

Prime English



Name: _____

Class: _____ Section: _____



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Preface

Prime English is a series of books designed to cater to the need for learning English as a language of communication and academic needs. It is a comprehensive course for developing the language skills in learners of English.

The books in this series adopt a combination of multiple approaches such as structural, functional, skill-based and whole language approach to teach English. The teaching methodologies are carefully chosen keeping in mind the requirement of the learners in Indian schools.

Each chapter in these books is structured thematically around the four main language skills, Listening, Speaking, Reading and Writing, and knowledge sections such as vocabulary, grammar and pronunciation. All the sections are integrated and the learner is led from one to the other seamlessly.

The **Reading Junction** is an ensemble of various text types such as stories, plays, poems and infographics. The carefully chosen texts introduce the learner to good literature and draw their attention to the use of language. The questions at the end of each reading text test the factual, inferential and extrapolative comprehension of the learner in a graded manner.

The **Listening** and **Speaking Junctions** include functional and creative tasks that help the learner develop their listening and speaking skills. Adequate help is provided to help the learner do the activities. The listening texts are given at the end of each book. The teacher can read those out and let the learner do the prescribed tasks. This will help the teacher carry out the listening activities without depending on the teacher manual or any other electronic aids.

The **Writing Junction** includes functional and creative writing exercises that help the learner develop their writing skills while keeping them engaged. The exercises in this section integrate other teaching points of the chapter so that the learner can apply all their learning in the final writing exercise.

The **Grammar Junction** teaches grammar rules in context and help the learner understand the structure of the English language. The grammar teaching in each book as well as in the series is built upon a well-thought-out and graded grammar syllabus. It will help the learner acquire grammar in a systematic way.

The **Vocabulary Junction** helps the learner acquire new words and their usages and build their vocabulary. The teaching of vocabulary is also graded and follows a well-designed syllabus.

The **Pronunciation Junction** helps the learner acquire correct pronunciation of words and familiarises them with the stress patterns and intonation of the language.

This series is further supported by:

- a Teacher Manual that offers pedagogical support in the form of activities, classroom strategies, listening inputs, answer keys and question bank
- digital content that integrates the lessons via TeachNext, Next Education's award-winning digital learning solution
- NextCurriculum App that helps the user access the books, the teacher manual and all other digital content on a mobile device. The user can also access the digital content by scanning the QR code given in each chapter and learn at their convenience anywhere, anytime.

Key features

Various text types

- Stories
- Poems
- Plays
- Infographics
- Graphic texts

Integrated supplementary activities

- Multiple Intelligences-based projects
- Life Skills-based activities

Meaningful and enjoyable learning

- Real-life contexts
- Puzzles
- Colourful artwork
- Model answers

Well-organised instructional design

- Language in context
- Graded exercises

Icons used in the series



Colouring



HOTS



Discussion



Adult help



Remember



DIY



Listening



Teacher Tip



Note



Recap

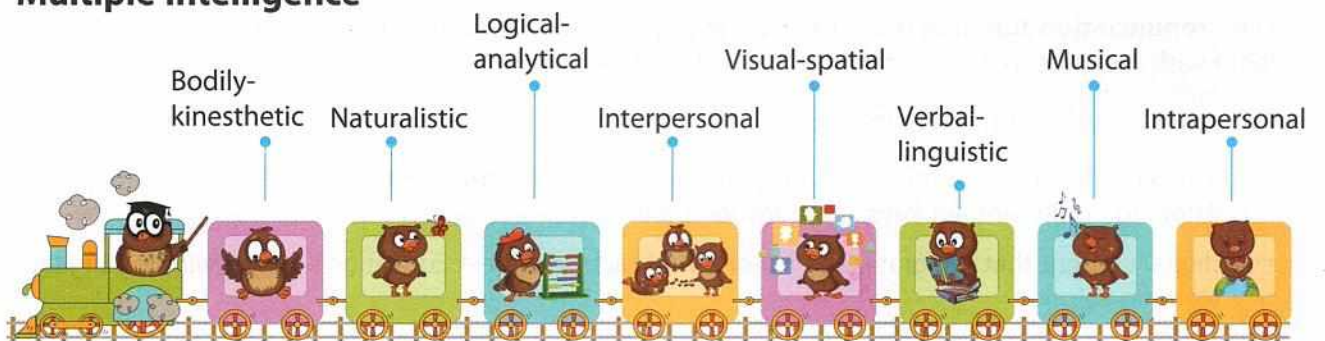


Projects



Speaking

Multiple Intelligence



The Prime English series is an attempt at helping the student community become successful language learners and better thinkers who will effectively use English for both communicative and academic purposes.



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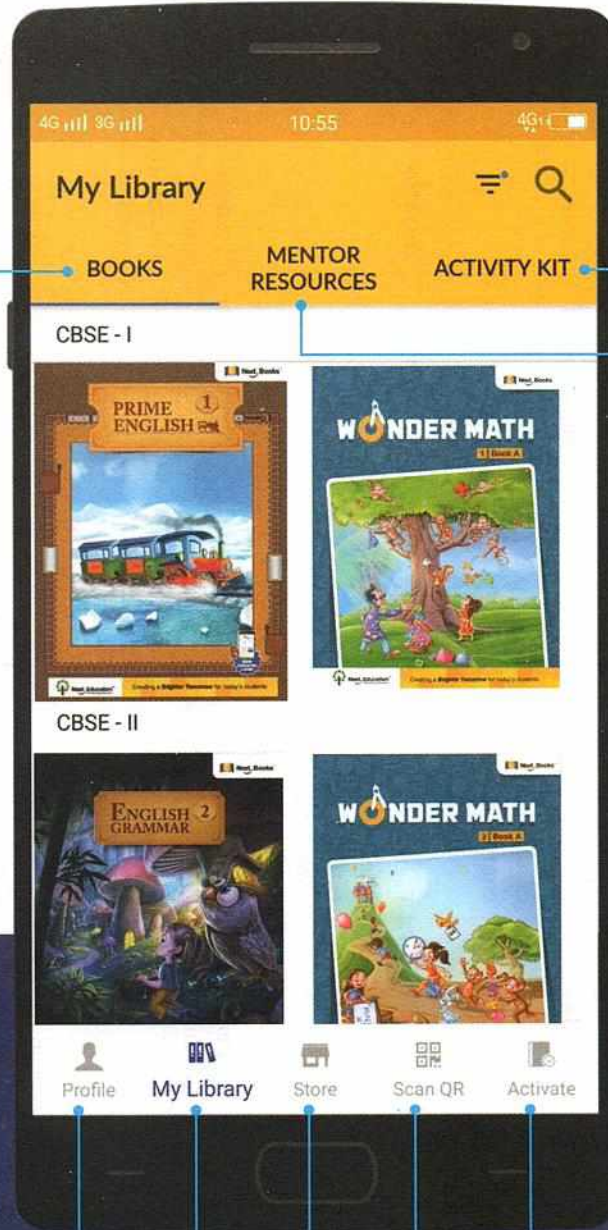


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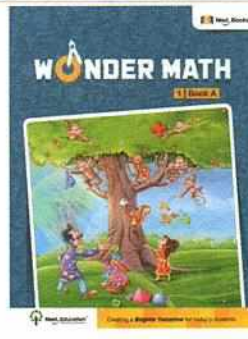
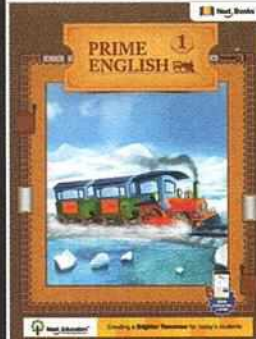
BOOKS

MENTOR RESOURCES

ACTIVITY KIT

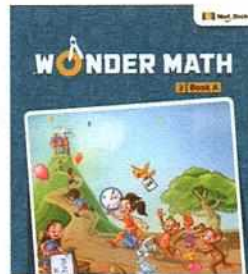
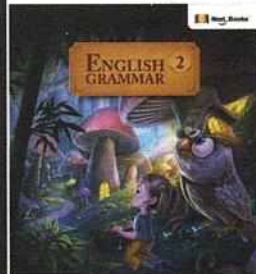
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CBSE - II



Profile



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Theme	Chapter	Reading	Vocabulary	Pronunciation	Grammar	Speaking	Listening	Writing
Growing Up	The Night We Won the Buick	Factual, inferential and extrapolative comprehension	Idiomatic phrases	Elision	Subject-verb agreement	Narrating a personal experience	Listening to guess the meaning	Writing a personal note
	The Schoolboy	Factual, inferential and extrapolative comprehension	Compound words	Different realisations of the 'o' sound	Subjunctive mood	Talking about one's fears	Listening and matching	Writing a paragraph - 'If I were...'
Humour	Whitewashing the Fence	Factual, inferential and extrapolative comprehension	Measure words	Silent letters	Adverbs	Expressing opinions	Listening for gist	Writing an invitation
	Dad and the Cat and the Tree	Factual, inferential and extrapolative comprehension	Two-part verbs	Syllabification	Transitive and intransitive verbs	Describing a character	Listening to count the number of syllables	Designing a comic strip
Human Spirit	Idgah, Festival of Eid	Factual, inferential and extrapolative comprehension	Compound adjectives	Variants of 'x'	Noun modifiers	Presenting an argument	Listening to distinguish	Writing a diary entry
	Night of the Scorpion	Factual, inferential and extrapolative comprehension	Verb-preposition collocation	Diphthongs	Prepositional phrases	Participating in a debate	Listening to identify	Writing a notice

Theme	Chapter	Reading	Vocabulary	Pronunciation	Grammar	Speaking	Listening	Writing
Culture and Society	Christmas Truce	Factual, inferential and extrapolative comprehension	Abstract nouns	Word stress	Punctuation	Oration	Listening to interpret emotions	Writing a bio-sketch
	In the Bazaars of Hyderabad	Factual, inferential and extrapolative comprehension	Musical instruments and colours	Intonation	Tenses	Enacting a transaction	Listening to decide	Writing a descriptive paragraph
Science	Man of Science	Factual, inferential and extrapolative comprehension	Portmanteau words	Double consonants	Intensifiers	Delivering a message on the phone	Listening for specific information	Writing a news report
	The Marvelous Homework and Housework Machine	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> Idioms with animal names Commonly used words in sci-fi 	Consonant blends, digraphs and trigraphs	Finite and non-finite verbs	Speaking about a favourite book, movie or character	Listening for information and matching	Designing a poster
Earth	Natural Disasters in India	Factual, inferential and extrapolative comprehension	Synonyms	Consonant phonemes	Mitigators	Conducting a survey	Listening to complete a graph	Writing an essay
	Earth Day	Factual, inferential and extrapolative comprehension	Metaphors	Vowel phonemes	Conjunctions of condition	Reciting a poem	Listening to match	Writing an acrostic poem

Contents

Growing Up

1. The Night We Won the Buick 1
2. *The Schoolboy* 14

Humour

3. Whitewashing the Fence 22
4. *Dad and the Cat and the Tree* 36

Human Spirit

5. Idgah, Festival of Eid 48
6. *Night of the Scorpion* 63

Culture and Society

7. Christmas Truce 73
8. *In the Bazaars of Hyderabad* 83

Science

9. Man of Science 97
10. *The Marvelous Homework and Housework Machine* 108

Earth

11. Natural Disasters in India 119
12. *Earth Day* 133

Projects 143

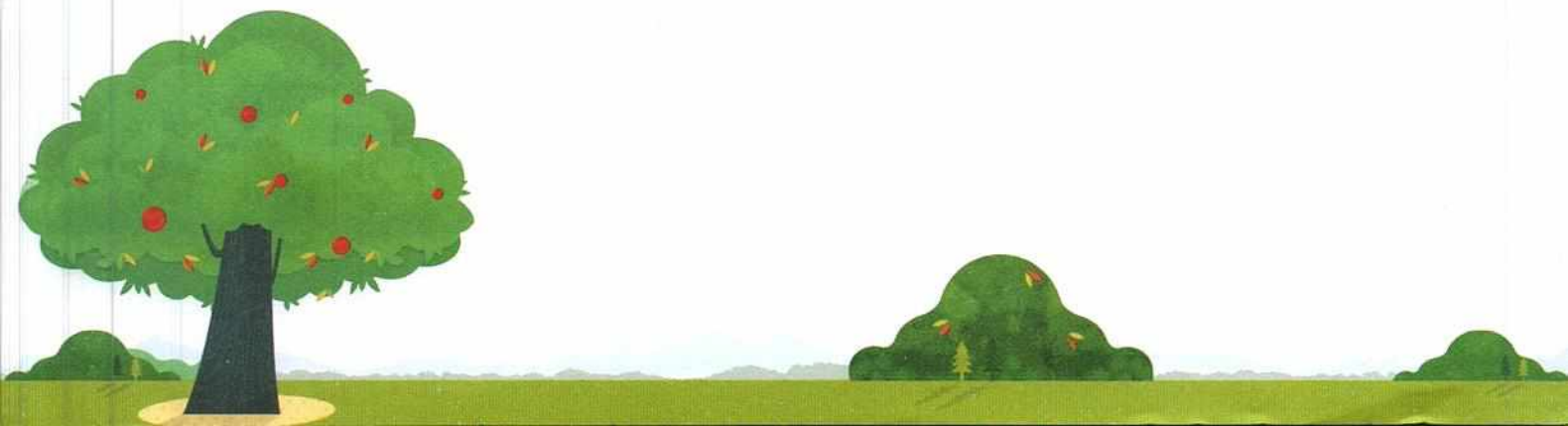
Listening Texts 145

Life Skills-based Projects

Term	Theme	Activity	Life Skills
1	Community	Starting a people's library	Club-activity, creative-thinking
2	Science	Using morse code for communication	Communication

Multiple Intelligences-based Projects

Term	Theme	Activity	Multiple Intelligences
1	Humor	Designing a poster	Visual-spatial, Interpersonal, Verbal-linguistic
2	Culture and Society	Creating a timeline	Verbal-linguistic, Visual-spatial, Logical-analytical





Author note

John Griggs (1924–2001) was a British peer who denounced his peerage. He is remembered for writing a three-volume award-winning biography of the famous British statesman, David Lloyd George. He was the editor of a newspaper that his father owned, and later a columnist for *The Guardian* for 10 years. He also worked with *The Times* and occasionally wrote for *The Spectator*.



Get Set

Have you ever felt embarrassed about not having something that everyone else has? Share your experience with the class.



Reading Junction

Let us read a story about a boy who was ashamed of belonging to the only family in town that didn't own a car.

It was just before the Second World War. We were the only family in our New York town that didn't own a car. Our daily shopping trips were made in a disreputable, two-wheeled basket cart, drawn by an ancient **Shetland pony** that my mother had named Barkis after the character in *David Copperfield*. Bony Barkis was an **eyesore**. Every clop of his **splayed** hoofs sounded our poverty.

For poor we were. My father's salary as clerk would've maintained us in **modest plenty** had not half of it gone for the support and medical expenses of ill and **indigent** relatives. As it

was, our house was **mortgaged to the hilt** and some winters the grocer supplied our needs on credit. Mother confronted the family by saying, "If you have character, you have the better part of wealth. Living on little develops

Shetland pony: a horse breed with a thick coat
eyesore: something that is unpleasant to look at

splayed: spread out

modest plenty: sufficiently provided for

indigent: poor

mortgaged: given to a lender as security on a loan

to the hilt: to the maximum extent



inner resources and builds a spiritual bank account.”

Do you think the narrator was happy with a spiritual bank account?



My bitter **retort** was, “You can’t buy a car with it.” Yet she succeeded in making **austerity** bearable in all other respects. Our home had

charm. Mother knew the secret of using a few metres of bright **chintz** and a little paint in the right places. But the garage still stabled Barkis. Suddenly, there arrived a soul-igniting moment which was to consume my shame in a blaze of glory.

What do you think happened?



retort: response
austerity: simple living
chintz: a multicoloured, glazed fabric

For weeks, a new **Buick** Roadmaster had stood in the window of the biggest store on Main Street. Now, on the final gala night of the country fair, it was to be **raffled** off. After watching the fireworks, I stayed in the shadows at the edge of the **throng** for the climax: the drawing of the winning number. Draped in **bunting** on a special platform, the Buick glittered under a dozen spotlights. The crowd held its breath as the mayor reached into the glass bowl for the lucky ticket.

Never in my most **extravagant yearnings** had it occurred to me that Lady Luck would smile upon the only family in the town without a car. But the loudspeaker boomed my father's name! By the time I had **wormed my way** up to the platform, the mayor had presented my father with the keys, and he had driven off amidst cheers.

I made it home in record time. The house was dark, save for the lights in the living room. The Buick stood in the driveway, glistening in the glow from the front windows. From the garage I heard a snuffle from Barkis.

raffled: offered as prize in a lucky draw

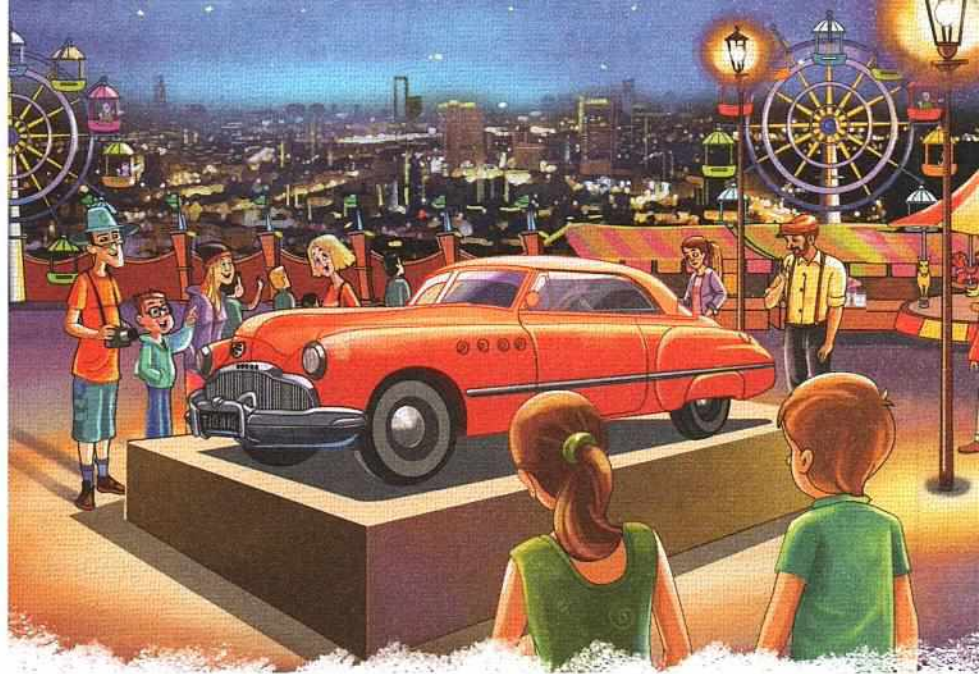
throng: a crowd of people

bunting: coloured flags

Buick: a car manufactured by a company of the same name

extravagant: extremely fancy

yearnings: desires



Panting from my run, I touched the car's smooth surface, opened the door and got inside. The luxurious interior had that wonderful new-car smell. I studied the gleaming **dashboard**. Turning my head to **revel** in the cushioned **vista** of the back seat, I saw my father's sturdy figure through the rear window. He was pacing along the pavement. I slammed the door and rushed over to him. "Leave me alone!" he **snarled**.

Why do you think the father snarled at the narrator?



If he had **clubbed** me over the head, I could not have been more hurt. Shocked, I went into the house.

wormed my way: walked through a crowd of people

dashboard: the panel in front of the driver that has the controls

revel: be very happy about something

vista: view

snarled: said in a loud, angry voice

clubbed: beat a person with a heavy stick

Mother met me in the living room. “Don’t be upset,” she said. “Your father is struggling with an **ethical** problem. We’ll have to wait until he finds the right answer.”

“What’s ethical about winning a Buick?”

“The car may not be ours, after all. There’s a question.”

I shouted hysterically, “How can there be a question? It was announced over the loudspeaker!”

“Come here, son.”

On the table under the lamp were two raffle stubs, numbers 348 and 349. The winning number was 348. “Do you see the difference between the two?” Mother asked.



I looked carefully. “The only difference I can see is that 348 won.”

“Hold 348 to the light and look hard.”

It required a lot of looking to see the faint letter K dimly marked in pencil on the corner.

“Do you see the K?”

“Just barely.”

“It stands for Kendrick.”

“Jim Kendrick? Dad’s boss?”

“Yes!”

She explained. My father had asked Jim if he wanted to buy a ticket. Jim had mumbled, “Why not?” and turned back to what he was doing. It may never have crossed his mind again. Dad then bought two tickets in his own name with his own money, marking 348 for

Kendrick, a scarcely **discernible** thin mark on one stub that could be **obliterated** by the slightest rub of a thumb.

