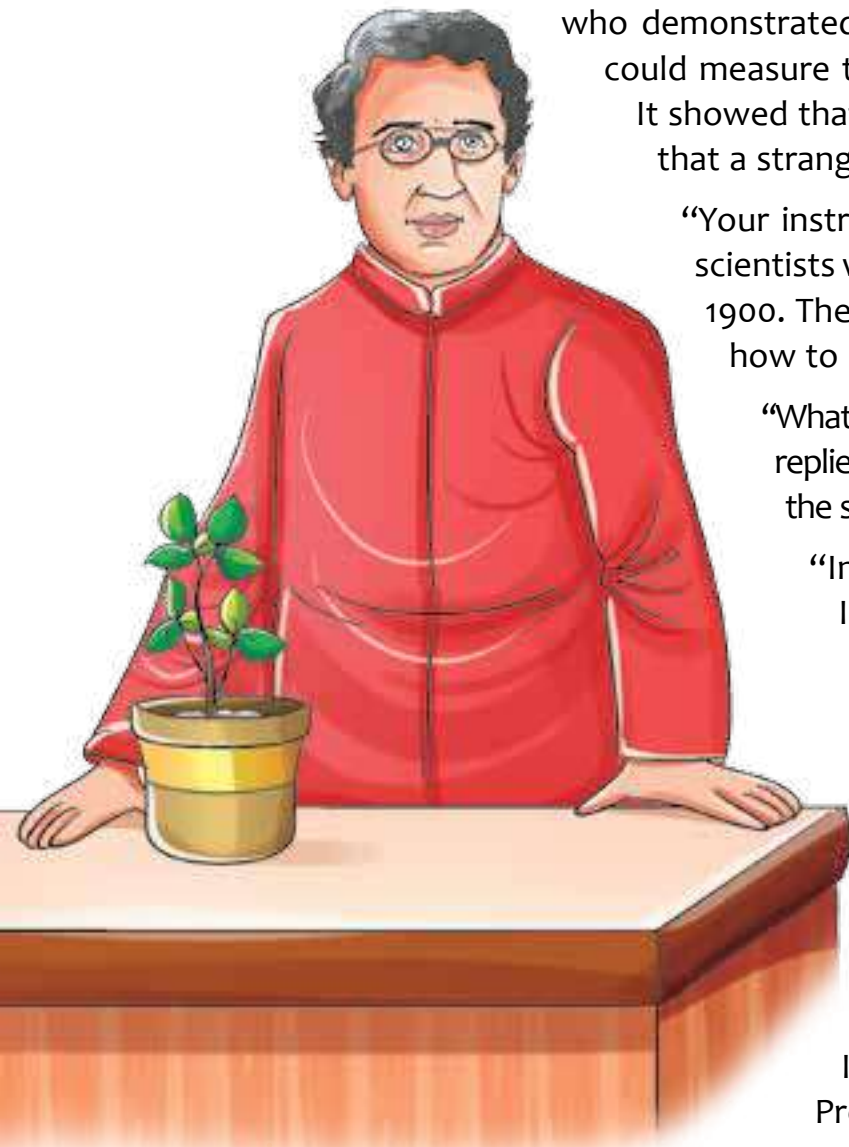
Jagdish Chandra Bose was a village boy but a very great Indian scientist. He demonstrated for the first time that plants have life, they can feel. Let's know what else he did in his lifetime.

All of us know today that plants have life, they can breathe and feel. But before 1900, few people knew and believed it. It was Jagdish Chandra Bose, a great scientist (Indian), who demonstrated the fact. He built a unique instrument that could measure the feel, the sense and growth of the plants. It showed that plants have a special sense which tells them that a stranger is approaching.

“Your instrument is a wonderful thing”, said the great scientists who had come to the Paris Congress of science 1900. They were amazed as the inventor showed them how to use the instrument.

“What do you call this instrument?” “A Gescograph”, replied Jagdish Singh Bose. “And where was it made?” the scientist asked.

“In India,” was the answer. It was just a miracle. Indian at that time was known for its greatness in the fields of the fine arts, literature and philosophy. But in the field of science, the European professors were teaching science to Indians. There were very few colleges of science in India. Jagdish Chandra Bose was born in a village in Bengal. After studying physics at the Kolkata university. He went to England for further studies. He graduated from Cambridge. On returning to India he was appointed Professor of Physics in Presidency college at Kolkata in 1885.



In those days of British rule over India, an Indian received just two-thirds of the salary paid to a European Professor. Bose's appointment was a temporary one, so he was given only half the rate for a European.

Bose refused to touch any part of his salary. It was a question of principles. He felt that people who did the same kind and same amount of work should be paid equally. After three years of struggle he was paid full salary from date of joining. It was the preamble of his future discoveries. Discoveries do not come from the yes-men they come from the doubters and rebels.

Since his boyhood, Bose had been interested in animal and plant life. He used to play under the trees till late at night. Her mother called him daily at dusk, "My son, come here, good children neither go under the trees nor pluck their leaves at night"

Now his work in physics led him back to his old fascination. He was working on wireless receiver. Bose noticed that his wireless showed signs of 'tiredness' after it had been in use for some time, but in some strange way got back its power after being 'rested'. These were forethought for the discoveries to come man used to believe that the world, as one beautiful unity was created by the Almighty God. Everything in the world from man to stones, had its place and purpose. But the discoveries of scientists like Galileo and Newton changed this notion. Man began to study each branch of science separately in great detail. In this way there developed several different kinds of sciences. Bose, however observed a unity among the diversity of all these branches of science. He realized that there was a similarity in the behaviour of lifeless and living things.

Bose suggested that the animal, plant and mineral kingdoms are one and had a great deal in common. He said that plants and metal had a life of their own and could become 'tired', 'depressed' or happy. But people hold on to their old beliefs and do not like to change them.

Bose designed and built an instrument which proved his findings, with making accuracy. This was the 'crescograph' the amazing instrument which records the movement in the