To me, it was an **open-and-shut case**. Jim Kendrick was a multimillionaire. He owned a dozen cars. He lived on an estate with a staff of servants, including two **chauffeurs**. Another car meant less to him than a **snaffle** on Barkis’s **harness** meant to us. I argued, “Dad’s got to keep it!”

“I know he’ll do what’s right,” Mother said calmly.

What do you think the boy’s dad did?



At last we heard Dad’s step on the front porch. I held my breath. He went straight to the phone in the dining room and dialed. Kendrick’s phone rang for a long time. A servant finally answered. From what Dad said at our end, I could tell that Kendrick had to be awakened.

He was annoyed at being roused from sleep, and was far from pleasant. My father had to explain the whole thing from the beginning. The next afternoon Kendrick’s two chauffeurs arrived in a station-wagon. Before driving the Buick away, they presented Dad with a box of **cigars**.

ethical: relating to moral principles

discernible: recognisable

obliterated: deleted

open-and-shut case: a simple situation

chauffeurs: drivers hired to drive private vehicles

snaffle: part of a horse’s harness

harness: straps used to fasten a horse to a cart

cigars: a roll of tobacco leaves for smoking



We didn't get a car until after I was a grown-up. But, as time went on, my mother's aphorism, "If you have character, you have the better part of wealth," took on a new meaning. Looking back over the years, I know now we were never richer than we were at the moment when Dad made that telephone call.

– John Griggs



Get Going

A. Let us find the answers from the story.

1. How did the mother make the house look charming?
2. What was the ethical question the narrator's father was struggling with?
3. What was written on the corner of ticket 348?
4. Find the details from the story.
 - (a) Setting of the story - _____
 - (b) Breed of the pony - _____
 - (c) Name of the pony - _____
 - (d) Kendrick's gift for Dad - _____

B. Let us read between the lines.

1. Why did the grocer, in some winters, supply the family's needs on credit?
2. Why did the narrator stay in the shadows at the edge of the crowd when the raffle results were about to be declared?
3. Why does the narrator say that he couldn't have been more hurt if his father had clubbed him over the head?
4. Why do you think Kendrick sent the cigars to the narrator's father?
5. Why does the narrator say that they were never richer than the moment when his father made the telephone call?

C. Let us go beyond the story.

How would you feel if yours were the only family that didn't own a car in your town/city?





Vocabulary Junction

Read this sentence from the story.

As it was, our house was mortgaged **to the hilt** and some winters the grocer supplied our needs on credit.

Look at the phrase in bold.

The meaning of this phrase is completely different from the meaning conveyed by the individual words in the phrase. In other words, it has a hidden meaning. Such phrases are known as **idioms**.

An **idiom** is a phrase with a particular meaning which is different from the meaning of each word on its own. **Idioms** enrich the language and make conversations interesting.

Here are some idioms along with their meanings.

Idiom	Meaning
take somebody at their word	to believe what somebody says or promises without verifying it
be beside oneself	unable to control oneself because of a strong emotion
think on your feet	to react to something instantaneously and effectively without any preparation
tricks of the trade	a smart way of doing certain things specific to a certain field, known only to people from the particular field
works like a charm	a very effective solution to a problem
from scratch	from the very beginning without using any previous resource
a pinch of salt	to be sceptical about believing something or somebody completely
look/search high and low	to look/search everywhere for something
to spill the beans	to reveal a secret
take something to heart	to be affected or upset by something
butterflies in stomach	a sensation in the stomach triggered by nervousness

1. Underline the idioms in the following sentences.
 - (a) I had to look high and low to find my car keys.
 - (b) Don't you get butterflies in your stomach just before the results are out?
 - (c) My mother never uses ready-made ingredients to cook. She prefers making everything from scratch.
 - (d) Ella was beside herself with joy when she heard that she had won the singing competition.

2. Fill in the blanks with appropriate idioms from the box.

a pinch of salt	works like a charm	tricks of the trade
was beside himself	take ... to heart	on the sly

- (a) Rohan has an annoying habit of exaggerating facts. You should take his stories with _____
 - (b) The teacher caught Seema reading a storybook _____ in the maths class.
 - (c) I hope Sumit didn't _____ that comment _____. I was only joking.
 - (d) He _____ with rage when he found that somebody had stuck a chewing gum to his chair.
 - (e) Though Sunny can perform some of the magic tricks quite well, he still has to learn the _____ to become a good magician.
 - (f) You should try having ginger tea when you have a sore throat. It _____
3. Tick (✓) the option that shows an appropriate reason for the idiom in each sentence.
 - (a) Karishma was trying to leave the class on the sly because
 - i) the teacher asked her to leave the class.
 - ii) she did not want the teacher to notice her.
 - iii) she was a sly person.
 - (b) I had butterflies in my stomach before going on stage because
 - i) I ate a lot of them!
 - ii) I was nervous about performing in front of so many people.
 - iii) I was sad about performing in front of so many people.

- (c) I always take his stories with a pinch of salt because
- i) he tells the stories during lunch.
 - ii) his stories are very interesting.
 - iii) his stories are not always true.
- (d) We really had to think on our feet at the competition because
- i) there were no chairs on the stage.
 - ii) we were in a hurry to finish the competition.
 - iii) we had to come up with innovative ideas in a very short time.
- (e) Seema split the beans about the surprise birthday party because
- i) she did not want to share this information with anyone.
 - ii) the beans she was holding were very costly.
 - iii) she was too excited about it.

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Pronunciation Junction

Read this sentence from the story.

We were the only family in our New York town that **didn't** own a car.

In the above sentence, the word **didn't** is spoken rapidly.

In rapid speech, not all letters are pronounced. In this case, the vowel sound made by the letter 't' in 'didn't' is not pronounced.

While pronouncing a word or a phrase during rapid speech, if a vowel or consonant sound is left unpronounced to make the pronunciation easier, it is known as **elision**.

Elision occurs in three cases.

- If /t/ or /d/ sound is present in the final position of a word, it gets elided.

Examples:

- *The fac(t) that I did not speak Spanish which was my mother tongue was shocking.*
- *Everyone stoppe(d) talking.*

- The short vowel sound 'uh' also gets elided on various occasions.

Examples:

- *The libr(a)ry was closed.*
- *Writing a letter is pref(e)rable.*

- The sound /h/ also gets elided when it occurs in the middle of a sentence or a phrase.

Examples:

- *Tell (h)im to fold his clothes after he returns.*
- *He passed (h)is exam.*

Look at a few more examples.

Word(s)/phrase before elision	Word(s)/phrase after elision
want to	wan(t) to
iced cream	ice(d) cream
desktop	des(k)top
kept calling	kep(t) calling
father and I	father an(d) I
I have	I (ha)ve

Read these words and phrases aloud and underline the letters that elide during pronunciation.

hard disk	tell her	straight towards	next to
temperature	is not	preferable	police
iced tea	fish and chips	laboratory	evening



Grammar Junction

Read these lines from the story.

We didn't get a car until after **I was** a grown-up ... Looking back over the years, I know now we were never richer than **we were** at the moment when Dad made that telephone call.

Look at the words in bold.

'I' and 'we' are the subjects whereas 'was' and 'were' are the verbs. Notice how the singular subject 'I' takes the singular verb 'was' and the plural subject 'we' takes the plural verb 'were'. Thus, the subject and the verb in each sentence are in agreement with each other.

In a sentence, a singular subject should always take a singular verb and a plural subject should take a plural verb. This is known as **subject-verb agreement**.

Here are the rules of subject verb agreement.

- For sentences beginning with indefinite pronouns:
 - Subjects such as *anyone, anybody, everyone, everybody, someone, somebody, no one, nobody* are always singular and are accompanied by singular verbs.
 - ***Everybody wants to participate in the dance competition, but no one is interested in taking part in the debate.***
 - ***Someone has broken the glass cover on the clock.***
 - *None*, an indefinite pronoun, can be either singular or plural.
 - ***None of the books were relevant.***
 - ***None of the students was able to complete the project.***
 - Words/phrases that indicate portions such as *a lot, a majority, some, all*, etc., could take singular or plural verbs depending on the noun after *of*. If the noun after *of* is singular, the subject will take a singular verb. If it is plural, the subject will take a plural verb.
 - ***Some of the apples have gone bad.***
 - ***Some of the milk was spilt.***
 - *Each* is always singular and requires a singular verb.
 - ***Each of these machines has been checked rigorously before being packed.***
- Some subjects are accompanied by phrases such as *together with, as well as, and along with*. These phrases however, are not a part of the subject. Thus, a singular subject followed by one of these phrases will take a singular verb.
 - ***The laptop along with the missing CDs was found.***
- Often the subject in a sentence is followed by a prepositional phrase. The verb in such a sentence agrees to the subject alone and not to the phrase following it.
 - ***The road to the neighbouring villages is blocked due to a landslide.***
- For sentences containing *or, either/or* or *neither/nor*:
 - If both the subjects are singular, they require a singular verb.
 - ***Either my dad or my brother is going to drop me at the station.***
 - If one of the subjects is singular and one plural, the verb agrees with the noun or pronoun closest to it.
 - ***Neither the guide nor the tourists were carrying a map.***
- For sentences beginning with *here* or *there*, the subject follows the verb. The words *here* or *there* should not be confused as the subject.
 - ***Here are the books you were looking for.***
 - ***There is a nice coffee shop in the next lane.***



You have already learnt about subject-verb agreement in primary classes.

- Units of distance, periods of time, sums of money, etc., when considered as a unit, take a singular verb.

- *Five miles is a long way to walk.*
- *Twenty rupees is all it takes to enter the museum.*

Note: The subjects are in bold and the verbs are underlined.

A collective noun may take a singular or plural verb depending upon its meaning in a sentence.

- We use a singular verb when a noun refers to the group as one unit.
 - *The jury was unanimous in its decision.*
- Sometimes we use a plural verb with a collective noun when the noun talks about members in a group.
 - *The audience have a mixed opinion about the play.*
- If the subject is a noun such as physics or mathematics, which are singular but sound plural, the verb is always singular.
 - *Physics is an interesting subject.*

1. Read the following sentences and identify the mistakes, if any. Rewrite the sentences correctly.

- Suman and her friends are at the park.
- One of my sisters is going to Australia next month.
- Mathematics are John's favourite subject.
- The President, together with his wife, welcomed the members of the press to their residence.
- Neither Sanya nor Sameera want to watch the movie.

2. Complete the following sentences with the correct option given in brackets.

- A group of children from the boy's school _____ (*was/were*) making a lot of noise.
- The shirts on the third shelf _____ (*has/have*) to be washed.
- Each of the players _____ (*has/have*) a team jersey.
- There _____ (*was/were*) many lizards in the room.
- Everybody in the room _____ (*was/were*) surprised when confetti was showered.

3. Fill in the blanks with the correct verbs.

- A litre of milk _____ all you need to make this dessert.
- Most of the plants _____ dead.
- A stack of books _____ kept at the end of the long desk.
- None of the computers _____ working properly.
- The committee _____ made of people from all walks of life.

4. Complete the following sentences with appropriate endings.

- (a) The members of the jury _____
- (b) The walls of the room _____
- (c) Each song _____
- (d) Neither the bread nor the cookies _____
- (e) Twelve hours _____



Speaking Junction

Can you think of an incident that brought you closer to your family? Share this experience with the class.



Listening Junction

Listen to the sentences and tick (✓) the meaning of the idioms from the options given.

- 1. (a) It was a good thing to happen.
- (b) Though it seemed like an unfortunate incident, it resulted in something good.
- (c) It was an unfortunate incident.
- 2. (a) She agreed without any hesitation.
- (b) She agreed when her hat fell off due to the strong wind.
- (c) She agreed to go without her hat.
- 3. (a) It was very different.
- (b) It was depressing.
- (c) It was not as good in comparison.
- 4. (a) The car might be very dirty.
- (b) The car might be full of problems.
- (c) The car might be haunted.
- 5. (a) He is feeling very hot.
- (b) He is suddenly very affected by the weather.
- (c) He is feeling unwell.

6. (a) Main reason behind his success
(b) Main weakness
(c) One of the reasons behind his failure



Writing Junction

Here is a note from a young girl who wants to apologise to her friend for her behaviour. Let's see what she has written.

Dear Rashmi,

I am really sorry about the rude things I said to you. I saw broken pieces of my project lying on the floor and assumed that you had dropped it by mistake. It was wrong of me to think that you would not take care of my project.

I sincerely apologise for my behaviour and hope that you will accept my apology. Please let us be friends again!

Love,

Preeti

Now, imagine you are the narrator in the story. You are sorry about your behaviour and want to explain your actions to your father. Write a note to him expressing your feelings and apologising for your behaviour.



Author note

William Blake (1757–1827) was a famous poet, painter and engraver. Blake was a radical and an anti-authority figure who wrote against all kinds of tyranny. His paintings and poetry have been characterised as part of the Romantic movement and was referred to as 'Pre-Romantic'. He wrote many famous poems, such as 'To Autumn', 'The Tyger' and 'The Garden of Love'.



Get Set

What do you feel like doing on a sunny day? Discuss in pairs and share it with the class.



Reading Junction

Let us read a poem about a child who does not want to go to school on a summer morning.

I love to rise on a summer morn,
 When birds are singing on every tree;
 The distant **hunter** winds his horn,
 And the **skylark** sings with me:
 Oh what sweet company!

But to go to school in a summer morn,
 Oh it drives all joy away!
 Under a cruel eye outworn,
 The little ones spend the day
 In sighing and dismay.

Ah then at times I drooping sit,
 And spend many an anxious hour;

hunter: someone who hunts animals with weapons

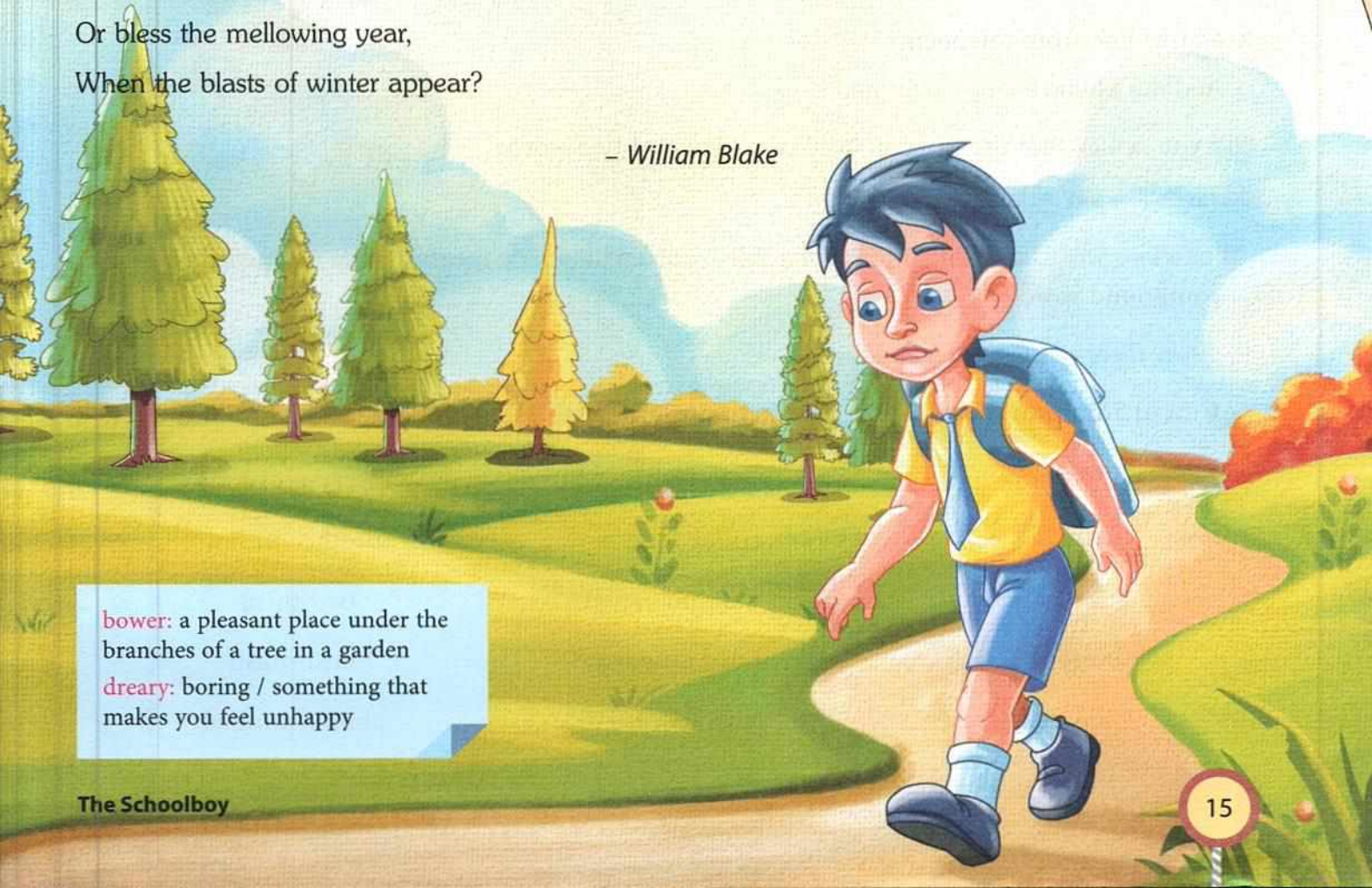
skylark: a small, brown bird that is known for its beautiful singing



Nor in my book can I take delight,
Nor sit in learning's **bower**,
Worn through with the **dreary** shower.
How can the bird that is born for joy
Sit in a cage and sing?
How can a child, when fears annoy,
But droop his tender wing,
And forget his youthful spring?

Oh father and mother, if buds are nipped,
And blossoms blown away;
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and care's dismay,
How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear?

– William Blake



bower: a pleasant place under the branches of a tree in a garden
dreary: boring / something that makes you feel unhappy



Get Going

- A. Let us find the answers from the poem.
1. When does the schoolboy like to wake up?
 2. What drives his joy away?
 3. How does he describe the schoolmaster?
- B. Let us read between the lines.
1. Why can't the schoolboy take delight in his books?
 2. What is the speaker talking about in the lines given below?
'How can the bird that is born for joy
Sit in a cage and sing?'
- C. Let us go beyond the poem.



1. What do you think is the message of the poem?
2. What do you like and dislike about going to school?



Vocabulary Junction

Read this line from the poem.

And the **skylark** sings with me.

Did you notice that the word in bold is made up of two words?

skylark → sky + lark

When two words are joined to form a third word with a new meaning, the new word is called a **compound word**.

There are three types of compound words.

Closed compound word	Open compound word	Hyphenated compound word
afternoon	ice cream	merry-go-round
firefly	coffee mug	brother-in-law
sunflower	full moon	two-thirds
everyone	head office	hush-hush
football	lawn tennis	absent-minded

Closed compound word	Open compound word	Hyphenated compound word
notebook	dinner table	hand-picked

- Underline the compound words in the following sentences.
 - I had butterflies in my stomach before the dance recital.
 - We stacked the logs in the backyard.
 - Maria wants a three-tiered cake for her birthday.
 - Aditya forgot to bring his English textbook today.
 - My parents are planning to buy a new dining table.
- Think of at least eight compound words with any of the words given in the box below. You may even use words of your own. Then, draw pictures to illustrate the compound words. Once your illustrations are done, ask your friends to guess the compound word from the pictures.

nails	paper	tooth	room	board	race
light	water	brush	night	boat	book



Pronunciation Junction

Read these lines from the poem.

The distant huntsman winds his **horn**,
 I love to rise **on** a summer morn,
Oh father and mother, if buds are nipped,

All the words in bold have the vowel 'o' in them. However, they are pronounced in three different ways.

Let us look at a few more words with three different pronunciations of the vowel 'o'.

'o' pronounced as in 'horn'	'o' pronounced as in 'on'	'o' pronounced as in 'oh'
or	gong	foe
core	along	so
door	gone	home

'o' pronounced as in 'horn'	'o' pronounced as in 'on'	'o' pronounced as in 'oh'
nor	nylon	comb
divorce	log	ohm

Write two words that rhyme with each of the following words.

1. home _____
2. throw _____
3. strong _____
4. soft _____
5. sore _____



Grammar Junction

Read this sentence.

I wish I were not going to school.

In this sentence, the child is talking about something that he desires. It is not yet true or real. The verb is in the subjunctive mood.

The **subjunctive mood** is used to express a situation, to express a command or a demand, to talk about hypothetical situations and to make suggestions.

Here are some situations where the subjunctive mood is used.