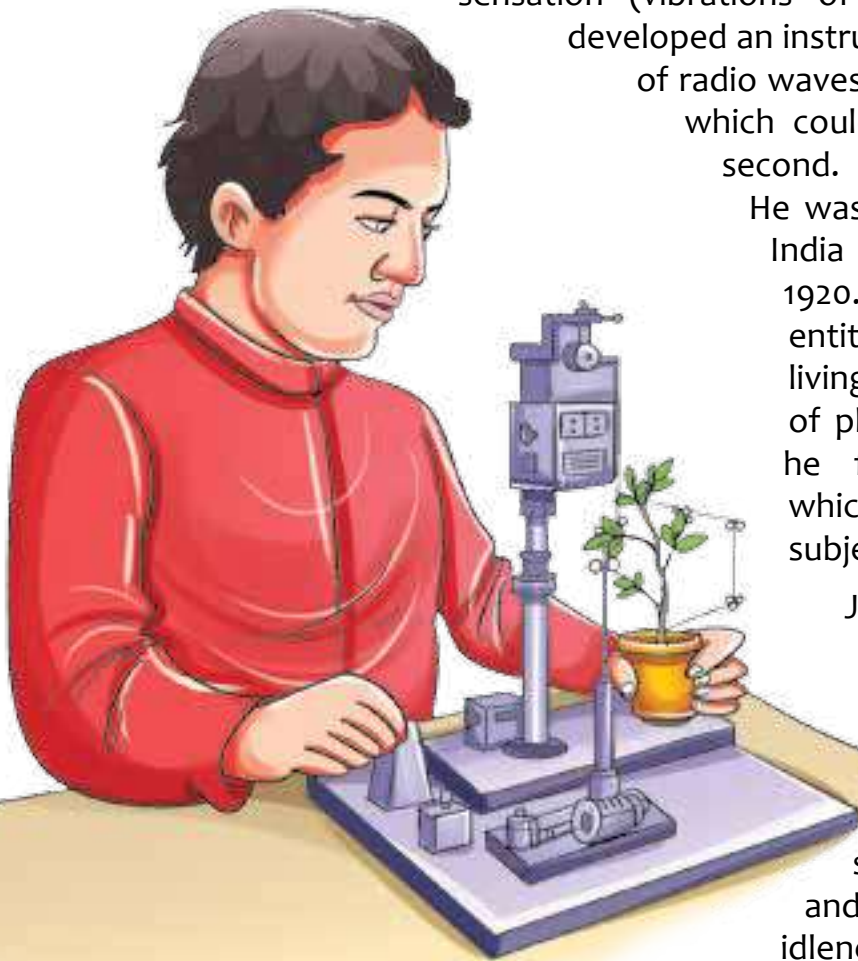


plant tissues. It magnifies this movement ten thousand times and can record the reaction of plants to manures, light, noise, heat, cold, human touch and other stimuli. It showed that the plants are capable of feeling. The crescograph indicated that plants react to rays of light and wireless waves. It also proved that they have a special sense which makes them aware of the approach of a stranger. The plants take food and water, breathe, work, take rest, sleep and die. The crescograph could detect, record and magnify the minute responses of plants due to external stimuli. Thus Bose proved that plants have life and perform all the functions of life as we humans do. On May 10, 1901 he showed the working of his instrument before the Royal Society in London (England). He connected it to a plant. Plants pulse beat was magnified ten thousand times through the instrument and displayed on a screen. A big lighted dot started moving to and from on the screen like a pendulum. Then he put the plant under different stimuli to show the effect on and reaction by the plant. Thus he was able to show that plants are sensitive like us. They also feel pain and pleasure. He was greeted with thunder of claps.

Bose developed many instruments. He developed his magnetic crescograph to magnify sensation (vibrations of plants) one million times. He also developed an instrument called 'coherer' for the detection of radio waves (wireless). He made Receiver recorder which could measure one thousandth part of a second. He did a lot of work on radio waves.

He was honoured as 'Sir' by the Government of India in 1917 and Fellow of Royal Society in 1920. Bose wrote two world famous books entitled 'Response in the living and non-living' (1902), and 'The nervous mechanism of plants' (1926). Before his death in 1937, he founded the Bose Institute in Kolkata which researches are conducted on several subjects.

Jagdish Chandra Bose had deep concern for India and her people. He had a deep faith in the intelligence of his countrymen. In an address at convocation of the University of Mysore in November 1927, he spoke about India's glory in the past and declared that it was action, and not idleness, that was responsible for that glory. He believed that there could be no happiness for a single person unless it had been won for all.



Word Meaning

Demonstrated : addressed, **Unique** : wonderful, **Philosophy** : theory of ideas, **Preamble** : an introduction, **Rebel** : protester, **Fascination** : a very strong attraction, **Forethought** : careful thought to make sure that the things are successful in the future, **Notion** : an idea, **Diversity** : a range of many things that are very different from each other, **Hold on** : keep one's grasp on, **Tissues** : particular groups of cells, **Stimuli** : things that rouse a person, animal or plant to activity, **Detect** : to notice something that is not easy to sense, **Minute** : extremely small, **Pulse beat** : (here) regular vibrations in plants because of moving liquids, **Fellow** : (respectful) member, **Entitled** : given a title (to a book), **Concern** : feeling of worry, **Convocation** : a ceremony held in a university or college when students receive their degrees, **Idleness** : a state of doing nothing



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

- The great scientists had come to the Paris Congress of science _____.
i. 1900 ii. 1800 iii. 1700
- Bose invented _____.
i. radio ii. crescograph iii. telephone
- Crescograph is the name of an instrument which _____.
i. reads ii. records iii. sings
- Bose realized that there was a similarity in the behaviour of _____.
i. girl and boy
ii. master and servant
iii. living and non-living things.
- Jagdish had deep concern for _____.
i. India ii. Australia iii. America.

B. Fill in the Blanks

- He built a _____ instrument that could measure the feel.
- Jagdish was born in a _____ in _____.
- He was working on _____ receiver.
- He was honoured as ' _____ ' the _____ of India in 1917.
- He believed that there could be no _____ for a single person.



SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

1. Why were the scientists at the Paris Congress amazed to hear the instrument had been built in India?

2. What did Bose discovered? How?

3. Why did Bose refuse to take the salary? Give two reasons.

4. What was J.C. Bose's belief about plants?

5. What titles were conferred upon J.C. Bose?

6. Name three instruments developed by J.C. Bose.



Writing Skills

Focused Attention Based

- "If I were the principal of my school." Write a composition on what you could do as the principal of your school.



Grammatical Skills

Decision Making Skill Based

1. Fill in the blanks with suitable Adverbs.

i. The old man slept _____.

ii. Lata is _____ late.

iii. Harry is _____ prepared to face the consequences.

iv. He does not know _____ the flight will arrive.

v. The police searched _____.

vi. _____ time will he take to stitch these clothes?

vii. She was _____ polite.

- viii. Granny knows us _____ well.
- ix. Henry will _____ come for the exhibition.
- x. Sonam is _____ absent from college.

2. Complete the paragraph with the help of clue box.

has been teaching, helps, teaches, loved, is, is taking

Mrs. Gopi is our class teacher. She _____ us english. She _____ english for the last five years. She _____ pains in her work. She _____ very successful in her profession. She _____ the students even outside the class. All the students _____ her very much.