- to talk about a desire
 - *I wish I were his student. He teaches maths very well.*
 - *Akram wishes he were a singer.*
- to express a command or a demand
 - *The nurse **demanded** that the relatives of the patient **leave** immediately.*
 - *The priest **ordained** that the younger prince **be crowned** king of the realm.*
- to talk about hypothetical situations
 - *If I **were** a bird, I **would fly** to far-off places.*
 - *If I **were** the Prime Minister of the country, I **would make** education free for all.*
- to make suggestions
 - *I **suggest** you **take** the bus instead of walking all the way.*
 - *The doctor **recommended** that Vinay **consult** a specialist regarding his health problems.*

The subjunctive mood is different from the indicative mood. The indicative mood talks about real situations whereas the subjunctive talks about situations that are not real. Hence, sometimes, they are opposite in nature.

Let us now look at how sentences in the subjunctive mood are different from sentences in the indicative mood.

Subjunctive Mood	Indicative Mood
The people demanded that the leader be released at once.	The people demanded that their leader should be released immediately.
May God bless you.	God blesses you every day.
If I were you, I wouldn't speak to a professor in that tone.	You shouldn't speak to a professor in that tone.

As you can see, the verbs change their forms in the subjunctive and the indicative moods. Here is a table that shows the change the verbs undergo.

Verb in the indicative form	Example	Verb in the subjunctive form	Example
is	<i>God is merciful.</i>	be	<i>Let God be merciful on our souls.</i>
was	<i>I was the first one to arrive for the movie.</i>	were*	<i>If I were the first one to arrive, I would have reserved the best seats.</i> <i>If he were to sing a song, he would need a guitar.</i>
will	<i>I will buy a car next month.</i>	would	<i>If I were rich, I would buy a car.</i>
third person present tense verb with s	<i>He takes his medicines regularly.</i>	third person present tense verb without s	<i>I suggest he take his medicines regularly.</i>

*For if conditionals in the subjunctive mood, we always use 'were' and not 'was'. This is a clear indicator of the subjunctive mood.

1. Tick (✓) the sentences with verbs in the subjunctive mood.

(a) The doctors advised that I stay away from junk food for a couple of weeks.

(b) My parents prefer that I return home before dusk.

(c) If yesterday was a Sunday, I must have met him on Friday.

(d) The President advised that we celebrate a noise-free Diwali.

(e) The commentator announced that the match had been postponed due to rainfall.

2. Choose the correct form of the verbs to complete the following sentences.

(a) I wish he _____ (*was/were*) able to drive faster.

(b) I strongly recommend that Linda _____ (*attend/attends*) the meeting.

(c) The professor insists that the student _____ (*submit/submits*) their assignments on time.

(d) The Speaker demanded that the House _____ (*come/comes*) to a decision immediately.

(e) If everyone recycled, the earth's resources _____ (*would last/last*) much longer.

(f) The dietician prescribed that she _____ (*eat/eats*) more vegetables.

3. Complete the following sentences with verbs in the subjunctive mood.

(a) If I were you, _____

(b) If wishes were pennies, _____

(c) The guide recommends that _____

(d) She acts as though _____

(e) The teacher demanded _____



Speaking Junction

The schoolboy doesn't want to go to school because he dislikes the idea of sitting with the books on a beautiful summer morning. Sometimes, people don't want to do things also because of their failure. Talk to your classmates about your fears and ask them for suggestions on how to deal with those. You could talk about what the fears are and why they worry you. When your friends talk about their fears, suggest ways in which they can cope with them.

Look at a few examples.

My biggest fear is that I'll fail my exams. I study very hard, but at night, I lie awake in bed, terrified of what will happen if I fail. Even when I'm sure that I remember the topics well, I can't go to sleep!

I worry that I won't be as good at sports as my dad was. He played cricket and volleyball at the state level. I keep wondering: what if I miss a simple catch? What if I am bowled out on the first ball of an innings?



Listening Junction

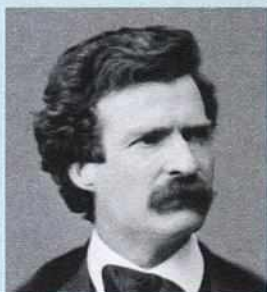
Listen to five children talk about their fears, and match each child to their fear.

Child	Fear
Aakash	not being able to remember something important
Rosita	getting scolded
Tasneem	forgetting notebooks at home
Mukesh	missing school



Writing Junction

Did you notice how vividly the speaker voiced his desires in the poem? Write a short paragraph titled "If I were" using the subjunctive mood where possible.



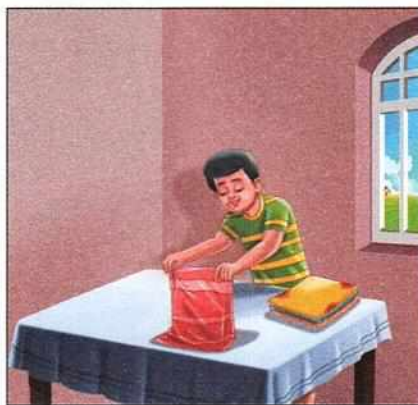
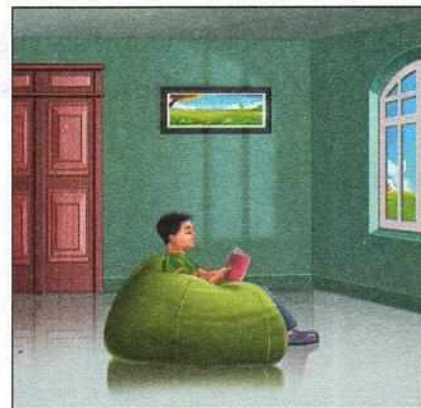
Author note

American author and humorist, Samuel Langhorne Clemens, (1835–1910) better known by his pen name Mark Twain, authored several novels including two major classics of American literature: *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*.



Get Set

Look at the pictures given below. Which of the following are chores?



Do you do chores around your house? What chores do you do? Do you ever think of tricks to avoid doing them?





Reading Junction

Let us read a story about a little boy who used his wit and intelligence to get out of a tedious task his aunt wanted him to do. Some words are highlighted in red in the following passage. Guess their meanings while you read the story.

Saturday morning was come, and all the summer world was bright and fresh, and **brimming** with life. There was a song in every heart; and if the heart was young the music issued at the lips. There was cheer in every face and a spring in every step. The locust-trees were in bloom and the fragrance of the blossoms filled the air. Cardiff Hill, beyond the village and above it, was green with vegetation and it lay just far enough away to seem a **delectable** land, dreamy, **reposeful**, and inviting.

Tom appeared on the sidewalk with a bucket of **whitewash** and a long-handled brush. He surveyed the fence, and all gladness left him and a deep **melancholy** settled down upon his spirit. Thirty yards of board fence nine

feet high. Life to him seemed hollow, and existence but a burden. **Sighing**, he dipped his brush and passed it along the topmost plank; repeated the operation; did it again; compared the insignificant whitewashed streak with the far-reaching continent of unwhitewashed fence, and sat down on a **tree box** discouraged.

How and why is the tone of the second paragraph different from the first one?

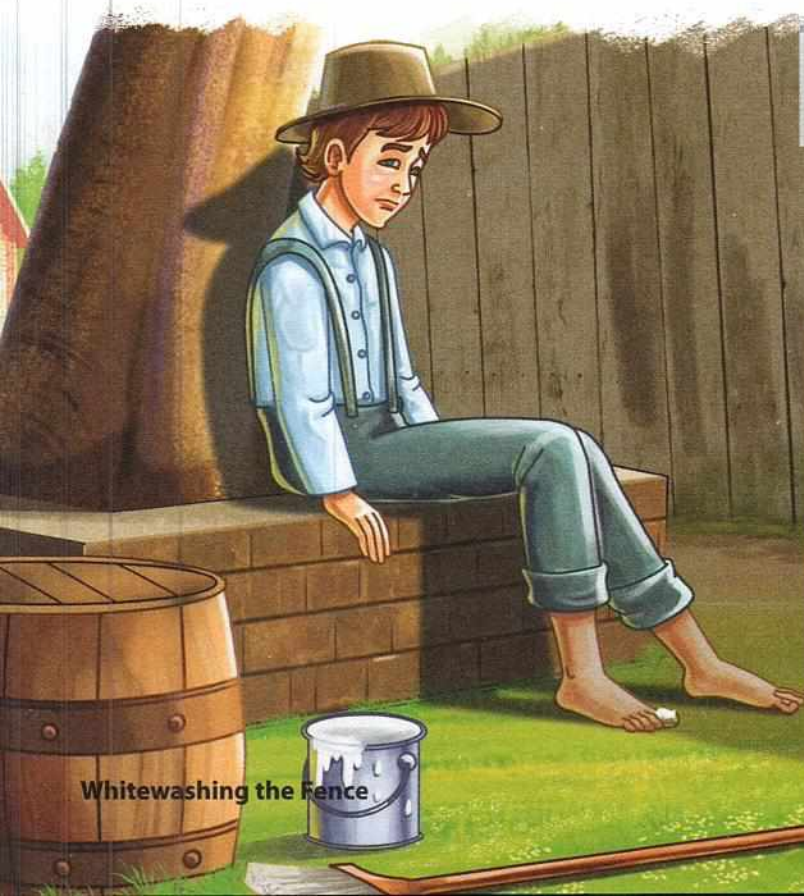


Jim came skipping out at the gate with a tin pail, and singing Buffalo Gals. Bringing water from the town pump had always been hateful work in Tom's eyes, before, but now it did



Help the students guess the meanings of the highlighted words from the context and connect it to the vocabulary junction.

- brimming:** full, to the maximum extent
- delectable:** extremely attractive
- reposeful:** quiet and relaxing
- whitewash:** a solution made of lime and water used for painting walls white
- melancholy:** sadness
- tree-box:** in-ground containers for trees on the sides of a street



not strike him so. He remembered that there was company at the pump. White, **mulatto**, and black boys and girls were always there waiting their turns, resting, trading playthings, quarrelling, fighting, **skylarking**. And he remembered that although the pump was only a hundred and fifty yards off, Jim never got back with a bucket of water under an hour – and even then somebody generally had to go after him.

Tom said:

“Say, Jim, I’ll fetch the water if you’ll whitewash some.”

Jim shook his head and said:

“Can’t, Mars Tom. Ole missis, she tole me I got to go an’ git dis water an’ not stop foolin’ roun’ wid anybody. She say she spec’ Mars Tom gwine to ax me to whitewash, an’ so she tole me go ‘long an’ ‘tend to my own business – she ‘lowed *she’d* ‘tend to de whitewashin’.”

“Oh, never you mind what she said, Jim.

That’s the way she always talks.

Gimme the bucket –

I won’t be gone only a minute. *She* won’t ever know.”

“Oh, I dasn’t, Mars Tom. Ole missis she’d take an’ tar de head off’n me. ‘Deed she would.”

“*She!* She never does that! She talks awful, but talk don’t hurt – anyways it don’t if she don’t cry. Jim, I’ll give you a marvel. I’ll give you a **white alley!**”

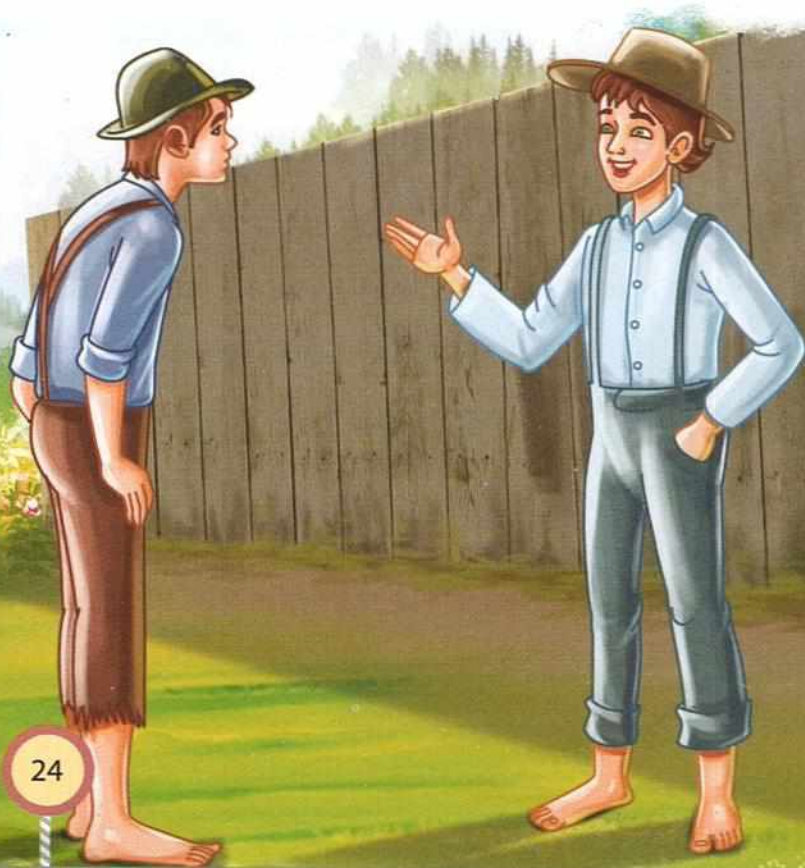
Jim began to waver.

“White alley, Jim! And it’s a **bully taw.**”

“My! Dat’s a mighty marvel, *I* tell you! But Mars Tom I’s powerful ‘fraid ole missis –”

“And besides, if you will I’ll show you my sore toe.”

Jim was only human – this attraction was too much for him. He put down his pail, took the white alley, and bent over the toe with absorbing interest while the bandage



mulatto: a person of mixed white and black ethnicity (offensive)

skylarking: playing around; frolicking

white alley: a fine white marble used by boys for shooting in the ring

bully taw: shooting a marble

was being unwound. In another moment he was flying down the street with his pail and a tingling rear, Tom was whitewashing with **vigor**, and Aunt Polly was retiring from the field with a slipper in her hand and triumph in her eye. But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work – the very thought of it burnt him like fire. He got out his worldly wealth and examined it – bits of toys, marbles, and trash; enough to buy an exchange of *work*, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his **straitened** means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

Why is the way Jim speaks different from the way Tom does?



He took up his brush and went **tranquilly** to work. Ben Rogers **hove in sight** presently – the very boy, of all boys, whose ridicule he had been **dreading**. Ben's **gait** was the hop-skip-and-jump – proof enough that his heart was light and his **anticipations** high. He was eating an apple, and giving a long, melodious **whoop**, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was **personating** a steamboat. As he drew near, he **slackened** speed, took the middle of the street, leaned far over to starboard and rounded to **ponderously** and with laborious pomp

and circumstance – for he was personating the Big Missouri, and considered himself to be drawing nine feet of water. He was boat and captain and engine-bells combined, so he had to imagine himself standing on his own hurricane-deck giving the orders and executing them:

“Stop her, sir! Ting-a-ling-ling!” The headway ran almost out, and he drew up slowly toward the sidewalk.

“Ship up to back! Ting-a-ling-ling!” His arms straightened and stiffened down his sides.

“Set her back on the **stabboard!** Ting-a-ling-ling! Chow! ch-chow-wow! Chow!” His right hand, meantime, describing stately circles – for it was representing a forty-foot wheel.

“Let her go back on the **labboard!** Ting-a-ling-ling!”

“Chow-ch-chow-chow!” The left hand began to describe circles.

vigor: active strength or force

straitened: restricted; poor; insufficient

tranquilly: peacefully

hove in sight: came into view

dreading: fearing

gait: way of walking

anticipations: expectations

whoop: call of joy

personating: imitating

ponderously: sluggishly; slowly

starboard and larboard: (also called port) the nautical terms for left and right, respectively.

Larboard is the left-hand side of or direction from a vessel, facing forward. Starboard is the right-hand side, facing forward.

The words starboard and larboard get elided to stabboard and labboard.

“Stop the stabboard! Ting-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow! Ting-a-ling-ling! Chow-ow-ow! Get out that head-line! *Lively* now! Come – out with your spring-line – what’re you about there! Take a turn round that stump with the bight of it! Stand by that stage, now – let her go! Done with the engines, sir! Ting-a-ling-ling!”

Why was Ben Rogers whooping melodiously?



Tom went on whitewashing – paid no attention to the steamboat. Ben stared a moment and then said: “Hi- yi! You’re **up a stump**, ain’t you!”

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom’s mouth watered for the apple, but he stuck to his work.

Ben said: “Hello, old chap, you got to work, hey?”

Tom **wheeled** suddenly and said:

“Why, it’s you, Ben! I wasn’t noticing.”

“Say – *I’m* going in a-swimming, *I* am. Don’t you wish you could? But of course you’d druther *work* – wouldn’t you? Course you would!”

Tom **contemplated** the boy a bit, and said:



Students can be asked to act out this scene for better comprehension.

“What do you call work?”

“Why, ain’t *that* work?”

Tom resumed his whitewashing, and answered carelessly:

“Well, maybe it is, and maybe it ain’t. All I know, is, it suits Tom Sawyer.”

“Oh come, now, you don’t mean to let on that you *like* it?”

The brush continued to move.

“Like it? Well, I don’t see why I oughtn’t to like it. Does a boy get a chance to whitewash a fence every day?”

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush **daintily** back and forth – stepped back to note the effect – added a touch here and there – criticised the effect again – Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

“Say, Tom, let *me* whitewash a little.”

Tom considered, was about to consent; but he **altered** his mind:

“No – no – I **reckon** it wouldn’t hardly do, Ben. You see, Aunt Polly’s awful particular about this fence – right here on the street, you know – but if it was the back fence I wouldn’t mind and *she* wouldn’t. Yes, she’s awful particular about this fence; it’s got to be done very careful; I reckon there ain’t one boy in a thousand, maybe two thousand, that can do it the way it’s got to be done.”

up a stump: (idiom) in a difficult situation

wheeled: rotated as if on an axis; moved in a circular motion

contemplated: looked with continued attention

altered: changed

reckon: think

“No – is that so? Oh come, now – lemme, just try. Only just a little – I’d let *you*, if you was me, Tom.”

“Ben, I’d like to, honest injun; but Aunt Polly – well, Jim wanted to do it, but she wouldn’t let him; Sid wanted to do it, and she wouldn’t let Sid. Now don’t you see how I’m fixed? If you was to tackle this fence and anything was to happen to it – ”

“Oh, shucks, I’ll be just as careful. Now lemme try. Say – I’ll give you the core of my apple.”

“Well, here – No, Ben, now don’t.

I’m **afeard** – ”

“I’ll give you *all* of it!”

Tom gave up the brush with reluctance in his face, but **alacrity** in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There was no lack of material; boys happened along every little while; they came to **jeer**, but remained to whitewash. By the time Ben was **fagged out**, Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when *he* played out, Johnny Miller bought in for a dead rat and a string to swing it with – and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had besides the things before mentioned, twelve marbles, part of a jews-harp, a piece of blue bottle-glass to look through, a **spool cannon**, a key that wouldn’t unlock anything, a fragment of chalk, a glass stopper of a decanter, a tin soldier, a couple of

tadpoles, six fire-crackers, a kitten with only one eye, a brass door-knob, a dog-collar – but no dog – the handle of a knife, four pieces of orange-peel, and a dilapidated old window sash.

He had had a nice, good, idle time all the while – plenty of company – and the fence had three coats of whitewash on it! If he hadn’t run out of whitewash he would have bankrupted every boy in the village.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it – namely, that in order to make a man or a boy **covet** a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher, like the writer of this book, he would now have **comprehended** that work consists of whatever a body is **obliged** to do, and that Play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a treadmill is work, while rolling ten-pins or climbing Mont Blanc is only amusement.

Why do you think Tom had reluctance in his face but alacrity in his heart?



afeard: afraid

alacrity: joyful willingness

jeer: mock

fagged out: (American slang) exhausted

spool cannon: a homemade toy made by attaching an elastic band to a cotton reel

covet: desire

obliged: required

There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line, in the summer, because the privilege costs them considerable money; but if they were offered wages for the service, that would turn it into work and then they would resign.

The boy **mused** awhile over the substantial change which had taken place in his worldly circumstances, and then **wended** toward headquarters to report.

— Mark Twain

Excerpt from *The Adventures of Tom Sawyer*

mused: thought

wended: moved slowly





Get Going

- A. Let us find the answers from the story.
1. Fill in the blanks with words from the story.
 - (a) Jim came out skipping with a _____ in his hands.
 - (b) Tom lured Jim by offering him his _____ and offering to show him _____.
 - (c) Ben Rogers was impersonating _____.
 - (d) If Tom had not run out of _____ he would have bankrupted every boy in the village.
 - (e) _____ consists of whatever the body is obliged to do and _____ consists of whatever the body is not obliged to do.
 2. What task had Tom been given on Saturday morning?
 3. How did Aunt Polly react when she saw Jim with Tom?
 4. Describe Tom's state of mind before he had the 'inspiration'.
 5. Why was Tom dreading that his friends would see him whitewash?
 6. How did Tom convince Ben that whitewashing was an important and interesting work?
- B. Let us read between the lines.
1. "...they came to jeer, but remained to whitewash." Explain the context of this sentence in your own words.
 2. Write a brief description of Tom's character.
- C. Let us go beyond the story.

1. Tom got his friends to whitewash for him. Do you think what he did was justified? Would you have fallen for his trick? Why?
2. Imagine you are Ben Rogers. You realise later that Tom made a fool out of you. What would you do? What would you say to Tom?



4. a carton of, a gallon of, a litre of
 (a) milk (b) corn (c) water
5. a drop of, a bucket of, a glass of
 (a) blood (b) water (c) juice



Pronunciation Junction

Read these sentences from the story.

Tom appeared on the **sidewalk** with a bucket of whitewash and a long-handled brush.

I won't be gone only a minute. She won't ever **know**.

Look at the words in bold.

They have one thing in common. They have silent letters.

Do you remember what silent letters are?

A letter that is not pronounced in a word is called a **silent letter**.

Can you underline the silent letters in these words?

Knit Talking Fastening

Fill in the table with words in which the given letters are silent. One word for each letter has been given for your reference.

t	castle		
u	guess		
s	aisle		
l	walk		
b	dumb		
g	reign		
p	receipt		
d	Wednesday		

n	solemn			
w	wrinkle			
k	know			



Grammar Junction

Read these sentences from the story.

Soon the free boys would come tripping along ...

He took up his brush and went **tranquilly** to work.

In each sentence, the word in bold tells us more about the action happening in the sentence.

The word **soon** tells us about the time when the boys would come. It is an adverb of time.

The word **tranquilly** tells us how the work was done. It is an adverb of manner.

Do you remember all the different types of adverbs? Let us look at some examples.

Adverbs of manner	slowly	beautifully	unwillingly	excitedly	calmly
Adverbs of time	yesterday	later	all day	for a week	just
Adverbs of place	above	about	outside	towards	there
Adverbs of frequency	always	constantly	never	annually	weekly
Adverbs of degree	scarcely	completely	intensely	nearly	barely

1. Make sentences using the given adverbs. Each sentence should contain two adverbs from different columns.

abruptly	now	downstairs	quarterly	totally
defiantly	eventually	anywhere	always	almost
joyfully	already	nearby	infrequently	scarcely

Now, look at this sentence.

The lion roared more fiercely than before.

In this sentence, 'fiercely' is the adverb describing the verb, 'roared'. *More* is an adverb of comparison as it compares the fierceness of the lion's roars.

To compare an action to another, we use **comparative adverbs**.

Comparative adverbs are formed in two ways:

i) By adding -er and -est

early	earlier	earliest
loud	louder	loudest
fast	faster	fastest

ii) By adding 'more' or 'most' (for adverbs ending in -ly)

angrily	more angrily	most angrily
happily	more happily	most happily
gladly	more gladly	most gladly
loudly	more loudly	most loudly

1. Fill in the blanks with the correct degree of comparison.

- The North Star shines _____ (*brightly*) than all the stars.
- Two-wheelers are _____ (*fast*) than four-wheelers on city roads.
- I can speak Spanish _____ (*fluently*) now than I did before joining the course.
- The phone battery lasts _____ (*long*) if you charge it regularly.
- Samhita visits the library _____ (*frequently*) than the other students.



Speaking Junction

It is said that 'one's comedy is another's tragedy'. Do you agree? Discuss in relation to the story. You can use the phrases given below in your discussion.

Phrase to express your opinion convincingly	Phrase to further your opinion
In my opinion . . .	Moreover, . . .
According to me . . .	Furthermore, . . .
I think . . .	Despite . . .

Phrase to express your opinion convincingly	Phrase to further your opinion
<p>I believe . . .</p> <p>I am of the opinion that . . .</p> <p>As far as I am concerned . . .</p> <p>As far as I understand . . .</p> <p>From my point of view . . .</p>	<p>In spite of the fact that . . .</p>



Listening Junction

When we listen to something for gist, we try to understand the main message of it even if we can't understand every word or sentence. We only look for a general understanding or the bigger picture.

Listen to the poem and write two to three sentences of your own that capture the gist of the poem.



Writing Junction

Tom's aunt loves inviting her friends for tea. Read the invitation that she sent to her friends for a party.

There's a tea party at my place and you're invited to add more charm to it.

Date and time: Saturday, 23 May 2020 at 4.30 p.m.

Venue: 1234, High Street, St. Peterburg

Dress code: Colours of the rainbow

Hope to see you there!

Warm regards,

Polly

RSVP 22233322



Invitations are the best way to communicate to your guests what you are celebrating and the details related to the event.

Here are some of the details that should be included in an invitation card.

- Who – host or organiser
- What – the occasion
- When – date, day and time
- Where – the venue and instructions to reach there, if needed You may add other details such as dress code.
- RSVP

Imagine you are Tom. You want to arrange another party for your friends, but this time you want to do it the right way. Write an invitation card for the party.

Invitation



Author note

Kit Wright (b. 1944) writes for both children and adults. He has written more than 25 books and is the winner of several awards including the Arts Council Writers' Award, the Hawthornden Prize and the Heinemann Award. Though he started his career as a lecturer, Wright is now a full-time author based in London.



Get Set

Things usually look easy and achievable until we try doing them ourselves. A seemingly easy task often turns difficult and the doer becomes aware of the challenges in accomplishing it. We don't know how difficult it is to cook, until we try cooking something ourselves. Driving a car looks quite pleasant, but only when we try our hand at driving, we know what it is to drive in a busy road. Almost every task is like that. You don't know how easy or difficult it actually is unless you have a go at it.

Working in pairs, discuss each of the tasks given below asking each other how easy or difficult you think it will be. What challenges you think you will be faced with while trying it out, and what will be the best way of accomplishing each of them? Present your views in front of the class.

1. Rescuing a cat from the branch of a tall tree
2. Consoling a crying baby
3. Giving directions to someone who doesn't understand your language
4. Convincing someone who is scared of drowning about the importance of swimming lessons
5. Riding in a hot air balloon





Reading Junction

Let us find out how the father in this poem decides to help the cat.

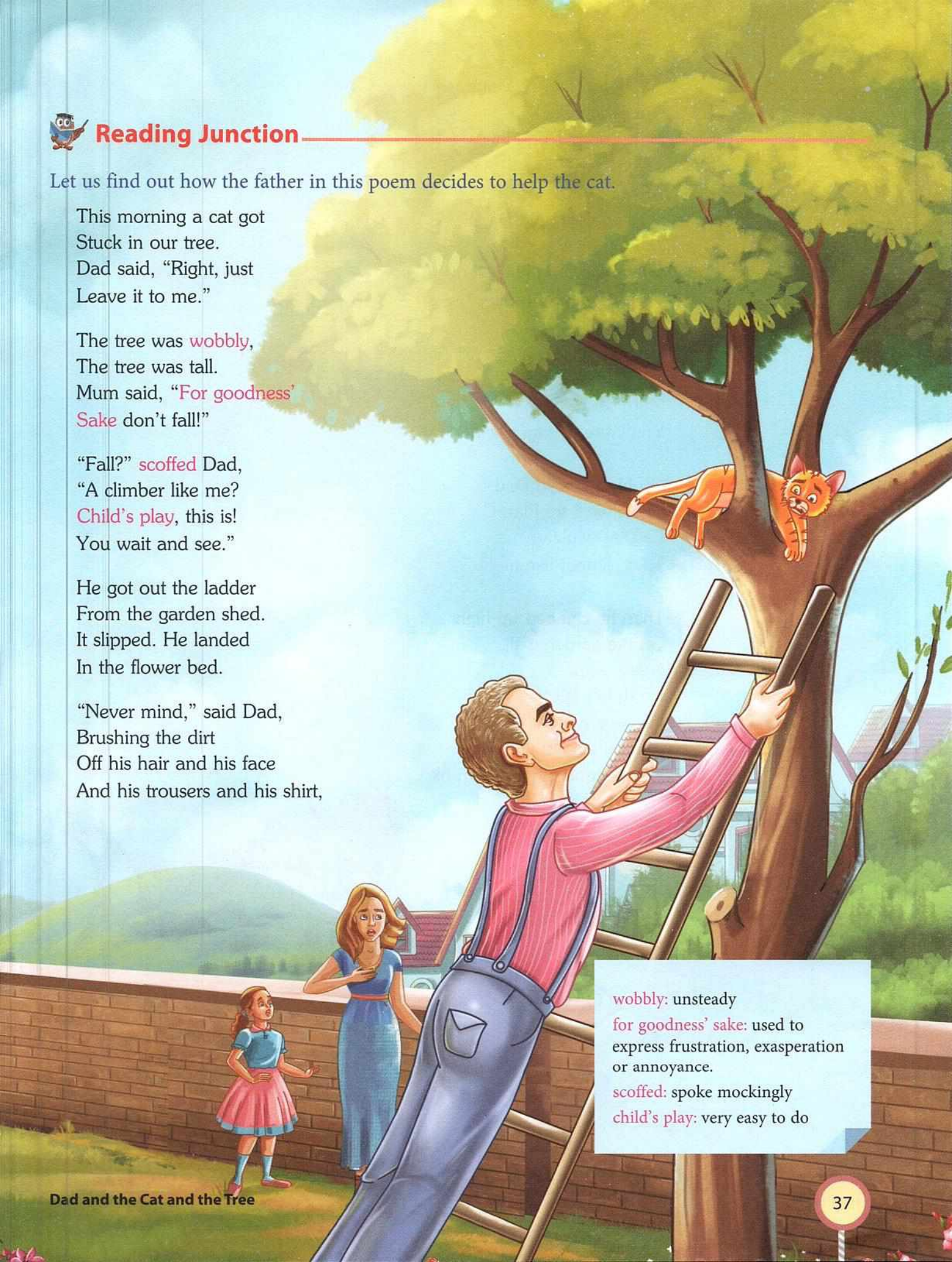
This morning a cat got
Stuck in our tree.
Dad said, "Right, just
Leave it to me."

The tree was **wobbly**,
The tree was tall.
Mum said, "**For goodness'**
Sake don't fall!"

"Fall?" **scoffed** Dad,
"A climber like me?
Child's play, this is!
You wait and see."

He got out the ladder
From the garden shed.
It slipped. He landed
In the flower bed.

"Never mind," said Dad,
Brushing the dirt
Off his hair and his face
And his trousers and his shirt,



wobbly: unsteady
for goodness' sake: used to express frustration, exasperation or annoyance.
scoffed: spoke mockingly
child's play: very easy to do

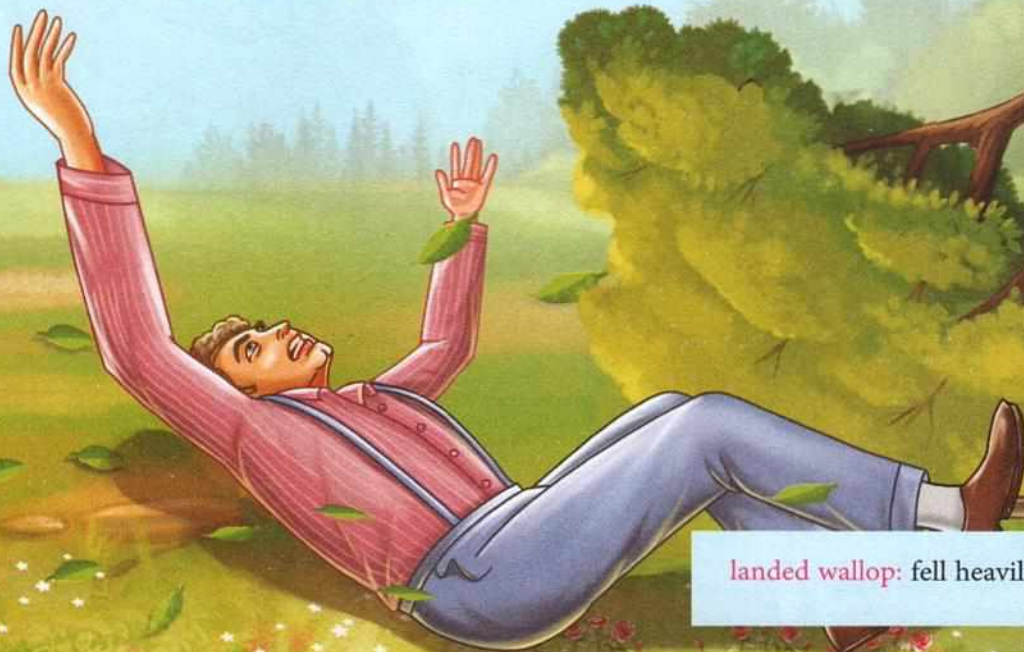
“We’ll try Plan B. Stand
Out of the way!”
Mum said, “Don’t fall
Again, O.K.?”

“Fall again?” said Dad.
“Funny joke!”
Then he swung himself up
On a branch. It broke.

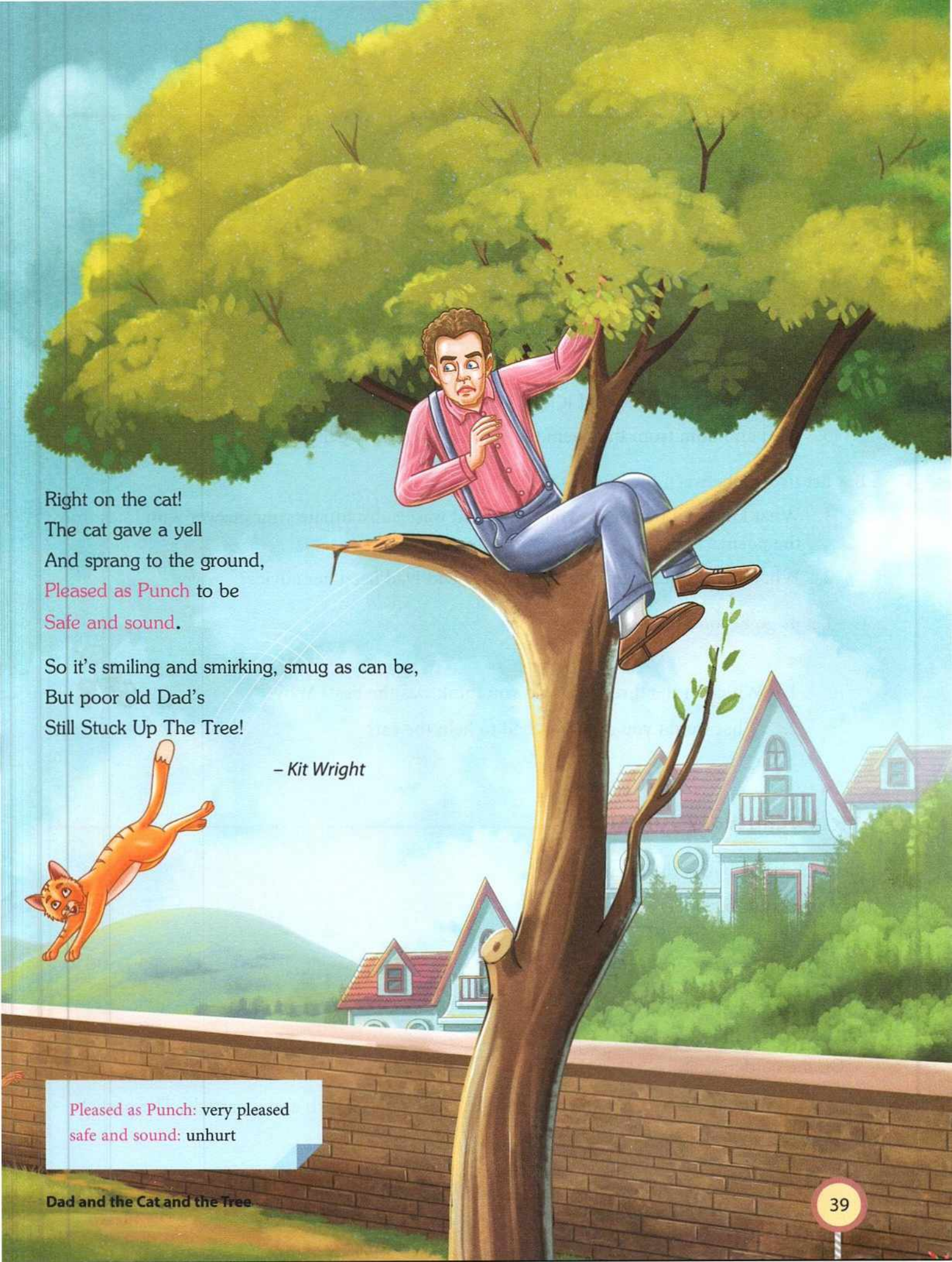
Dad **landed wallop**
Back on the deck.
Mum said, “Stop it,
You’ll break your neck!”

“Rubbish!” said Dad.
“Now we’ll try Plan C.
Easy as winking
To a climber like me!”

Then he climbed up high
On the garden wall.
Guess what?
He didn’t fall!
He gave a great leap
And he landed flat
In the crook of the tree-trunk



landed wallop: fell heavily



Right on the cat!
The cat gave a yell
And sprang to the ground,
Pleased as Punch to be
Safe and sound.

So it's smiling and smirking, smug as can be,
But poor old Dad's
Still Stuck Up The Tree!

– Kit Wright

Pleased as Punch: very pleased
safe and sound: unhurt



Get Going

A. Let us find the answers from the poem.

1. Match the plans that Dad hatched with the fate they met.

Plan A

Landed on the cat

Plan B

Branch broke

Plan C

Fell in the flower bed

2. How did Dad try to save the cat the first time?

3. What was Plan B?

4. Describe Plan C. Why did it fail?

5. Find an idiom from the poem that means 'extremely delighted'.

B. Let us read between the lines.

1. What kind of a person do you think Dad was? Substantiate your answer with lines from the poem.

2. What was Mum's role in this narrative? Did Dad heed her advice?

C. Let us go beyond the poem.

1. Which of the three plans do you think was the best? Why?

2. What would you do if you had to help the cat?



Vocabulary Junction

Read these lines from the poem.

He **got out** the ladder

From the garden shed.

It slipped. He **landed**

In the flower bed.

Then he **climbed up** high

On the garden wall.

The words in bold are two-part verbs. They are made up of a verb and a particle. The particle can either be a preposition or an adverb.

These verbs have two different patterns:

- When the particle can be moved

Example:

Please turn off the light.

Sure! I will turn it off.

Here, the verb is **turn** and the particle is **off**. Did you notice that even when the particle is moved and **it** comes in between, the meaning remains the same? So, **turn off** is a two-part verb where the particle can be moved.

Let us look at some more examples.

Two-part verb	Meaning	Example
bring back	reintroduce something	<i>After much debate, the committee brought the old rules back.</i>
call off	to cancel	<i>We called the search party off after the suitcase was found in a ditch.</i>
drop off	to offer a lift	<i>My brother agreed to drop me off at the concert.</i>
find out	to discover or get information	<i>Did you find out the last date for submitting the forms?</i>
fill up	to fill something	<i>Fill all the buckets up lest we run out of water.</i>
give back	return	<i>I hope Rahul gives my books back soon.</i>
make up	to invent an excuse or a story	<i>Sudha is very good at making up excuses, but in reality, she is just lazy.</i>
pick up	to collect somebody	<i>My dad often forgets to pick me up after school.</i>
set up	to arrange or install something	<i>The showroom was set up for Christmas.</i>
shut down	close	<i>The cinema near our school is quite old. They are planning to shut it down.</i>

- When the particle cannot be moved

Example:

Many students drop out of school due to lack of resources.

Here, the verb is **drop** and the particle is **out**. However, if the particle is moved, the meaning of the verb changes completely. So, **drop out** is a two-part verb where the particle cannot be moved.

Two-part verb	Meaning	Example
ask around	ask different people	<i>I had to ask around to get the right directions to the function hall.</i>
bump into	meet by chance	<i>I bumped into my former class teacher at the supermarket.</i>
cheer up*	become happier	<i>'Cheer up and enjoy the party!' she said.</i>
focus on	concentrate	<i>The teacher asked the students to focus on the central problem if they wanted to find a solution.</i>
get back*	return	<i>The picnic party should get back before dusk.</i>
give up	stop trying	<i>He is not the kind of man who gives up so easily.</i>
grow up	become an adult	<i>I wish I could grow up and be like my mother.</i>
look for	search	<i>The Sharmas are looking for a new driver.</i>
step forward	offer help	<i>Many corporates have stepped forward to sponsor our cause.</i>

* For verbs such as **cheer up** and **get back**, the particle can be moved, but that will change the meaning of the verb.