3. Unscramble the words to make meaningful sentences.

- i. a / tall / man / white / fat.

- ii. fifty-year old / hardworking / a / short / sikh / driver.

- iii. square / almirah / a / wooden / huge / green

- iv. very / with / I / disappointed / am / myself

- v. faded / like / jeans / I / wear / to

- vi. foolish / boy / a / what / are / you

- vii. woman / my / a / wonderful / is / mother

- viii. was / hottest / yesterday / year / the / the / of / day



Activity Skills

Critical Thinking

- Discover any five types of plants and explain them with the help of pictures as well.



THE MAN WHO KNEW TOO MUCH

18

Is there any student of your class who has an answer to everything? Does he make the others look and feel like fools? The armed forces are very particular about codes of conduct. Read this story about a soldier, Private Quelch, the lowest rank of the army, showing off his knowledge.

I first met Private Quelch at the training depot. A man is liable to acquire in his first week of army life-together with his uniform, rifle and equipment-a nickname. Anyone who saw Private Quelch, lanky, stooping frowning through horn-rimmed spectacles, understood why he was known as 'the professor'. 'Those who had any doubts on the subject lost them after five minutes' of conversation with him.

I remember the first lesson, we had in Musketry. We stood in an attentive circle while a sergeant, a man as dark and sun dried as raisins, wearing north-west frontier ribbons, described the mechanism of a service rifle. 'The muzzle velocity, or speed at which the bullet leaves the rifle, he told us', is well over two thousand feet per second'.

A voice interrupted. 'Two thousand, four hundred and forty feet per second' it was the professor.

'That's' right', the sergeant said without enthusiasm, and went on lecturing. When he had finished, he asked us questions. Then hoping for revenge, he



questioned the Professor again and again. The only result was to enhance the Professor's glory. Technical definitions, the parts of the rifle, its use and care, he had them all by heart.

The sergeant asked, 'You had any training before?'

The Professor answered with a phrase that was to become familiar to all of us, 'no, sergeant. It's all a matter of intelligent reading'.

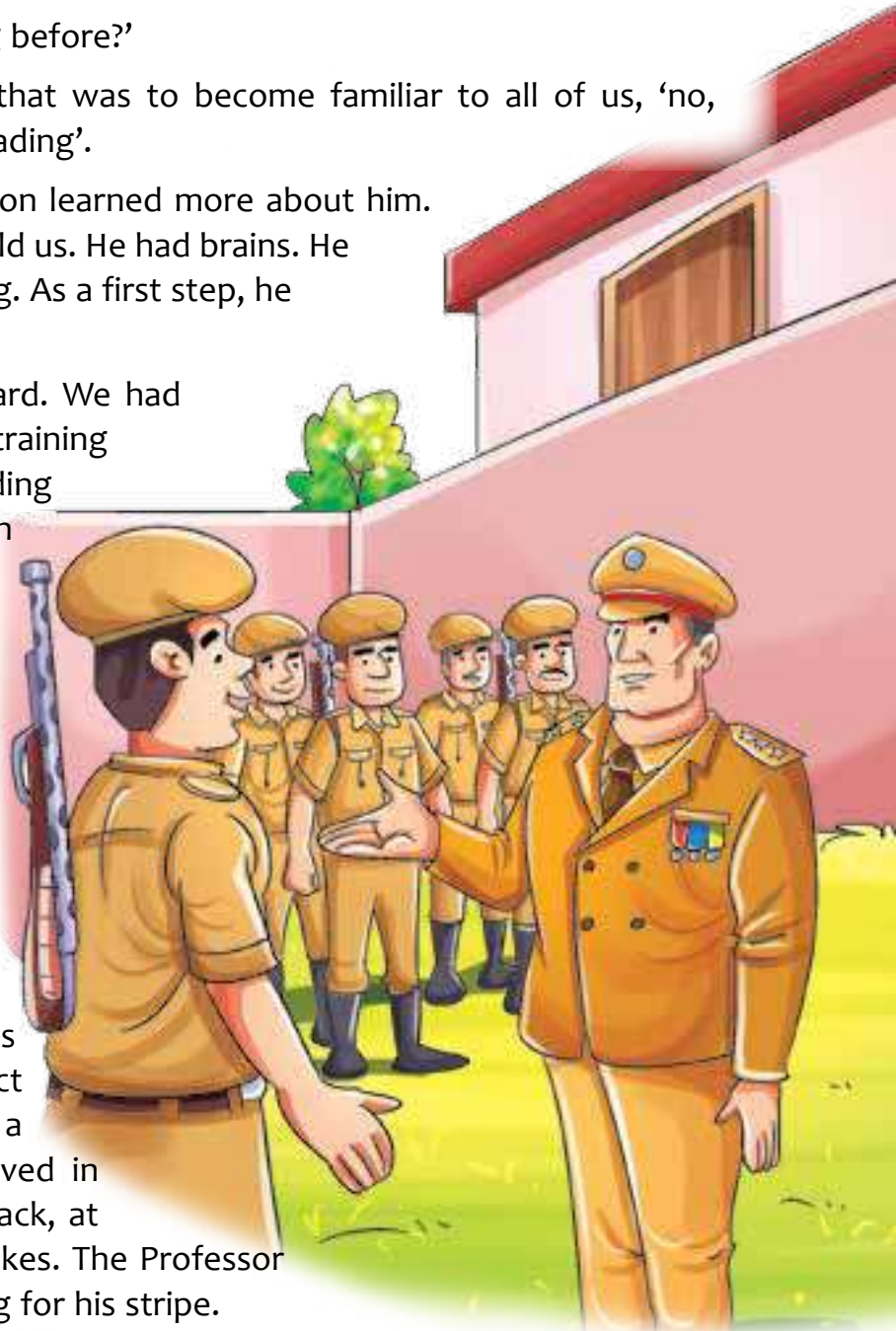
That was our introduction to him. We soon learned more about him.