For example: *cheer up: to become happier*

cheer somebody up: to make somebody happier

- Identify the two-part verbs in the following sentences.
 - My dad asked me to get the jackhammer back from our neighbours.
 - What are you looking for?
 - Are you opting for any new subjects this semester?
 - Only after the third hint was the contestant able to catch on to the song.
- Choose the correct two-part verbs from the box to complete the sentences.

put on brought up put off take down tried on

- It was so cold, I had to _____ a sweater and a jacket.

- (b) The matter will be _____ in the next committee meeting.
- (c) The players did not want to _____ the match till the next day.
- (d) _____ the instructions for the game before you start.
- (e) She _____ a lot of dresses before she found the perfect one.

3. Fill in the blanks with appropriate two-part verbs.

- (a) _____ the form carefully.
- (b) The children are going to _____ the Christmas tree tonight.
- (c) We usually _____ the ice cream parlour on our way back from the market.
- (d) Everyone in the house _____ when the rooster started crowing.



Pronunciation Junction

Read these lines from the poem.

This morning a cat got
Stuck in our tree.

Look at the word **this**. It has a single vowel sound. We can also say that it has a single syllable. Now look at the word **morning**. It has two vowel sounds. We can also say that it has two syllables.

A syllable is a unit of pronunciation. Every word is made up of a minimum of one syllable. A syllable must contain a vowel sound. It may or may not contain a consonant sound. So, the structure of a syllable can be V, CV, CVC, CCVC, CCVCC and so on.

A word can be **monosyllabic**, **bisyllabic**, **trisyllabic** or **polysyllabic**.

A monosyllabic word has a single syllable.

For example: cat, got, I, how, tree

Note: V - Vowel, C - Consonant

A bisyllabic word has two syllables.

For example: goodness, contest, climber, trouser

A trisyllabic word has three syllables.

For example: together, opposite, beautiful, tomorrow

A polysyllabic word has more than three syllables.

For example: intelligent, personality, electricity, continuous, everybody

1. How many syllables do these words have?

(a) flower

(b) hour

(c) tune

(d) sincerely

(e) reduce

(f) ceremony

(g) dangerous

(h) you

(i) serious

(j) powerfully



Grammar Junction

Read these lines from the poem.

He got out the ladder
From the garden shed.
It **slipped**. He **landed**
In the flower bed.

“Never mind,” said Dad,
Brushing the dirt
Off his hair and his face
And his trousers and his shirt,

“We’ll **try** Plan B. **Stand**
Out of the way!”

Notice the lines with words in bold.

In these lines, the verbs **slipped**, **landed** and **stand** do not have objects. In other words, the action in each case is not passed over to any other object.

The verb **brushing**, however, takes the object dirt. In other words, the object dirt receives the action of brushing.

Similarly, the verb **try** takes the object Plan B. In other words, the object Plan B receives the action of trying.

Verbs that take objects are called **transitive verbs**. Verbs that do not take objects are called **intransitive verbs**.

Examples: Transitive verbs

- The dog **chased** the cat.
- The shop **is sending** us a replacement.
- Teesha **sold** some books.
- The medicine **provided** no relief.
- I **met** Shyam on the road.

Note: The verbs are in bold and the objects are underlined.

Examples: Intransitive verbs

- I **slept** on the couch.
- Ali **fell** down the stairs.
- Sunaina **should not have lied**.
- The prisoner **escaped** last night.
- She **has been sneezing** for the past ten minutes.

Now, a transitive verb can take more than one object.

Amit gifted his sister a laptop.

In this sentence, there is an indirect object, his **sister**, and a direct object, a **laptop**.

However, we can convey the same message using a prepositional phrase*.

Amit gave a laptop to his sister.

You can find the direct object by using this question format: “What did the subject do?” or “The subject [verb] what?”

Note: A phrase that begins with a preposition is called a prepositional phrase. You will learn more about it in Chapter 6.

What did Amit give? *He gave a laptop.*

You can find the indirect object by asking the question “To whom?” or “For whom?”

To whom did Amit give a laptop?

To his sister.

1. Underline the verbs in the following sentences and state whether they are transitive or intransitive. Circle the objects if the verbs are transitive.

- (a) Sunil passed the exam. _____
- (b) The dog was barking loudly. _____
- (c) She called her mother early in the morning. _____
- (d) I saw the children playing tennis. _____
- (e) She studied archaeology. _____
- (f) She slept for twelve hours. _____

- (g) I ate only a sandwich for dinner. _____
- (h) The tea has gone cold. _____
- (i) Shalini took the puppy out for a walk. _____
- (j) I don't drink coffee. _____
- (k) The little girl let the balloon loose. _____
- (l) The shop was closed. _____

2. Make a sentence with the transitive and the intransitive form of each verb given below.

design	continue	tear	run	spea
sleep	switch	change	teach	drive

Were you able to use all the verbs in transitive and intransitive forms? Did you find any verb that can be used only as a transitive or an intransitive verb? List them out.

3. Imagine your friend is organising a Family Day celebration. He plans to get each of his family members a special gift and do something special for them. Help him use the verbs given below to write what he could do for his family members.

make	draw	stitch	embroider	wash	help	clean
paint	cook	arrange	watch	tell	pack	buy

You may use other verbs of your choice too.



Speaking Junction

Play a game! Working in pairs, make a list of all the funny characters both of you are familiar with. It could be from a cartoon show, a movie or a book. Now, take turns to pick a character from the list and ask your partner to guess it. Give hints by describing funny incidents or mannerisms related to this character. Remember not to use any direct hint such as the names of related characters.



Listening Junction

You will hear some words. Listen to each word and write down the number of syllables it has.



Writing Junction

We love to read comic strips. They usually tell us a story through a series of drawings and speech bubbles.

Here is a comic strip. Let us look at its main features.

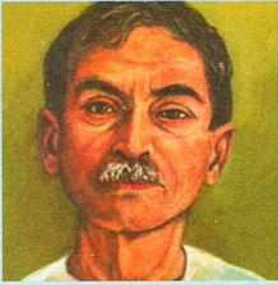
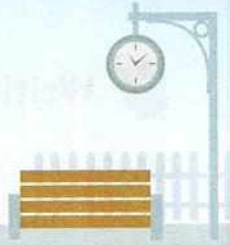


1. Pictorial representation of the characters and the settings
2. Separate panels representing the sequence of events
3. Speech bubbles
4. Dialogues
5. Narration

Here are a few things you must keep in mind while writing a comic strip.

- The initial panels introduce the characters, the setting and the situations.
- The idea for a comic strip should include a punch line or have a funny turn of events.
- The appearance of the characters should be in keeping with their personality.
- The setting and the characters should be consistent in all the panels.

Create a comic strip on the poem, 'Dad and the Cat and the Tree.'



Author note

Premchand (1880–1936), better known as Munshi Premchand, was not just a great writer but also a social reformer and a freedom fighter. He was born in a small village near Varanasi to a well-to-do family. His real name was Dhanpat Rai Srivastav. He wrote more than a dozen novels, around 250 short stories, several essays and translated a number of foreign literary works into Hindi. He is often regarded as the most celebrated Hindustani writer of the early 20th century and is referred to as the *Upanyas Samrat*. The story 'Idgah, Festival of Eid' has been translated from Hindi by the noted writer Khushwant Singh.



Get Set

Imagine you have been given some money to buy the items mentioned below. But the money is not enough to buy all of these. Rate the items in the order of importance, so that you can buy the four most important things. Mention the reason for your choices. You can choose to add new items or leave some out of the list.

- The new video game you saw at your friend's house
- A new badminton racket as the strings of your old one have become loose
- A new pair of kneecaps for your grandma as she keeps complaining of knee pain
- Some new books for your mother as she has finished reading the last book in the bookshelf
- A new aftershave for your father as he doesn't like the one he is using now
- A pair of binoculars for your elder sister as she needs one for her bird-watching trips



Reading Junction

Let us read a story about Hamid, who used his money wisely.

A full 30 days after Ramadan comes Eid. How wonderful and beautiful is the morning of Eid! The trees look greener, the field more festive,

the sky has a lovely pink glow. Look at the sun! It comes up brighter and more dazzling than before to wish the world a very happy





Eid. The village is **agog** with excitement. Everyone is up early to go to the **Eidgah** mosque. One finds a button missing from his shirt and is hurrying to his neighbour's house for thread and needle. Another finds that the leather of his shoes has become hard and is running to the oil press for oil to grease it. They are dumping fodder before their oxen because by the time they get back from the Eidgah it may be late afternoon. It is a good three miles from the village. There will also be hundreds of people to greet and chat with; they would certainly not be finished before midday.

The boys are more excited than the others. Some of them kept only one fast and that too only till noon. Some didn't even do that. But no one can deny them the joy of going to the Eidgah. Fasting is for the grown-ups and the aged. For the boys it is only the day of Eid. They have been talking about it all the time. At long last the day has come. And now they

are impatient with people for not hurrying up. They have no concern with things that have to be done. They are not bothered whether or not there is enough milk and sugar for the vermicelli pudding. All they want is to eat the pudding. Their pockets bulge with coins like the stomach of the pot-bellied Kubera, the Hindu God of Wealth. They are forever taking the treasure out of their pockets, counting and recounting it before putting it back. Mahmood counts "One, two, ten, twelve" – he has twelve pice. Mohsin has "One, two, three, eight, nine, fifteen" pice. Out of this countless hoard they will buy countless things: toys, sweets, paper-pipes, rubber balls – and much else.

How are the preparations of the grown ups different from those of the boys?



agog: eager

Eidgah: an open air gathering place for Eid prayers

The happiest of the boys is Hamid. He is only four; poorly dressed, thin and **famished**-looking. His father died last year of cholera. Then his mother **wasted away** and, without anyone finding out what had **ailed** her she also died. Now Hamid sleeps in Granny Ameena's lap and is as happy as a lark. She tells him that his father has gone to earn money and will return with sack loads of silver. And that his mother has gone to Allah to get lovely gifts for him. This makes Hamid very happy. It is great to live on hope; for a child there is nothing like hope. A child's imagination can turn a mustard seed into a mountain.

Hamid has no shoes on his feet; the cap on his head is **soiled and tattered**; its gold thread has turned black. Nevertheless Hamid is happy. He knows that when his father comes back with sacks full of silver and his mother with gifts from Allah he will be able to fulfil all his heart's desires. Then he will have more than Mahmood, Mohsin, Noorey and Sammi.

In her **hovel** the unfortunate Ameena sheds bitter tears. It is Eid and she does not have even a handful of grain. Only if her Abid were there, it would have been a different kind of Eid!

Hamid goes to his grandmother and says, "Granny, don't you **fret** over me! I will be the first to get back. Don't worry!"

Ameena is sad. Other boys are going out with their fathers. She is the only 'father' Hamid has. How can she let him go to the fair all by himself? What if he gets lost in the crowd? No, she must not lose her precious little soul! How can he walk three miles? He doesn't even have a pair of shoes. He will get blisters on his feet. If she went along with him she could pick him up now and then. But then who

would be there to cook the vermicelli? If only she had the money she could have bought the ingredients on the way back and quickly made the pudding. In the village it would take her many hours to get everything. The only way out was to ask someone for them.

The villagers leave in one party. With the boys is Hamid. They run on ahead of the elders and wait for them under a tree. Why do the oldies drag their feet? And Hamid is like one with wings on his feet. How could anyone think he would get tired?

Why do you think Hamid is so excited about going to the Eidgah?



They reach the suburbs of the town. It begins to get crowded. Parties heading for the Eidgah are coming into town from different sides each one dressed better than the other. Some on **tongas and ekkas**, some in motorcars. All wearing perfume; all bursting with excitement.

Our small party of village **rustics** is not bothered about the poor show they make. They are a calm, contented lot.

For village children everything in the town is strange. Whatever catches their eye, they stand and gape at it with wonder. Cars hoot

famished: extremely hungry

wasted away: became weaker progressively

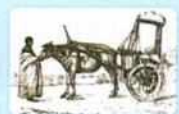
ailed: troubled

soiled and tattered: dirty and torn

hovel: small hut

fret: worry

tongas and ekkas:



rustic: not sophisticated

frantically to get them out of the way, but they couldn't care less. Hamid is nearly run over by a car.

At long last the Eidgah comes in view. Above it are massive tamarind trees casting their shade on the cemented floor on which carpets have been spread. And there are row upon row of worshippers as far as the eye can see, spilling well beyond the mosque courtyard. Newcomers line themselves behind the others. Here neither wealth nor status matters because in the eyes of Islam all men are equal. Our villagers wash their hands and feet and make their own line behind the others. What a beautiful, heart-moving sight it is! What perfect coordination of movements! A hundred thousand heads bow together in prayer! And then all together they stand erect; bow down and sit on their knees! Many times they repeat these movements – exactly

as if a hundred thousand electric bulbs were switched on and off at the same time again and again. What a wonderful **spectacle** it is!

The prayer is over. Men embrace each other. They descend on the sweet and toy-vendors' stores like an army moving to an **assault**. In this matter the grown-up rustic is no less eager than the boys. Look, here is a swing! Pay a pice and enjoy riding up to the heavens and then **plummeting** down to the earth. And here is the **roundabout** strung with wooden elephants, horses and camels! Pay one pice and have twenty-five rounds of fun.

frantically: urgently and loudly

spectacle: scene

assault: physical attack

plummeting: falling at a high speed

roundabout: merry-go-round



Mahmood and Mohsin and Noorey and other boys mount the horses and camels.

Hamid watches them from a distance. All he has are three pice. He couldn't afford to part with a third of his treasure for a few miserable rounds.

Why do you think Hamid finds the rides 'miserable'?



They've finished with the roundabouts; now it is time for the toys. There is a row of stalls on one side with all kinds of toys; soldiers and milkmaids, kings and ministers, water-carriers and washerwomen and holy men. Splendid display! How lifelike! All they need are tongues to speak. Mahmood buys a policeman in khaki with a red turban on his head and a gun on his shoulder. Looks as if he is marching in a parade. Mohsin likes the water-carrier with his back bent under the weight of the water-bag. He holds the handle of the bag in one hand and looks pleased with himself. Perhaps, he is singing. It seems as if the water is about to pour out of the bag. Noorey has fallen for the lawyer. What an expression of learning he has on his face! A black gown over a long, white coat with a gold watch chain going into a pocket, a fat volume of some law book in his hand. Appears as if he has just finished arguing a case in a court of law.

These toys cost two pice each. All Hamid has are three pice; how can he afford to buy such expensive toys? If they dropped out of his hand, they would be smashed to bits. If a drop of water fell on them, the paint would run. What would he do with toys like these? They'd be of no use to him.

After the toys it is sweets. Someone buys sesame seed candy, others gulab jamuns or halva. They smack their lips with relish. Only Hamid is left out. The luckless boy has at least three pice; why doesn't he also buy something to eat?

He looks with hungry eyes at the others.

Mohsin says, "Hamid, take this sesame candy, it smells good." Hamid suspects it is a cruel joke; he knows Mohsin doesn't have so big a heart. But knowing this Hamid goes to Mohsin. Mohsin takes a piece out of his leaf-wrap and holds it towards Hamid. Hamid stretches out his hand. Mohsin puts the candy in his own mouth. Mahmood, Noorey and Sammi clap their hands with glee and have a jolly good laugh. Hamid is **crestfallen**.

How do you think Hamid will spend his three pice?



After the sweet-vendors there are a few hardware stores and shops of real and artificial jewellery. There is nothing there to attract the boys' attention. So they go ahead – all of them except Hamid who stops to see a pile of tongs. It occurs to him that his granny does not have a pair of tongs. Each time she bakes chapattis, the iron plate burns her hands. If he were to buy her a pair of tongs she would be very pleased. She would never burn her fingers; it would be a useful thing to have in the house. What use are toys? They are a waste of money. You can have some fun with them but only for a very short time. Then you forget all about them.

crestfallen: very sad

Hamid asks the shopkeeper, "How much for this pair of tongs?"

The shopkeeper looks at him and seeing no older person with him replies, "It's not for you."

"Is it for sale or not?"

"Why should it not be for sale? Why else should I have bothered to bring it here?"

"Why then don't you tell me how much it is!"

"It will cost you six pice."

Hamid's heart sinks. "Let me have the correct price."

"All right, it will be five pice, bottom price. Take it or leave it." Hamid **steals his heart** and says, "Will you give it to me for three?" And proceeds to walk away lest the shopkeeper screams at him. But the shopkeeper does not scream. On the contrary, he calls Hamid back and gives him the pair of tongs. Hamid carries it on his shoulder as if it were a gun and **struts** up proudly to show it to his friends. Let us hear what they have to say.

Mohsin laughs and says, "Are you crazy? What will you do with the tongs?" Hamid flings the tongs on the ground and replies, "Try and throw your water-carrier on the ground. Every bone in his body will break."

Mahmood says, "Are these tongs some kind of toy?"

"Why not?" **retorts** Hamid. "Place them across your shoulders and it is a gun; **wield** them in your hands and it is like the tongs carried by singing **mendicants** – they can make the same clanging as a pair of cymbals. One smack and they will reduce all your toys to dust. And much as your toys may try they could

not bend a hair on the head of my tongs. My tongs are like a brave tiger."

Sammi who had bought a small **tambourine** asks, "Will you exchange them for my tambourine? It is worth eight pice."

Hamid pretends not to look at the tambourine. "My tongs if they wanted to, could tear out the bowels of your tambourine. All it has is a leather skin and all it can say is dhub, dhub. A drop of water could silence it forever. My brave pair of tongs can weather water and storms, without budging an inch."

Why do you think Hamid pretends not to look at the Tambourine?



Mohsin thinks of another ploy. "Your tongs' face will burn in the fire every day." He is sure that this will leave Hamid speechless. That is not so. Pat comes Hamid with the retort, "Mister, it is only the brave who can jump into a fire. Your miserable lawyers, policemen, and water-carriers will run like frightened women into their homes. Only this Champion of India can perform this feat of leaping into the fire."

Mahmood has one more try, "The lawyer will have chairs to sit and tables for his things. Your tongs will only have the kitchen floor to lie on."

steals his heart: prepares for the worst

struts: walks

retorts: replies in a sharp manner

wield: hold

mendicants: beggars

tambourine:



Hamid cannot think of an appropriate retort so he says whatever comes into his mind, “The tongs won’t stay in the kitchen. When your lawyer sits on his chair my tongs will knock him down on the ground.”

It does not make sense but our three heroes are utterly squashed – almost as if a champion kite had been brought down from the heavens to the earth by a cheap, miserable paper imitation. Thus Hamid wins the field. His tongs are the Champion of India. Neither Mohsin nor Mahmood, neither Noorey nor Sammi – nor anyone else can dispute the fact.

The respect that a victor commands from the **vanquished** is paid to Hamid. The others have spent between twelve to sixteen pice each and bought nothing worthwhile. Hamid’s three-pice worth has carried the day. And no one can deny that toys are unreliable things: they break, while Hamid’s tongs will remain as they are for years.

The boys begin to make terms of peace. Mohsin says, “Give me your tongs for a while, you can have my water-carrier for the same time.”

Both Mahmood and Noorey similarly offer their toys. Hamid has no hesitation in agreeing to these terms. The tongs pass from one hand to another; and the toys are in turn handed to Hamid. How lovely they are!

By eleven the village was again agog with excitement. All those who had gone to the fair were back at home. Mohsin’s little sister ran up, wrenched the water-carrier out of his hands and began to dance with joy. Mister water-carrier slipped out of her hand, fell on the ground and went to paradise. The brother and sister began to fight; and both had lots to cry about. Their mother lost her temper because of the racket they were making and gave each two resounding slaps.

Noorey’s lawyer met an end befitting his grand status. A lawyer could not sit on the



ground. He had to keep his dignity in mind. Two nails were driven into the wall, a plank put on them and a carpet of paper spread on the plank. The honourable counsel was seated like a king on his throne. Noorey began to wave a fan over him. He knew that in the law courts there were khus curtains and electric fans. So the least he could do was to provide a hand fan, otherwise the hot legal arguments might affect his lawyer's brains. Noorey was waving his fan made of bamboo leaf. We do not know whether it was the breeze or the fan or something else that brought the honourable counsel down from his high pedestal to the depths of hell and reduced his gown to mingle with the dust of which it was made. There was much **beating of breasts** and the lawyer's **bier** was dumped on a dung heap.

Mahmood's policeman remained. He was immediately put on duty to guard the village. But this police constable was no ordinary **mortal** who could walk on his own two feet. He had to be provided a **palanquin**. This was a basket lined with tatters of discarded clothes of red colour for the policeman to recline in comfort. Mahmood picked up the basket and started on his rounds. His two younger brothers followed him **lisping**, "Shopkeepers, keep awake!" But night has to be dark; Mahmood stumbled, the basket slipped out of his hand. Mr. Constable with his gun crashed on the ground. He was short of one leg.