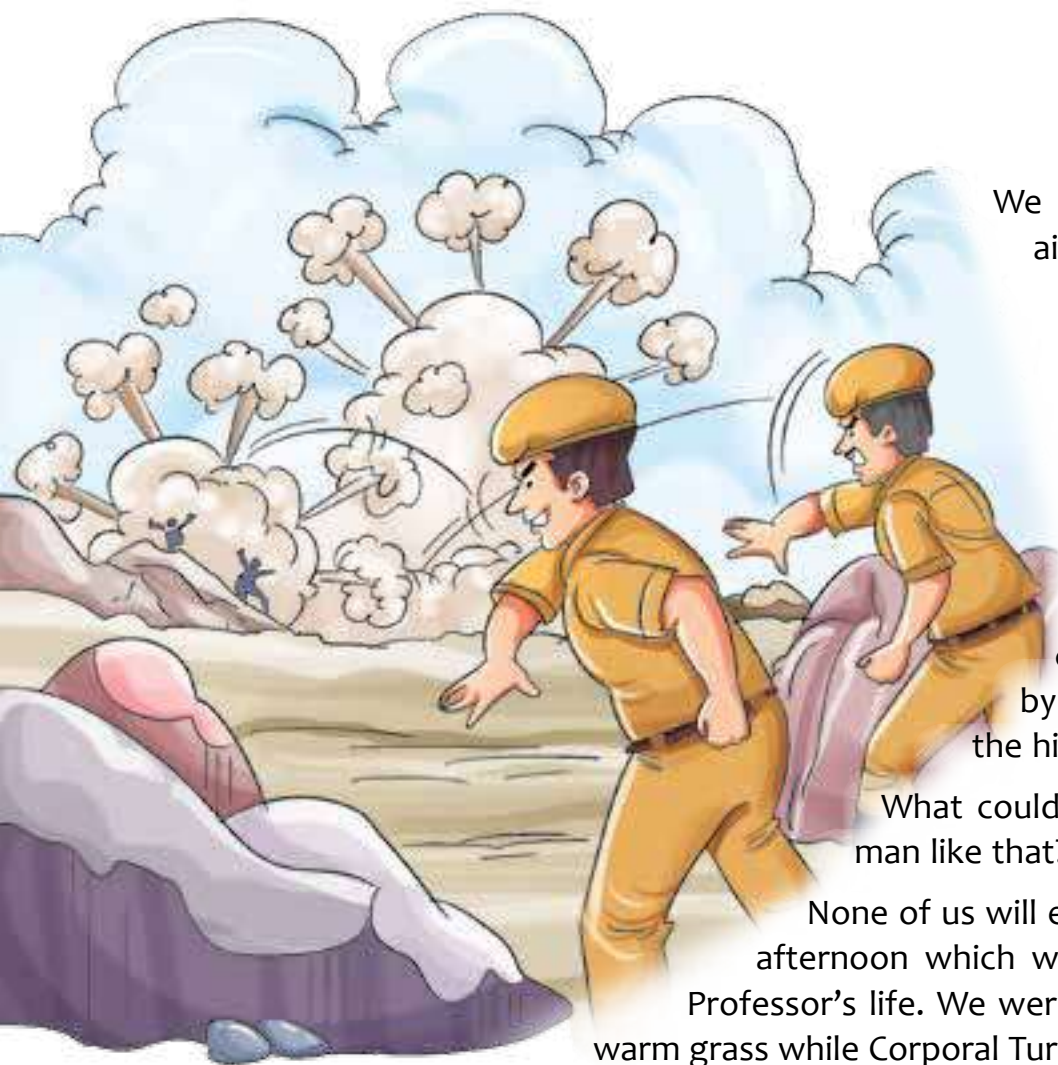
He saw to that. He meant to get on, he told us. He had brains. He was sure to get a commission, before long. As a first step, he meant to get a stripe.