Mahmood being a bit of a doctor knew of an ointment, which could quickly rejoin broken limbs. All it needed was the milk of a banyan sapling. The milk was brought and the broken leg reassembled.

But no sooner was the constable put on his feet the leg gave way. One leg was of no use

because now he could neither walk nor sit. Mahmood became a surgeon and cut the other leg to the size of the broken one so the chap could at least sit in comfort.

The constable was made into a holy man; he could sit in one place and guard the village. And sometimes he was like the image of the deity. The plume on his turban was scraped off and you could make as many changes in his appearance as you liked. And sometimes he was used for nothing better than weighing things.

Now let's hear what happened to our friend Hamid. As soon as she heard his voice, Granny Ameena ran out of the house, picked him up and kissed him. Suddenly she noticed the tongs in his hand. "Where did you find these tongs?"

"I bought them."

"How much did you pay for them?"

"Three pice."

Granny Ameena beat her breast. "You are a stupid child! It is almost noon and you haven't had anything to eat or drink. And what do you buy – tongs! Couldn't you find anything better in the fair than this pair of iron tongs?"

Hamid replied in injured tones, "You burn your fingers on the iron plate. That is why I bought them."

beating of breasts: expression of sorrow

bier: a movable frame used to carry a corpse

mortal: human being

palanquin:



lisping: speaking like a child

The old woman's temper suddenly changed to love – not the kind of calculated love, which wastes away in spoken words. This love was mute, solid and seeped with tenderness. What a selfless child! What concern for others! What a big heart! How he must have suffered seeing other boys buying toys and gobbling sweets! How was he able to suppress his own feelings! Even at the fair he thought of his old grandmother. Granny Ameena's heart was too full for words.

And the strangest thing happened – stranger than the part played by the tongs was the role of Hamid the child playing Hamid the old man. And old Granny Ameena became Ameena the little girl. She broke down. She spread her apron and **beseached** Allah's blessings for her grandchild. Big tears fell from her eyes. How was Hamid to understand what was going on inside her!

beseached: asked for something sincerely



Get Going

A. Let us find the answers from the story.

1. Describe the errands the villagers are busy with before going to the mosque.
2. What are the things that tell us how poor Hamid is?
3. Why is Ameena worried about Hamid going to the fair all by himself?
4. How are the 'village rustics' different from the other people arriving in the town?
5. What do the people do after the prayer is over?
6. How does Hamid respond when his friends make fun of him for buying a pair of tongs?

7. Describe the fate that befalls Noorey's lawyer.
8. How does Mahmood change his constable into a holy man? Why does he have to make the change?
9. Give evidence from the story to prove that Hamid is not only thoughtful but also a very intelligent boy.
10. Complete the table about the toys the children buy at the fair. Then, describe each of the toys.

Name	Toy	Description
	policeman	
Mohsin		
	lawyer	

B. Let us read between the lines.

1. What does the author mean when he says that Hamid is the happiest of the boys?
2. When Mohsin teases Hamid about the sesame candy, the others have a 'jolly good laugh' at Hamid. What does this tell us about them?
3. What makes Hamid realise that the tongs are the best thing to spend his three pice on? What does this tell us about him?
4. Why do you think the shopkeeper initially refuses to sell the tongs to Hamid and then sells them at a much lower price?
5. There is a sudden change in Hamid's demeanour and self-confidence after he buys the tongs. Why do you think this happens?
6. Find sentences from the story that show how well Ameena understands the sacrifice little Hamid makes for her.

C. Let us go beyond the story.

1. Why is the prayer described as a 'wonderful spectacle'?
What, in your opinion, makes it so special?
2. Imagine Hamid having as much money as the other children. How do you think he will spend it? Do you think his behaviour will be any different?





Read these sentences from the story.

Their pockets bulge with coins like the stomach of the **pot-bellied** Kubera, the Hindu God of Wealth.

What a beautiful, **heart-moving** sight it is! What perfect coordination of movements!

The words in bold are adjectives. However, they are different from simple adjectives. Here, two words have joined to form an adjective and modify a single noun. Such adjectives are called **compound adjectives**.

A **compound adjective** is formed when two or more words join together to form a single adjective. The words are usually joined by a hyphen when placed before a noun.

Look at the following examples.

- *The girl sang a very melodious song.*
- *The big, brown dog started chasing us.*
- *He is a part-time worker.*

Note: A hyphen is not used if the compound adjective is formed of an adjective and an adverb that ends in -ly.

In the first example, 'very' is an adverb that modifies the adjective 'melodious' which in turn describes the noun 'song'.

In the second example, 'big' and 'brown' are two different adjectives that describe the noun 'dog'.

In the third example, 'part-time' is an adjective, made of two different words that describe the noun 'worker'. This is a compound adjective.

Let us look at some more examples.

- *Four-poster beds are now a thing of the past.*
- *All the players are scared of the short-tempered referee.*
- *This is an all-too-common error among students.*
- *Princess Ella is scared of the green-eyed monster.*
- *The police say that this is a cold-blooded murder.*

1. Underline the compound adjectives in the following sentences. Add a hyphen where appropriate.

- (a) A well known writer is coming to the conference.
- (b) The arts festival is a congregation of open minded people from various fields.

- (c) My 10 year old cousin beats me at chess.
- (d) I saw a man eating alligator.
- (e) She is an absent minded student.

2. Choose the correct compound adjectives from the box to fill in the blanks.

well-behaved sun-dried brightly lit brand-new old-fashioned

- (a) This recipe requires _____ tomatoes.
- (b) A _____ class of students is every teacher's dream.
- (c) Raju broke my _____ guitar.
- (d) We often assume that our grandparents are _____ in their views.
- (e) The _____ hall looked like a fairyland.



Pronunciation Junction

Read these sentences from the story.

They are dumping fodder before their **oxen** because by the time they get back from the Eidgah it may be late afternoon.

Many times they repeat these movements – **exactly** as if a hundred thousand electric bulbs were switched on and off at the same time again and again.

Look at the words in bold.

The letter 'x' is pronounced in two different ways in the two words. In the word **oxen**, 'x' is pronounced as /ks/. In the word **exactly**, 'x' is pronounced as /gz/. In words such as **xylophone**, 'x' is pronounced as /z/.

Let us look at the pronunciation of the letter 'x' in a few more words.

x pronounced as /ks/	x pronounced as /gz/ or /z/
maximum	auxiliary
taxi	anxiety
exhale	exhaust
exhibition	exhibit
fix	exact

x pronounced as /ks/	x pronounced as /gz/ or /z/
explain	exaggerate
mixture	xenophobia
text	xylophone
expert	exert
excite	executive

Read all the words aloud. Are there any words in the table you are not familiar with? Find out the meanings of those words with the help of a dictionary and make sentences with five of them.



Grammar Junction

Read these sentences from the story.

They are not bothered whether or not there is enough milk and sugar for the **vermicelli** pudding.

A **hundred** thousand heads bow together in prayer!

The words in bold are nouns. However, in these sentences, they are modifying another noun.

When a noun acts as an adjective and modifies another noun, it is called a **noun modifier**.

- Noun modifiers can be used to say what something is made of.

For example:

a chocolate cake, a gold necklace, a leather jacket

- Noun modifiers can also be used to say that something is a part of something else.

For example:

a village school, the car window, the coat pocket

- Nouns representing measurement, age or value, can also be used as noun modifiers.

For example:

a five-minute break, a twenty-kilometre climb, a five-rupee note, a ten-year-old girl

1. Underline the noun modifiers in these sentences and circle the nouns they modify.

(a) The park benches have recently been painted.

(b) Could you pass me the salad bowl?

(c) We are going to the sunset point in the evening.

- (d) Sarita was flipping through a sports magazine.
- (e) We are going to Himachal Pradesh during the summer vacation.

2. Mix and match the words from the two columns to form meaningful noun phrases.

thirty, science, finger, butter, ginger, music, basketball, ice	college, bowl, minutes, cookies, class, knife, composer, player, cubes, metres, book, chips, bucket, age
-----------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

3. Replace the adjectives in the following sentences with nouns.

- (a) The bride was decked with expensive jewellery.
- (b) I played with colourful balloons during Holi.
- (c) Our club holds an annual exhibition in the colony.
- (d) The baby scrunched her nose up when she tasted the bitter chocolate.
- (e) We marched up the street that led to the quaint church.



Speaking Junction

Did you notice how Hamid and his friends quarrelled over their toys? We often have such arguments with our friends over various things. Discuss with your partner and select a topic on which both of you disagree. It could be your favourite sport, book or even movie. Think of all the reasons that make you feel your choice is better than your friend's. Now, in pairs, present your arguments to the class in the form of a debate.

Here are some phrases you could use:

I beg to differ ...	The problem is that ...
I (very much) doubt whether ...	With all due respect ...
I am of a different opinion because ...	I cannot share this/that/the view.
What I object to is ...	On the contrary, it has been seen that ...
I'm not so sure about that ...	Yes, but don't you think ...



Listening Junction

Listen to the sentences and write down the compound adjectives and noun modifiers, if any.



Hamid had a very eventful Eid. At night he decided to write about his day in his diary. Let's see what he has written.

¹8 July 2016, ²Sunday

³Dear Diary,

Today was Eid and the entire village went to the Eidgah. It looked colourful and festive. There were so many things to see over there. Mohsin, Mahmood, Noorey and Sammi were also there. After the prayers, we all went around looking at the stalls.

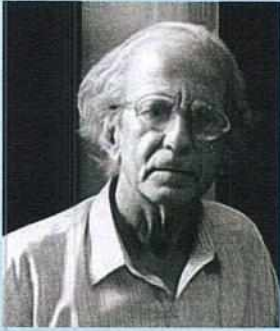
They made fun of ⁴me as usual, but that did not bother me. I had something very important to do.

Granny had given me three pice to get something to eat and to buy something for myself. We visited many stalls. ⁴I saw rides, camels, toys and delicious things to eat. But I didn't buy any of those. I bought a pair of tongs for Granny. She has so much trouble making chapatis and keeps on burning her fingers. These tongs will help her so much.

When she saw what I had bought, her eyes were filled with tears of joy. I was glad that I had spent my money wisely.

In a diary entry, a person can record the account of their day. While writing a diary entry, we mention the ¹date and ²day. We address the diary as ³'Dear Diary' and write about the events of the day and our feelings in the past tense. We use the personal pronouns ⁴I, me and my.

Imagine you are the grandma in the story. Write a diary entry describing your feelings when Hamid gifted you the pair of tongs.



Author note

Nissim Ezekiel (1924–2004) was an Indian poet, actor, playwright, editor and art critic. His poems are mostly about real-life experiences as they speak of the day-to-day lives of ordinary people. He has often been referred to as ‘The Father of Modernity’ in Indian English poetry. He was honoured with the Sahitya Akademi Award in 1983 and the Padma Shri Award in 1988.



Get Set

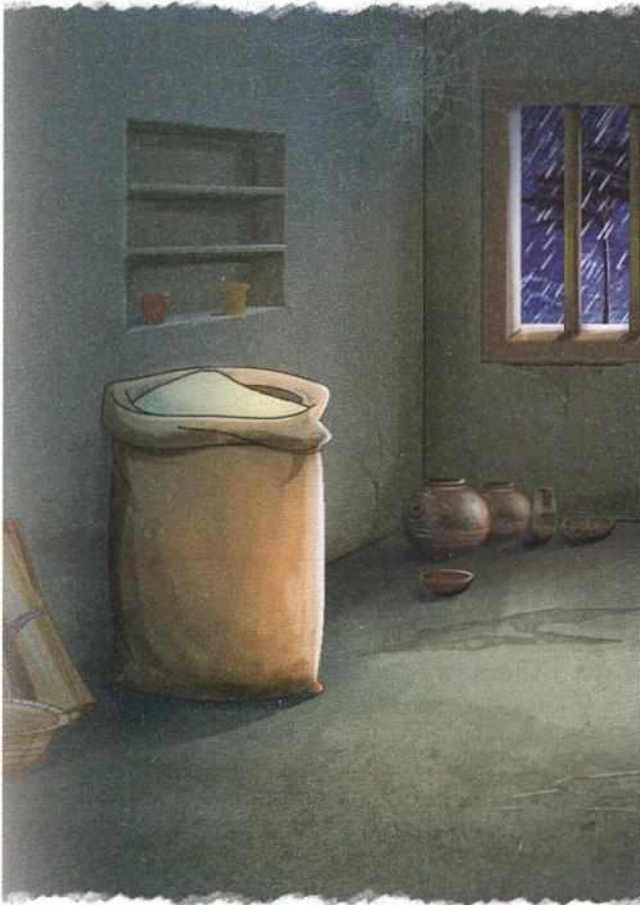
Read the title and guess what the poem is about. Tick (✓) the option that you think conveys the theme of the poem. You can also come up with your own theme.

- It is about a scorpion.
- It is about a night when something dangerous happened.
- It is about a get together of scorpions.
- It is about horoscope.
- It is about dangerous insects.
- It is about a night when the speaker overcame the fear of scorpions.
- It is about a ritual related to scorpions, which takes place at night.
- Other _____





Let's read a poem about what happened on a rainy night when the speaker's mother was stung by a scorpion.



I remember the night my mother
was stung by a scorpion. Ten hours
of **steady rain** had driven him
to crawl beneath a sack of rice.
Parting with his poison – flash
of **diabolic** tail in the dark room –
he risked the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to **paralyse** the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mudbaked walls
they searched for him: he was not found.
They **clicked their tongues**.

With every movement that the scorpion made his
poison moved in Mother's blood,
they said.

May he sit still, they said

May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world against the sum of good
become **diminished** by your pain.

May the poison purify your flesh of desire,
and your spirit of ambition, they said, and
they sat around on the floor with my mother
in the centre, the peace of understanding on each face.

steady rain: continuous, heavy rainfall

diabolic: deadly

paralyse: make something unable
to move

clicked their tongues: expressed regret

diminished: reduced

More candles, more lanterns, more neighbours, more insects, and the endless rain.

My mother twisted through and through, groaning on a mat.

My father, **sceptic**, **rationalist**, trying every curse and blessing, powder, mixture, herb and **hybrid**.

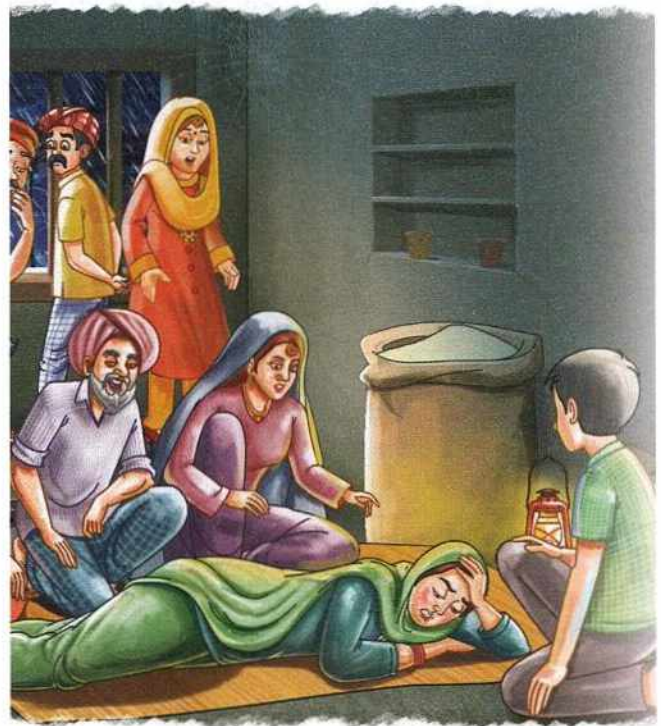
He even poured a little **paraffin** upon the bitten toe and put a match to it. I watched the flame feeding on my mother.

I watched the holy man perform his rites to tame the poison with an **incantation**.

After twenty hours it lost its sting.

My mother only said

Thank God the scorpion picked on me
And spared my children.



– Nissim Ezekiel

sceptic: someone who questions accepted ideas

rationalist: someone who relies more on logic than emotions

hybrid: mixture, concoction

paraffin: a flammable, waxy substance

incantation: a chant that accompanies a holy ritual



Get Going

- A. Let us find the answers from the poem.
1. Where was the scorpion hiding? Why?
 2. Why did the peasants come to the speaker's house?
 3. Who clicked their tongues? Why?
 4. Give an example of a superstition from the poem.
 5. How will the world be benefited from the mother's suffering?
- B. Let us read between the lines.
1. In what kind of a setting do you think the poem takes place? Give evidence from the poem.

2. Why do you think the scorpion stung the mother just before escaping into the rain again?
3. Explain the phrase, 'giant scorpion shadows'.
4. Why do you think the peasants started praying for the mother?

C. Let us go beyond the poem.

1. The villagers, instead of calling in a doctor, started praying. What does it tell us about them?
2. What would you have done if you were one of the peasants?



Vocabulary Junction

Read these lines from the poem.

... They **searched for** him: he was not found ...

... I watched the flame **feeding on** my mother ...

Look at the highlighted words.

The words in red are verbs and prepositions. These verbs, in most cases, are accompanied by these prepositions. They are **verb preposition collocations**.

Certain verbs are followed by specific prepositions. We say that these verbs collocate with these prepositions.

Let us look at a few more examples.

adapt to	<i>Wildlife sanctuaries are suitable for animals as they find it difficult to adapt to the confinements of a zoo.</i>
adhere to	<i>Students must adhere to the rules and regulations of the school.</i>
aware of	<i>Most people are not aware of the negative effects of overeating.</i>
blame for/on	<i>Teesha blamed Kashyap for ruining the puppet show.</i>
committed to	<i>Our NGO is committed to improving the living conditions of the villagers.</i>
combine with	<i>Oxygen combines with hydrogen to form water under specific conditions.</i>

concentrate on/ upon	<i>Arjun concentrated on the task at hand rather than wasting his time on pointless banter.</i>
consist of	<i>The team consists of five specialists.</i>
contribute to/towards	<i>The new law will contribute towards a cleaner and greener environment.</i>
	<i>I would like to contribute to the flood relief fund.</i>
guess at/from	<i>When we saw the new coach, we were all guessing at his age.</i>
	<i>It's very difficult to guess from her expressions if she is seriously offended.</i>
hint at	<i>I don't understand what you're hinting at.</i>
forgive for	<i>She never forgave him for making fun of her in front of the entire class.</i>
guilty of	<i>The man was guilty of stealing seven cars from the neighbourhood.</i>
insist on/upon	<i>My friends insisted on dropping me at the airport.</i>
object to	<i>The environmentalists objected to the government's decision of clearing the forests.</i>
prevent from	<i>This vaccine is supposed to prevent the disease from spreading.</i>
prohibit from	<i>The students were prohibited from remaining absent for three consecutive days.</i>
prefer to	<i>I prefer walking to jogging.</i>

1. Identify the incorrect verb–preposition collocations in these sentences and correct them.
 - (a) Uncle Shyam insisted at paying for the ice creams.
 - (b) The council objected about the use of polythene in the city.
 - (c) Combine the egg yolk mixture with the flour and stir.
 - (d) It is generally believed that people from the southern part of India prefer coffee over tea.
 - (e) One should not feed in gossip.

2. Match the phrases from the two columns to form sentences.

A
You have to concentrate
Our next door neighbour prohibited us
The man is guilty
The old lady forgave the boys
It was difficult for her to part

B
from entering her garden.
with her pet dog.
on your studies if you want to do well in exams
of smuggling valuable artefacts.
for breaking her glass window.

3. Complete the sentences with correct verb–preposition collocations.

- (a) In many team sports, each team _____ 11 players.
- (b) My mother did not _____ my staying the night over at my friend's place.
- (c) My mother _____ my brother and me _____ all the little mischiefs we make.
- (d) All political parties should _____ their forces _____ the evil of corruption.
- (e) Can you _____ the weight of the jar _____ its size?

4. Make sentences with the following verb–preposition collocations.

- (a) concentrate upon
- (b) guess at
- (c) adhere to
- (d) committed to
- (e) prevent from



Pronunciation Junction

Read these lines from the poem.

I remember the **night** my mother
was stung by a **scorpion**. Ten hours
of steady **rain** had driven him
... Parting with his **poison** flash
of diabolic tail in the dark room he
risked the rain again.

... throwing giant scorpion **shadows**
 on the mudbaked walls ...
 ... and they sat **around**
 on the floor with my mother in the centre,

Look at the words in red. Notice the vowels.

night **scorpio** **rain** **poison** **shadows** **around**

The vowels in orange sound like a combination of two vowel sounds. Such sounds are known as **diphthongs**.

Diphthongs begin with one vowel and glide into another. So, they are also called gliding or moving vowels. There are eight diphthongs in English.