In pursuit of his ambition, he worked hard. We had to give him credit for that. He borrowed training manuals and stayed up late at night reading them. He badgered the instructions with questions. He drilled with enthusiasm, and on route marches, he was not only miraculously tireless, but infuriated us all with his horrible, heartiness, 'What about a song, chaps?' is not greeted politely at the end of thirty miles. He salute at the pay table was a model to behold. When officers were in sight, he would swing his skinny arms and march to the canteen like a guardsman.

Day in and day out, he lectured in his droning, remorseless voice on every aspect of human knowledge. At first, we had a certain respect for him, but soon we lived in terror of his approach. We tried to hit back, at him with clumsy sarcasm and practical jokes. The Professor scarcely noticed; he was too busy working for his stripe.

Each time one of us made a mistake, the Professor would publicly correct him. Whenever one of us shone, the Professor outshone him. When, after a hard mornings work of cleanin'g out our hut, we listened in silence to the officers praise, the Professor would break out with a ringing, dutifully beaming hard, 'Thank you, sir!' And how superior, how condescending he was! It was always, 'Let me show you, old fellow', no, you'll ruin your rifle that way, old man?





We used to pride ourselves on aircraft recognition. Once, out for a walk, we heard the drone of a plane flying high overhead. None of us could ever see it in the glare of the sun. Without even a glance upward the professor announced, 'That of course, is a North American Harvard Trainer. It can be unmistakably identified by the harsh engine note, due to the high tip speed of the airscrew'.

What could a gang of louts like us with a man like that?

None of us will even forget the drowsy summer afternoon which was such a turning point in the Professor's life. We were sprawling contentedly on the warm grass while Corporal Turnbull was taking a lesson on the hand grenade.

Corporal Turnbull was a young man, but he was not a man to be trifled with. He had come back from Dunkirk with all his equipment correct and accounted for and his pet kitten in his pocket. He was our hero, and we used to each other that he was so tough that you could hammer nails into him without his noticing. 'The outside of a grenade, as you can see', Corporal Turnbull was saying, divided up into a large number of fragments to assist segmentation...!

'Forty-four.'

'What' that?' The Corporal looked over his shoulder.

'Forty four segments'. The Professor beamed at him.

The Corporal said nothing, but his brow tightened. He opened his mouth to resume. 'And by the way, Corporal...' we were all thunderstruck. The Professor was speaking again. 'Shouldn't you have started off with the five characteristics of the grenade? Our instructor at the other camp always used to, you know. In the silence that followed, a dark flush stained the tan on the Corporal's face 'Here', he said at last, 'You give this lecture'. As if afraid to say any more, he tossed the grenade to the Professor. Quite unabashed, Private Quelch climbed to his feet and with the air of a man coming into his birthright, gave us a long lecture on the grenade.

The squad listened in silence : Corporal Turnbull stood and watched, impassive except for a searching intentness of gaze. When the lecture was finished, he said, 'Thank you, Private Quelch. Fall in with the others now' He did not speak again until we had fallen in and were waiting to be dismissed. Then he addressed us.

'As some of you may have heard,' he began deliberately, 'the platoon officer has asked me to nominate one of you for ...' he paused, and looked lingeringly up and down the ranks as if seeking final confirmation of a decision.

So this was the great moment! Most of us could not help glancing at Private Quelch, who stood rigidly to attention and stared straight in front of him with an expression of self-conscious innocence.