Let us look at some words where we find diphthongs.

Diphthong 1	sight	mind	bite	tie	identity	cycle	buy	dye
Diphthong 2	boy	join	lawyer	royal				
Diphthong 3	pain	sale	bay					
Diphthong 4	how	crown	out	house				
Diphthong 5	go	toe	rope	snow	toast			
Diphthong 6	pair	fare	there	tear				
Diphthong 7	tour	hour	power					
Diphthong 8	near	here	tier	cheer	senior			

Identify the letters with diphthong sounds in the following words and underline them.

care	clear	dry	brain	nice	flower	chair
my	Europe	soap	lay	fear	owl	smile



Grammar Junction

Read these lines from the poem.

... of **steady rain** had driven him
 to crawl **beneath a sack of rice**.

with **candles and with lanterns**
... throwing giant scorpion shadows
on the mud-baked walls ...

Look at the highlighted phrases.

They start with a preposition and are known as prepositional phrases.

A **prepositional phrase** is a part of a sentence. It consists of a preposition and an object to the preposition. The object could be a noun, a pronoun or a gerund. A prepositional phrase functions as either an adjective or an adverb in a sentence.

Let us look at the phrases in detail.

of steady rain
beneath a sack of rice
on the mud-baked walls

Note: The prepositions are in bold and the objects of the prepositions are underlined.

Here are a few more sentences.

*The carrots **in the curry** are not properly boiled.*
*The books **on the third shelf** are all about archaeology.*

In these sentences, the parts in bold are prepositional phrases. They describe the preceding nouns. The phrase 'in the curry' modifies the carrots and 'on the third shelf' modifies the books.

They all answer the question, 'which'.

Which carrots? The ones in the curry.
Which books? The ones on the third shelf.

So, they act as adjectives in the sentence.

Now, let us look at some more sentences.

*I hurt my back **at the aerobics session** yesterday.*
*The children wished the teacher **in a singsong voice**.*
*The marathon is going to be held **in the third week of February**.*

The phrases in bold in these sentences are also prepositional phrases. However, they act as adverbs and not adjectives. They answer the questions 'where', 'how' and 'when', respectively in the three sentences.

Let us look at some more examples of prepositional phrases.

*I threw the ball **with great force** at Jerry.*
*The storekeeper leaned **against the counter** menacingly.*

*In the tree was a squirrel racing **towards** the ground **with** its tail curled **over** its back.*

*My grandma told me a story **about** the brave Bhagat Singh.*

- Underline the prepositional phrases in the following sentences.
 - The car stopped in the middle of the flyover.
 - The man in the window seat stepped out.
 - He was wearing a pinstriped suit with a blue tie.
 - He walked across the road to the chemist.
 - Inside the store, he leaned towards the counter and started speaking in a hushed tone.
- Complete the following sentences with suitable prepositional phrases.
 - The boy was dancing _____ .
 - The lamp _____ was burning the brightest.
 - The balloons drifted _____ .
 - I forgot the shopping list _____ .
 - Tell me the story _____ .
- Look at the sentences given in the first exercise. They form the beginning of a story. What do you think happened after this? Complete the story using at least 10 more prepositional phrases.



Speaking Junction

Speak for or against the topic: Traditional and natural remedies should always be preferred to modern medicine.

You can use these expressions:

- In my opinion, ... because ...
- According to me, ...
- I believe that ...
- I don't feel that ...
- In my view ... however



Listening Junction

Here are some words with diphthongs. Listen to each word and write another word with the same diphthong sound.



This is a notice informing the students about a Parent Teacher meet in a school.

St. Thomas School, Darjeeling¹

NOTICE²

Date: 7 July 2020³

Parent Teacher Meet⁴

This is to inform the students of Grade 6, 7 and 8 that the mid-term Parent Teacher meet is going to be held on 25 July 2020. The details are as follows:

Time: 10:00 a.m. – 2:00 p.m.

Venue: Respective classrooms⁵

The students should be dressed in their school uniform and be accompanied by both or either of their parents. The time slot for each student will be allocated by the class teachers. Parents are requested to keep to the given time. For further queries, please contact your class teacher.⁶

Susan Bird⁷

Principal⁸

A notice should include the following:

1. Name of the issuing organisation
2. The word 'notice'
3. Date
4. Heading
5. Details of the event including date, day, time and location
6. Any other necessary information or instructions
7. Name of the issuing authority
8. Designation of the issuing authority

After witnessing the suffering of the narrator's mother, the peasants realised the importance of proper healthcare facilities in their village. They arranged for a health centre in the village. It would be managed by two nurses and a doctor. A surgeon would also visit the health centre twice a week. Write a notice informing the villagers about the opening ceremony of the health centre.



Get Set

Since time immemorial, human beings have been in conflict with one another for various reasons.

List four reasons that can lead to war between nations.

1. _____
2. _____
3. _____
4. _____

Do you think war between two or more nations can eventually result in peace? Why do you think people wage wars? Share your opinion with the class.



Reading Junction

Let us read about a miraculous incident that took place on Christmas Eve on No Man's Land during World War I.

It was 1914, the first year of World War I. The war had reached an **impasse** by winter. The soldiers on both sides were tired of the deaths and destruction that claimed many lives. They had signed up for the army thinking that the war would be over soon, but it was clear that it was not going to happen. So, the soldiers dug **trenches** on both sides of the **no man's land**, and continued shooting at each other.

On Christmas Eve, something strange and wonderful happened at various places along

the war-front in Europe. Without approval from the higher-ups, soldiers along the Western front stopped firing at each other. Both the German and the English soldiers were warned and asked to stay alert in case the opponent army tried to catch the other

impasse: a difficult situation in which no progress is possible due to disagreement

trenches: long deep holes dug in the ground

no man's land: a piece of unowned land between the front line of two opposing armies





off guard and attacked. They sang carols and lit up candles in trees. The Germans planted Christmas trees on their front-line trenches and sang 'Stille Nacht' (Silent Night). The British responded from the other side of the no man's land by singing 'The First Noel' and 'O Come, All Ye Faithful'. The Germans joined in by singing the Latin version of the song, 'Adeste Fideles'. A former soldier recounted this event very fondly, "I thought this is the most extraordinary thing – two nations singing the same carol in the middle of the war."

The soldiers, then, wished Christmas greetings to each other across the **ditches**, and after assurances that they would not shoot at each other, started crossing over to join in the celebrations. There was much laughter and merriment, and gifts such as chocolates, cigars, drinks, and other items of use were

exchanged. There were places where the Christmas celebrations went on until the new year!

The dead were given proper burials, with soldiers from both sides paying their respects. There were even stories of football matches being played between the English and the German soldiers at a few places!

The Christmas **Truce** was **applauded** all over the world by politicians and newspapers alike. Sir Arthur Conan Doyle described this event as "one human episode among all the **atrocities** that have stained the memory of the war."

ditches: narrow channels dug in the ground

truce: an agreement between two enemies to pause fighting for a certain period of time

applauded: showed strong approval or praised

atrocities: extremely brutal or cruel acts



Get Going

- A. Let us find the answers from the text.
1. What strange and wonderful event happened on Christmas Eve at various places on the European war-front?
 2. How did the German soldiers begin the Christmas celebrations? How did the British respond?
 3. What game did the English and the German soldiers play?
- B. Let us read between the lines.
1. Why do you think the war reached an impasse by winter?
 2. Explain 'one human episode among all the atrocities that have stained the memory of the war.'
 3. What does the line, 'two nations singing the same carol in the middle of the war' tell us about the two armies?
- C. Let us go beyond the text.

Even after the Christmas truce, World War I continued for four more years. According to you, what can result in true peace in the world? Can truces help resolve conflicts, and bring peace and harmony in the world? What is your opinion on the wars fought in modern times?



Vocabulary Junction

Read this sentences from the story.

The soldiers on both sides were tired of the **deaths** and **destruction** that claimed many lives.

The words in bold are abstract nouns. Do you know what an abstract noun is?

Abstract nouns are names of intangible things – things that cannot be seen, touched, heard, smelt or tasted. They could be feelings, qualities, relationships, theories, conditions or even states of being.

Let us look at some examples.

feelings: love, happiness, sadness

qualities: honesty, intelligence, generosity

theories and subjects: Marxism, physics, geography

conditions: childhood, youth, slavery

Here are some sentences with abstract nouns.

- *The little girl's **bravery** left us spellbound.*
- *He likes to paint in his **leisure** time.*
- *The Internet is a vast source of **knowledge**.*
- *The **birth** of Lord Krishna is celebrated all over India.*

1. Underline the abstract nouns in these sentences.

- The length of the rope was not enough.
- There is a vacancy for the post of Associate Director.
- Indians had to struggle hard to gain independence.
- Intelligence can often overpower strength.
- The candle did not make much difference to the darkness in the room.

2. Fill in the blanks with abstract nouns. Refer to the hints given in brackets.

- _____ to animals is a punishable offence. (*cruel*)
- Ashraf went on a _____ to Mecca. (*pilgrim*)
- It is a great _____ for me to welcome our honoured guest. (*please*)
- _____ is a rare quality in people today. (*simple*)
- Sahana's _____ towards her work is admirable. (*dedicate*)



Pronunciation Junction

We have already learnt that every word is divided into units of pronunciation known as syllables. Did you know that each word has a stressed syllable?

Let us find out more about stressed and unstressed syllables.

Every word that has more than one syllable is a combination of a stressed and at least one unstressed syllable. The stressed syllable is emphasised more than the unstressed syllable. In other words, the stressed syllable is pronounced more loudly, clearly and for a longer duration than the unstressed syllable.

The hyphen (-) separates the two syllables while the stress marker (') is on the stressed syllable.

Things to remember about stress patterns in English:

- There can be only one stressed syllable in a word.
- Stress can only be on a vowel and never on a consonant. (The stress mark is placed before the first letter in the syllable.)
- For bisyllabic words:
 - Nouns and adjectives are usually stressed on the first syllable.
Examples: *'sim.ple, 'co.lour, 'mo.ther, 'rai.ny, 'coun.try*
 - Verbs and prepositions are usually stressed on the second syllable.
Examples: *re.'ceive, de.'cide, de.'ny, be.'hind, a.'long*
- For words that can be used as a noun as well as a verb:
 - As a noun, the word is stressed on the first syllable.
 - *'pre.sent, 'con.trast, 're.cord, 'ob.ject, 'in.crease, 'pro.gress*
 - As a verb, the word is stressed on the second syllable.
 - *pre.'sent, con.'trast, re.'cord, ob.'ject, in.'crease, pro.'gress*

Note

The stressed syllable is marked with a single quotation mark (') in most dictionaries.

Note

In most disyllabic words, the stress is on the first syllable.

Mark the stress in the following words. For words that can be used as nouns as well as verbs, show the stress pattern in both the cases.

about	language	device	exchange	plastic
before	resolve	happy	traffic	compound



Grammar Junction

Now, look at the following sentence.

War leads to the loss of many lives; we should be against war.

Notice that the entire text is a single sentence as it conveys a unified idea.

When we use two sentences to convey a unified idea, we use a **semicolon** between the sentences or independent clauses.

Look at the commas in the text.

So, the soldiers dug trenches on both sides of the no man's land, and continued shooting at each other.

A **comma** is used between parts of a sentences showing short pauses. It is also used to separate items in a list.

Now, let us look at the colon.

A **colon** is used to introduce a subsection or a list.

Example:

I went to the market and bought a lot of fruit: apples, grapes, watermelons and oranges.

Now, let us look at the uses of these punctuation marks in detail.

Comma

- A comma is used between a dependent clause and an independent clause in a sentence.

Note

A clause has a subject and a predicate. Clauses are of two types: dependent and independent. An **independent clause** can function by itself. A **dependent clause** cannot function by itself. It is dependent on an independent clause.

For example:

While running up the hill, our path was blocked by a flock of grazing cattles.

Dependent clause

Independent clause

- A comma is added between two independent clauses when they are joined by a conjunction such as *but, or, yet, for, and, nor* and *so*.

For example:

I completed the Lego Batman, but Dad said some pieces were not properly placed.

Independent clause

Independent clause

- The most common use of a comma is to separate three or more items on a list.

For example:

We've bought most of the ingredients, but we couldn't find raspberries, pistachios and blueberries.

- A comma is used before and after an insertion or addition in a sentence. The insertion is usually a phrase that is not essential to the sentence.

For example:

The meeting, an otherwise ordinary affair, was made special by his presence.

- A comma is used to separate two word groups that are in contradiction.

For example:

Varun wanted a chicken sandwich, not a burger.

- A comma is used after an introductory phrase, a prepositional phrase and words such as *however, therefore, incidentally* and *unfortunately*, if they form the beginning of a sentence.

For example:

After the debacle against New Zealand, this match is a do-or-die situation for the Indian team.

Wait, are you saying we've run out of food?

Incidentally, the twins were wearing similar clothes.

- A comma is used after names or words used to address people. A pair of commas is used before and after a special description of the proper noun.

For example:

John, please stand up.

Beethoven, the famous musician, was deaf when he composed some of his best works.

- A comma is used to separate a direct speech from the rest of the sentence.

For example:

Sanya said, 'Take the dog for a walk while I do the laundry.'

- Commas are used in addresses.

For example:

Flat No. 220, Palm Apartments, Hyderabad-7

- While writing dates, we use a comma to separate the month from the year.

For example:

July 7, 2010

- A comma is used at the end of a greeting.

For example:

Dear Sir,

Note

We don't use a comma if we write the date as 7 July 2010

Semicolon

- A semicolon is used to join two independent clauses.

For example:

Some people like to read books; others prefer watching movies.

- If two independent clauses are joined by a certain word, a semicolon is added before the word and a comma afterwards. The words are: *therefore, however, in addition, nonetheless, indeed, in fact, nevertheless, then, consequently, furthermore, moreover* and *instead*.

For example:

I didn't take the bus; instead, I took the train.

- If the items in a series have commas, they are separated from each other by semicolons.

For example:

I have to send invitations to friends in Dehradun, Uttarakhand; Gangtok, Sikkim; and Mangalore, Karnataka.

Colon

- A colon is used to introduce a list or an explanation.

For example:

We need a domestic help to do the following: wash clothes, do the dishes and mop the floor.

We only had one motto throughout the competition: Win the prize.

1. Fill in the blanks with a comma or a semicolon.

(a) My grandpa prefers living in the countryside _____ the city makes him ill at ease.

(b) If he misses this flight _____ he'll have to pay double for the next one.

(c) I love Spanish cuisine _____ in fact _____ I'm learning to make Paella from my aunt who lives in Spain.

(d) I wanted to go to the concert _____ but there were no tickets available.

(e) The first generation of computers could perform complex calculations _____ but they could not reason at all.

2. Look at the following sentences and check if the punctuation marks have been correctly used. Make corrections, where necessary.

(a) 'Ouch', exclaimed Yuri 'I hurt my toes!'

(b) Some people like to wake up early: in the morning; others prefer sleeping late.

(c) Some of the sandwich choices we offer are cheese and tomato, cheese garlic and chicken; and cheese ham; and bacon.

(d) This semester, we are going to read *The Old Man and the Sea*; *Romeo and Juliet* and *Dubliners*.

(e) Sunny has only one thing on her mind, food.



Speaking Junction

Oration is a form of public speech with the primary objective of impressing or entertaining the audience. It can also be used as a method of indirect persuasion.

Orate a famous speech of your choice with appropriate voice modulation.



Listening Junction

You will now listen to five situations. Answer the question asked at the end of each situation with an abstract noun.

1. _____
2. _____
3. _____
4. _____
5. _____



Writing Junction

A biographical sketch (biosketch) is a short account of a person's life.

The main purpose of a biosketch is to give a quick glimpse of a person's character and his/her contributions. Remember, a biosketch is not a fact file; instead it conveys the kind of person someone is or was.

Let's look at an example. Here's a biosketch of Mr Kailash Satyarthi, India's leading children's rights activist.

Kailash Satyarthi, born on **11 January 1954 in Vidisha, Madhya Pradesh**¹, has waged a **lifelong crusade against child labour**² in India. He **graduated in electrical engineering**³ and taught for a few years in Bhopal. In 1980, he gave up teaching and **joined the Bonded Labor Liberation Front**⁴. He **founded the Bachpan Bachao Andolan**⁵ the same year.

Since then, he has served and led many international forums and movements against child slavery and labour. He was awarded the **Nobel Prize for Peace in 2014**⁶ for his 'struggle against the suppression of children and young people and for the right of all children to education.'

Notice the various sections of a biosketch:

1. Date and place of birth
2. Major achievements
3. Educational qualifications
4. Profession
5. Major contributions
6. Awards and recognition

Now, let us write a biosketch of Dr B. R. Ambedkar.

Dr B. R. Ambedkar was the chairman of the Constitution Drafting Committee and the chief architect of the Indian Constitution. Being a lifelong advocate of the rights of the untouchables, he ensured that the Constitution provided for the rights of the downtrodden.

Write a biosketch of Dr Ambedkar based on the following facts.

Also known as: Babasaheb Ambedkar, Bhim Rao Ambedkar

Born on: 14 April 1891 in Mhow, Madhya Pradesh

Died on: 6 December 1956 at the age of 65 in Delhi

Religion: Buddhism

Father: Ramji Maloji Sakpa

Mother: Bhimabai

Spouse: Ramabai Ambedkar (m. 1906–1935), Savita Ambedkar (m. 1948–1956)

Children: Bhaiyasaheb Ambedkar

Education: University of Mumbai, Columbia University, University of London, London School of Economics

Achievements: First Minister of Law and Justice of India, Chairman of Constitution Drafting Committee

Founder/Co-Founder: Buddhist Society of India, Independent Labour Party, Scheduled Castes Federation, Samata Sainik Dal

Awards: *Bharat Ratna* in 1990





Author note

Sarojini Naidu, née Sarojini Chattopadhyay, (1879–1949) was born in Hyderabad. She was an Indian Independence activist, a poet and a feminist. She was also the first Indian woman to become the president of the Indian National Congress. Her published works include *The Golden Threshold* and *The Feather of the Dawn*. She is also known as the 'Nightingale of India'.



Get Set

Sort these words into the correct columns.

turbans tunics mirrors daggers saffron lentil rice
 citron henna spice chessman ivory dice wristlet anklet
 ring bells girdles scabbards chaplets pomegranate plum
 sitar sarangi drum crowns sandalwood pigeon spell

Clothes and ornaments	Spices and condiments	Food Items	Musical instruments	Others





The poet visits the bazaars of Hyderabad. Let's see what she sees and how she describes her visit.

What do you sell, O ye merchants?
Richly your **wares** are displayed,
Turbans of crimson and silver,
Tunics of purple brocade,
Mirrors with panels of **amber**,
Daggers with handles of **jade**.

What do you weigh, O ye vendors?
Saffron and lentil and rice.
What do you grind, O ye maidens?
Sandalwood, henna and spice.
What do you call, O ye pedlars?
Chessmen and ivory dice.

What do you make, O ye goldsmiths?
Wristlet and anklet and ring,
Bells for the feet of blue pigeons,
Frail as a dragon-fly's wing,
Girdles of gold for the dancers,
Scabbards of gold for the king.

What do you cry, O ye fruitmen?
Citron, pomegranate and plum.
What do you play, O musicians?
Cithar, sarangi and drum.
What do you chant, O magicians?
Spells for the **aeons** to come.

What do you weave, O ye flower-girls?
With tassels of **azure** and red?
Crowns for the **brow** of a bridegroom,
Chaplets to garland his bed,
Sheets of white blossoms new-gathered
To perfume the sleep of the dead.

– Sarojini Naidu

wares: objects to be sold
amber: a yellow-coloured
semi-precious stone
jade: a green-coloured
semi-precious stone

frail: delicate
citron: a citrus fruit
aeons: a long period of time
azure: blue
brow: forehead





Get Going

A. Let us find the answers from the poem.

1. What do the merchants sell?
2. What are the vendors weighing? Why are they weighing them?
3. Who are pedlars? What are they selling?
4. What fruits are the fruitmen selling?
5. Who are the flower-girls weaving the garlands for?

B. Let us read between the lines.

1. Why does the speaker say that the wares of the merchant are richly displayed?
2. Why are the goldsmiths making bells for the feet of blue pigeons?
3. In the bazaars of Hyderabad, there are sellers of all kinds: merchants, fruit sellers and flower-girls. What does this tell you about the bazaar?

C. Let us go beyond the poem.

1. Who do you think is the speaker in the poem?
2. How are the bazaars of the present times different from the bazaars described in the poem?
3. The fruits sold by the fruitmen are different from the ones usually seen in a bazaar. Do you agree?
4. Why do you think the musicians and magicians are displaying their skills at the bazaar?



Vocabulary Junction

Read these lines from the poem.