'... for permanent cookhouse duties. I've decided that Private Quelch is just the man for the job.'

Of course, it was a joke for days afterwards; a joke and a joy to all of us.

I remember, though....

My friend Trower and I were talking about it a few days later. We were returning from the canteen to our own hut. 'Well', Trower remarked as we passed the cookhouse. 'I reckon that geezer's had his gob stopped for a bit, eh?'

I did not answer but took his arm and pointed to the cookhouse. Through the open door, we could see the three cooks standing against the wall as if at bay; and from within came the monotonous beat of a familiar voice.

'Really, I must protest against this abominably unscientific and unhygienic method of peeling potatoes. I only wanted to draw your attention to the sheer waste of vitamin values

We fled.

Word Meaning

Liable to acquire : likely to get, **Lanky** : tall and thin, **Condescending** : patronising, **Sprawling** : expansive, **Musketry** : training of the use of guns



OBJECTIVE TYPE QUESTIONS

A. Tick (✓) the correct answer.

1. I first met Private Quelch at the _____.
- i. training depot ii. home iii. work

2. Which is the lowest rank?
 - i. corporal
 - ii. private
 - iii. sergeant
3. How did Private Quelch recognize the aircraft?
 - i. by looking at the size
 - ii. by looking at the shape
 - iii. by listening to its sound
4. How would you describe Quelch?
 - i. respectful
 - ii. modest
 - iii. condescending
5. Why did the professor constantly interrupt his trainers?
 - i. because he was a fool
 - ii. because he wanted to show off his knowledge
 - iii. because he wanted to help others

B. Fill in the Blanks

1. The _____ velocity, or speed at which the _____ leaves the rifle.
2. The _____ answered with a phrase that was to become _____ to all of us.
3. The _____ scarcely noticed : he was too busy _____ for his stripe.
4. The Professor would _____ correct him.
5. We used to pride ourselves on _____ recognition.



SUBJECTIVE TYPE QUESTIONS

• Answer the following questions :

1. Why was Private Quelch known as professor? Explain.

2. Why did the Sergeant asked questions to the Professor?

3. How was the Private Quelch undoubtedly superior to the other privates. Explain.

4. What was the turning point in Professor's life?

5. Did Professor learnt a lesson. How?



Writing Skills

Focused Attention Based

- You borrowed a book from your friend and lost it in a park. Write a letter to him/her telling her about what you plan to do.



Grammatical Skills

Decision Making Skill Based

1. Pick out the noun phrases in the following sentences and write them also.

i. Cats like catching mice.

ii. Indians love playing cricket.

iii. I have forgotten how to knit.

iv. He wishes to join the army.

v. I didn't intend to offend you.

2. Rewrite the following sentences by inserting the words given in the bracket in the correct place.

i. The plan has landed. (just)

ii. He was careful to notice the error. (enough)

iii. He went back home yesterday. (only)

iv. He did not like our business. (clearly)

v. The princess was crying. (bitterly)

vi. Madhurima plays the piano well for her age. (incredibly)

vii. There's somebody at home in the evenings. (always)

viii. He shall meet us in the park. (this evening)

ix. Without treatment, he will die. (certainly)

x. We have to reach the office by 8. (usually)

3. Encircle the correct option in the following sentences.

i. Rose always smells **sweet/sweetly**.

ii. She looked quite **sad/sadly** after she lost the match.

iii. This music sounds **soothing/soothingly** to the ears.

iv. The kid feels very **happy/happily** to have visitors at home.

v. The dish tasted **bitter/bitterly** as it had got burnt.



Activity Skills

Critical Thinking

- Being a Private Quelch, what steps would you take in your class? Explain.

(Based On Chapter 1 to 9)

Model Test Paper-1

A. Tick (✓) the correct option :

- The first mirror known to a human is _____.
i. looking glass ii. spectacles iii. pool
- The birds in the trees _____.
i. died ii. sang iii. lay eggs
- The meal cooked that night was _____.
i. terrible ii. good iii. bad
- How much Lady Lal gave to the coolie?
i. Two anna ii. One rupee
iii. 50 paise iv. 4 anne
- With many a silvery _____.
i. break ii. flake iii. waterbreak
- The creature was not worthy of _____.
i. running ii. eating iii. ploughing
- Many travellers on the way were sold as _____.
i. thieves ii. slaves iii. people
- The _____ was littered with pieces of chicken.
i. room ii. table iii. bed

B. Fill in the blanks :

- These are _____ on either side of the car and also above the _____.
- The only people there were the _____ and the _____.
- A little _____ helps in making friends.
- Naach Mayuri is the vice chairperson and spokesperson of the _____.
- Sir Mohan walked to his coupe with a _____ gait.
- The creator _____ for a little.
- It was thought that the book was a collection of _____ and lies.
- The food _____ wasn't quite what the menu described.

C. Write True and False :

- When was the glass invented? How does he invented the glass?
- What did the Giant see when he came back?

3. Why did the thief attracted Anil towards him?
4. Who is Sudha and what happened with her?
5. Where does the water murmur?
6. How does the Lady Lal looked like? Explain.
7. What special creativity did God put in making of the horse?
8. How did the arrival of the train did not distrub Sir Mohan's coolness? Explain.

D. Answer the following questions :

1. When was the glass invented? How does he invented the glass?
2. What did the Giant see when he came back?
3. Why did the thief attracted Anil towards him?
4. Who is Sudha and what happened with her?
5. Where does the water murmur?
6. How does the Lady Lal looked like? Explain.
7. What special creativity did God put in making of the horse?
8. Why was Vijaya Lakshmi Pandit passing through a phase of intense suffering?

E. Matching :

Column 'A'

1. brambly
2. skimming
3. sandy
4. sharps and
5. shingly

Column 'B'

- i. trebles
- ii. shallows
- iii. wildernesses
- iv. bars
- v. swallows

F. Write the rhyming words of the following from the poem 'The Harvest Fair'.

- | | | | |
|------------|-------|-----------------|-------|
| 1. travel | _____ | 2. swallows | _____ |
| 3. flake | _____ | 4. glance | _____ |
| 5. trebles | _____ | 6. wildernesses | _____ |
| 7. ways | _____ | 8. stars | _____ |

A. Tick (✓) the correct option :

1. How did life in the forest change the king ?
 - i. He learnt to respect other living things.
 - ii. He became a famous musician.
 - iii. He became friends with the tree spirits.

2. A muddle head was from _____.
 - i. Roorkee
 - ii. Petikee
 - iii. Petushkee

3. He glanced at the shoe with some little passing touch of :
 - i. ego
 - ii. pride
 - iii. proud

4. Peace has been said to _____.
 - i. divisible
 - ii. dividable
 - iii. indivisible

5. The poor man was _____.
 - i. Mr. somebody
 - ii. Mr. No
 - iii. Mr. Nobody

6. The name of the shop was _____.
 - i. Big Joe
 - ii. Joe-Poe
 - iii. Big Toe

7. The great scientists had come to the Paris Congress of science _____.
 - i. 1900
 - ii. 1800
 - iii. 1700

8. I first met Private Quelch at the _____.
 - i. training depot
 - ii. home
 - iii. work

B. Fill in the blanks :

1. Releasing his arm, she laid her _____ upon his _____.
2. We are _____ of a great country.
3. The whole summer the cat was his only _____.
4. He was as _____ as any man in the _____.
5. He was honoured as ' _____ ' the _____ of India in 1917.
6. The _____ velocity, or speed at which the _____ leaves the rifle.

C. Write True and False :

1. The people of the kingdom were happy and proud of their handsome king.
2. The bad-tempered god decided to punish the king because he was very boastful.
3. The bar ber burst out laughing when he saw the king's horns.
4. The barber whispered the king's secret to the tamarind tree because he could not keep the secret to himself.
5. The king stopped thinking about his looks when he was living in the forest.

D. Answer the following questions :

1. Where did the king live ?
2. Which four stations he would have stopped during his journey. Why didn't he stopped?
3. What was the shoemaker doing when the girl entered?
4. What should be our endeavour, how that freedom has been attained?
5. What job did Nobody did in rich village?
6. What did the light of the cigar showed? What did he had in his scarfpin?
7. What was J.C. Bose's belief about plants?
8. Why did the Sergeant asked questions to the Professor?

E. Matching :

Column 'A'

1. slice of
2. cup of
3. inside
4. collecting the
5. Kharkov

Column 'B'

- i. bread
- ii. out
- iii. Kiev
- iv. tea
- v. fares.

F. Find the Rhyming Words

- | | | | |
|------------|-------|----------|-------|
| 1. about | _____ | 2. crime | _____ |
| 3. believe | _____ | 4. Kiev | _____ |
| 5. cried | _____ | 6. eyes | _____ |