What do you play, O musicians?

Cithar, sarangi and drum

Do you know what *cithar*, *sarangi* and *drum* are? They are musical instruments.

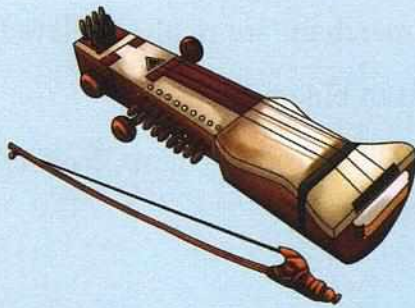
Let us take a look at a few musical instruments.

Sitar



- The sitar is a long-necked string instrument.
- It originated during the Mughal era.
- It has often been claimed that the sitar evolved from the veena.
- Famous artist: Anoushka Shankar

Sarangi



- The sarangi is a bowed, short-necked string instrument.
- It is often used to accompany Hindustani classical music.
- It is said that the sound produced by the sarangi is the closest to the human voice.
- It is quite difficult to play and is thus losing its popularity.
- Famous artist: Ram Narayan

Dhol



- The dhol or the Indian drum is a percussion instrument.
- It is a double-sided barrel drum.
- It comes in all sizes.
- It was probably introduced to India by the Persians in the 15th century.
- It is used in various forms all over India.
- Famous artist: Mahaveer 'Mitch' Hyare

Tanpura



- The tanpura is a long-necked string instrument.
- It is used as a drone.
- Tanpuras are of three types: Miraj, Tanjore and Tanpuri.
- Famous artist: MS Subbulakshmi

Tabla



- The tabla is a percussion instrument consisting of two drums.
- The small right-hand drum is known as *dayan* and the big left-hand drum is called *bayan*.
- The dayan is almost always made of wood. The bayan may be made of metal.
- Famous artists: Ustad Zakir Hussain

Esraj



- The esraj is a string instrument.
- It originated quite recently compared to other Indian instruments and is about 200 years old.
- It is also known as the *Dilruba*.
- Famous artist: Arshad Khan

Flute



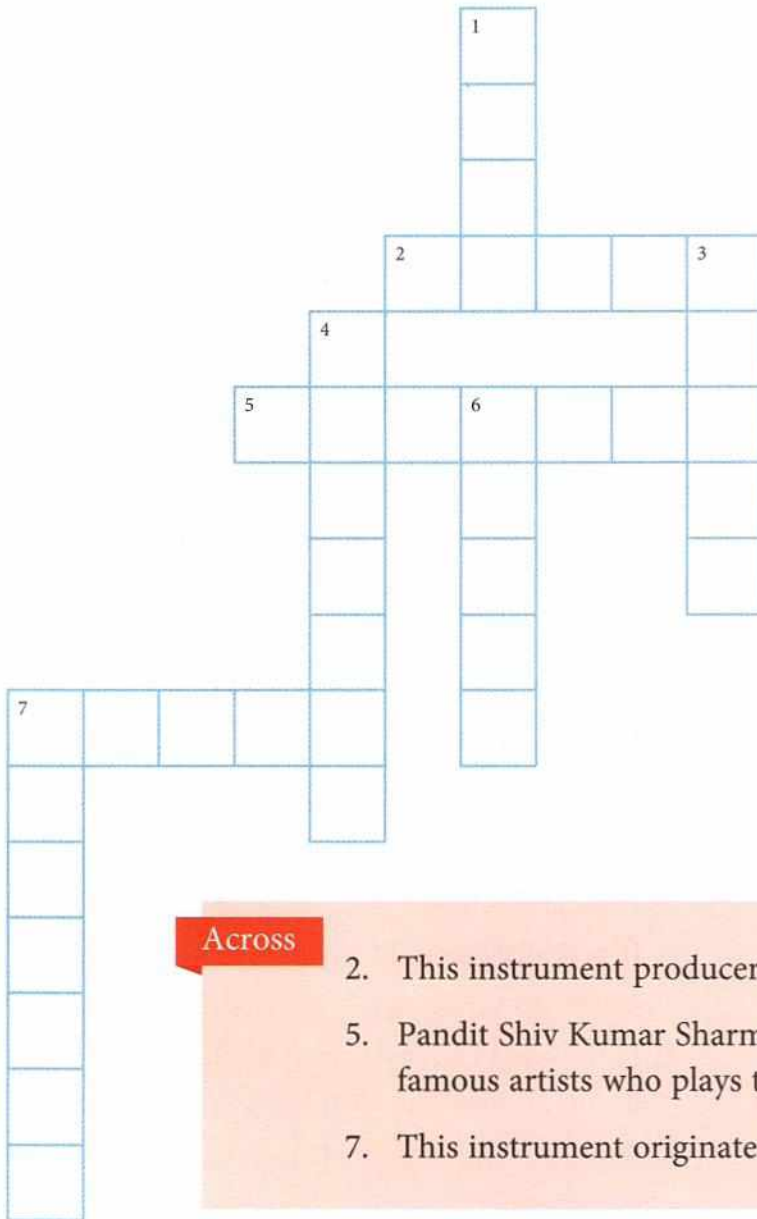
- The flute is an aerophone or reedless wind instrument.
- It produces sound from the flow of air across an opening.
- Flutes are of many varieties and are found all over the world.
- Famous artist: Pandit Hariprasad Chaurasia

Santoor



- The santoor is a trapezoid-shaped string instrument.
- It is made either of walnut or maple wood and has seventy-two strings.
- Originally, it accompanied Kashmiri folk music.
- Famous artist: Pandit Shiv Kumar Sharma

Complete the crossword with the help of the hints given.



Across

2. This instrument produces sound from the flow of the air.
5. Pandit Shiv Kumar Sharma is one of the most famous artists who plays this instrument.
7. This instrument originated during the Mughal era.

Down

1. This is a percussion instrument used all over India.
3. This instrument is also known as the *Dilruba*.
4. This instrument is found in three types.
6. This instrument consists of the *dayan* and the *bayan*.
7. The sound produced by this instrument resembles the human voice closely.

Now, look at these lines from the poem.

What do you sell, O ye merchants?
 Richly your wares are displayed,
 Turbans of **crimson** and **silver**,
 Tunics of **purple** brocade,
 Mirrors with panels of **amber**,
 Daggers with handles of **jade**.

Look at the words in bold. They are names of colours.


However, all of them are variants of different colours. For example, **crimson** is a shade of red. **Jade** and **amber**, though originally names of semi-precious stones, also denote shades green and yellow, respectively.


Let us look at some more variants of these colours.


red	cherry	rose	jam	purple	mauve	violet	boys- enberry
merlot	garnet	crimson	ruby	lavender	plum	magenta	lilac
scarlet	wine	brick	apple	grape	periwinkle	sangria	eggplant
maho- gany	blood	mud	berry	jam	iris	heather	amethyst
currant	blush	candy	lipstick	raisin	orchid	mulberry	Byzan- tium


army green	emerald	forest green	jade	yellow	amber	flaxen	gold
lime	mint	olive	sea green	jasmine	lemon	mustard	saffron
teal	turquoise	shamrock	chartreuse	vanilla	canary	daffodil	butter
sage	moss	parakeet	powder blue	corn	honey	dandelion	pineapple
veridian	spring green	harlequin	pine	banana	dijon	fire	tuscan sun


Look at each colour and write its name.


1.  _____


2.  _____


3.  _____

4.  _____

5.  _____

6.  _____

7.  _____

8.  _____



Pronunciation Junction

Read these lines from the poem.

What do you weigh, O ye vendors?

What do you grind, O ye maidens?

What do you call, O ye pedlars?

The speaker is asking these questions to different people. When we ask questions, the tone of our voice is different from the tone used in making statements.

The differences in the rise and fall of tone is called **intonation**. Intonation is the manner in which things are said. The rising and falling of the tone of our voice depends on what we intend to convey.

In the English language, there are three main types of intonation.

- Falling intonation
- Rising intonation
- Fall-rise intonation

Wh- questions

When we ask questions starting with the words, what, where, when, which, who, whom, whose, why and how, we seek some information. While asking such questions, we use the **falling intonation**.

Examples:

Where are you going? ↘

What are the colours of the rainbow? ↘

When will the clock strike one? ↘

Yes/no questions

When we ask questions that require a yes or no as the answer, we use the **rising intonation**.

Examples:

Did you go to the doctor? ↗

Are you hungry? ↗

Will you come to school tomorrow? ↗

Note

Rising intonation is represented by an upward arrow and falling intonation is represented by a downward arrow after the sentence.

Read the following sentences with the correct intonation.

1. Where is the health centre located?
2. What will you eat?
3. Will you answer my questions?
4. Which car should we take for the journey?
5. Can we finish the ice cream?
6. Do we have a test tomorrow?
7. When will you return from the party?
8. Did you water the plants?



Grammar Junction

In the poem, the speaker is talking to the people in the bazaar. Now, let us imagine a conversation between the speaker and the merchants.

Speaker: What do you sell, O ye merchants?

Merchants: We sell all kinds of beautiful clothes.

Speaker: Such beautiful wares you have, O merchants. Tell me, what did you sell today?

Merchants: We sold tunics, turbans and daggers.

Speaker: What about those beautiful mirrors you had last time?

Merchant: We will bring them tomorrow to the bazaar.

Look at these sentences from the conversation.

We **sell** all kinds of beautiful clothes.

This sentence is in the present tense. The verb here is 'sell'. It is in the simple present form.

We **sold** tunics, turbans and daggers.

This sentence is in the past tense. The verb 'sold' is the past form of the verb 'sell'.

We **will bring** them tomorrow to the bazaar.

Here, the sentence is talking about the future.

However, the main verb 'bring' is in the present form. We do not have a tense to describe the future. In this sentence, the auxiliary verb 'will' with the simple present form of the main verb is used to talk about the future.



We use tense to denote time in a sentence.

Do you remember what tense is?

Let us look at the various ways in which tenses show the time of action.

Present simple

The simple present tense is used to talk about

- habits and regular actions.
 - Rohan **bites** his nails.
 - She **listens** to loud music all the time.
- unchanging situations.
 - My students always **complain** about school on Saturdays.
- universal truths.
 - Water **boils** at 100°C.
- instructions, directions or imperative sentences.
 - **Mix** the powder with a glass of water.

Present continuous

The present continuous tense is used to talk about:

- actions happening in the present.
 - The boy **is running** after the bus.
- actions that have been arranged or planned to take place in the future (expressed with the phrase 'going to').
 - Vaani **is going** to watch a movie tonight.

Present perfect

The present perfect tense is used to talk about

- actions that happened in the past but the results of which are still relevant.
 - *My grandparents **have gone** on a pilgrimage.*
- actions completed in the recent past (expressed with 'just').
 - *The girls **have just had** their breakfast.*
- actions completed before the expected time (using 'already').
 - *It's only 6 p.m. and my mom **has already made** dinner.*
- actions in negative sentences and questions (using 'yet').
 - *They **haven't seen** the mess **yet**.*
 - ***Have you watched** the movie **yet**?*
- experiences
 - *I **have never performed** on stage.*
 - ***Have you ever been** to a foreign country?*

Present perfect continuous

The present perfect continuous tense is used to talk about

- actions that started at a particular time in the past and are still continuing.
 - *My mom **has been preparing** for my birthday celebrations since sunrise.*
- a past action that has recently stopped but the evidence of which can still be seen. In these cases, the continuity of the action is shown as an explanation of something.
 - *Why do you have dark circles under your eyes?*
*I **have not been sleeping** much lately.*

Past simple

The simple past tense is used to talk about

- actions that have been completed in the past.
 - *My brother **wanted** a bicycle on his birthday.*
- past habits.
 - *Hari **liked** going to the zoo as a child.*

Past continuous

The past continuous tense is used to talk about

- actions that were going on at some point in the past.
 - *She **was walking** the dog.*
- actions that were interrupted by another action in the past.
 - *She **was putting** the clothes to dry when I called.*

- two actions happening simultaneously in the past
 - *I **was talking** to my aunt while my sister **was watching** television.*

Past perfect

The past perfect tense is used to talk about

- actions that took place before a certain point in time or another action.
 - *She **had reached** school before I arrived.*
- imaginary situations in third conditional sentences.
 - *If I **had known** you were coming, I would have cleaned my room.*

Past perfect continuous

The past perfect continuous tense is used to talk about

- actions that started at one point in the past, continued for some time and ended at another point in time.
 - *The truck **had been running** at a high speed when it collided with the tree.*

Future

There is no future tense in English. We use the present tense to talk about the future with the help of auxiliary verbs such as will, shall, may, can, etc. Here are the forms in which the future is expressed.

Simple form

We use auxiliary verbs with the simple present form of verbs

- to talk about actions that will take place in the future.
 - *Someday people **will realise** that wars can never bring peace.*
- to predict.
 - *The temperature **will come** down once the monsoon arrives.*

Continuous form

The present continuous form with auxiliary verbs is used to talk about

- actions that will take place at a particular time in the future.
 - *I **will be participating** in the triathlon in my school.*

Perfect form

The present perfect form with auxiliary verb is used to talk about

- actions that will be finished at a certain time in the future.
 - *She **will have completed** her graduation by the time I turn 14.*

Perfect continuous form

The present perfect continuous form with auxiliary verbs is used to talk about:

- Unfinished actions or events in the future that would be going on for some time in the future.
 - *I will have been working for 24 hours straight by midnight.*

1. Fill in the blanks with the correct form of the verbs in brackets.

Mr Das _____ (*retire*) from his job next month. He _____ (*say*) that he _____ (*spend*) his retired life teaching English to the children in his neighbourhood. The children are very fond of him. He _____ (*go*) to the park every Saturday and _____ (*read*) stories to the children. Last week, on the occasion of Teachers' Day, the children _____ (*surprise*) him with beautiful clay toys. They _____ (*make*) the toys themselves.

2. Fill in the blanks with the correct form of the verbs in the brackets.

- (a) I _____ (*not sleep*) at all last night due to the heat.
- (b) We _____ (*stand*) in the queue when suddenly we were informed that all the seats _____ (*fill*).
- (c) My grandfather _____ (*spend*) all his morning reading the newspaper.
- (d) I _____ (*not enjoy*) the movie as much as I had _____ (*like*) the book.
- (e) Radha _____ (*come*) home today. Her flight _____ (*land*) in an hour, so I have to be at the airport before that.



Speaking Junction

Imagine you are at the bazaar described in the poem. You notice a shopkeeper asking for more money than he/she should get for a particular item, and a customer bargaining with him/her. In pairs, enact the scene. One of you can be the shopkeeper and the other can be the customer.



Listening Junction

Listen to some children talk about their preferences in terms of music. Identify the musical instruments they should learn to play.

Person A: _____

Person D: _____

Person B: _____

Person E: _____

Person C: _____



Writing Junction

Have you ever been to a bazaar? Let us look at how we can describe it.

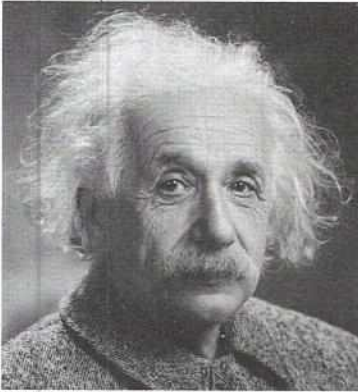
You can describe shops in terms of their size, the goods they sell, and the kind of customers they attract. You can describe objects and food items in terms of their uses and other features such as colour, smell and taste. You can describe people in terms of their age groups, clothes and expressions. You can also describe their special features in terms of what makes them so interesting.

In the poem, the poet describes the bazaars of Hyderabad. Describe a bazaar you have been to. Talk about the things that are sold there, the people who buy and sell things and any other feature that you find interesting.

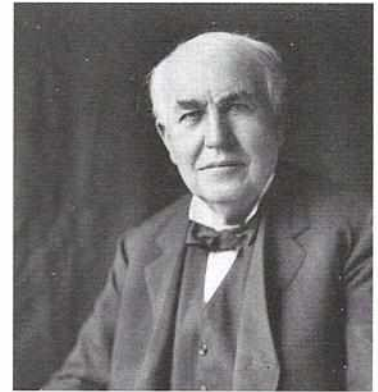


Get Set

Match the pictures of the personalities with the names.



John Nash



Isaac Newton



Albert Einstein



Thomas Alva Edison

There are two similarities among the four of them:

1. All of them were renowned scientists and mathematicians.
2. All of them had some form of disability or disorder. While Isaac Newton suffered from epilepsy, Edison could not read until he was 12 due to a learning disability. Einstein had Asperger's syndrome (a type of autism) and was believed to have been dyslexic as a child. John Nash lived with schizophrenia, a mental disorder leading to an inability to differentiate between reality and fantasy.

How do these great personalities inspire you? Find out their achievements and how they overcame their disorder or disability and achieved their goals?





Let us read about another scientist who fought physical disabilities in his pursuit of science.

Stephen Hawking was one of the most celebrated scientists of the 21st century. The name **evokes** an image of a crippled man sitting in a computerised wheelchair. The image inspires respect for a man who defied a life-threatening disease and scaled the heights of success. He is known to the world for his theories on the universe, and credited with popularising science among the common people.

Born on 8 January 1942 in Oxford, Hawking grew up in St Albans, Hertfordshire. His father was a research biologist and his mother, a medical research secretary. He was drawn towards physics and mathematics from a very early age. He always believed that these two subjects offered the most **fundamental insights** into the world.

In his final year at Oxford, he was diagnosed with **motor neurone disease**. The doctors predicted that he had about two years to live. However, the horizon of his life was expanding. He got **a first** in physics from Oxford and enrolled for a PhD at Cambridge.

Why do you think Hawking pursued a PhD even after being diagnosed with a fatal disease?



He also met his future wife Jane at a New Year's party and fell in love with her. After the diagnosis of his disease, they decided not to waste more time and got married. He had already taken to walking with a stick and had a slightly slurred speech.



The more his body **succumbed to** the disease, the harder Hawking trained his mind to work. By late 1960s, he had lost his ability to write. He found a way of visualising problems in his mind and working out their solutions. At this time, he was working on the idea of black holes. His work on black holes proved the theory of a 'big bang' at the birth of the universe. Developed in the 1940s, the Big Bang theory was still struggling to find acceptance among cosmologists. Working with the mathematician Roger Penrose, Hawking proved that the Big Bang really happened. This was a significant achievement in cosmology.

evokes: brings to mind

fundamental insights: basic understandings

motor neurone disease: a disease that damages the nervous system

a first: a first class degree

succumbed to: failed to resist the effect of



His next achievement was a startling discovery that black holes are not so black after all. He showed that black holes shine. This effect is now known as the ‘Hawking radiation’. This work established him as one of the most influential thinkers of his generation. In 1974, at the age of 32, he was elected a Fellow of the Royal Society. He was one of the youngest people to achieve this honour.

By the end of the 1970s, Hawking’s abilities to speak declined even further. Only his family and a few close friends could understand what he said. Despite the gradual failure of his limbs, he continued to work. In 1979, at the age of 37, he was appointed the Lucasian Professor of Mathematics at Cambridge, a position previously held by some of the most **illustrious** scientists in England, including the likes of Newton and Babbage.

What does this appointment tell you about Hawking’s position as a scientist in England?



Hawking suffered another major blow in the 1980s. On a visit to Geneva in 1985, he **contracted** severe pneumonia. The doctors had to operate upon him to save his life. Though he was saved, he lost his speech permanently. In a situation like this, anyone else would be completely devastated. But Hawking refused to be beaten. Initially, he communicated by raising his eyebrows to indicate letters on a spelling card. Later, he got a cutting edge **speech synthesizer**, which gave him a distinct voice.

In an attempt to make science popular among the general populace, Hawking wrote *A Brief History of Time* in 1988. The book was an instant success. It remained a bestseller for four years. Ten million copies of the book sold. It was translated into 35 languages by 2001. Hawking believed that this book would give people access to great philosophical questions. In his own words, “*If we find the answer to [why we and the universe exist], it would be the ultimate triumph of human **reason** — for then we would know the mind of God.*” This book had turned him into a celebrity.

In 1999, Hawking made a guest appearance on the popular American **sitcom**, *The Simpsons*. He also presented a **documentary**

illustrious: well known and admired for past achievements

contracted: caught or developed

speech synthesizer: a machine to artificially produce speech

reason: the power of the mind to think, understand and form judgement

sitcom: a situational comedy

documentary: a film about real events based on pictures or interviews with people

series, *Stephen Hawking's Universe*, made a guest appearance on *Star Trek: The Next Generation*, and lent his distinctive voice to **Pink Floyd's** album *The Division Bell*. These **cameos** made him a household name, but he remained faithful to science, his first love. The 2014 movie, *The Theory of Everything*, documented the life of this great man.

How do you think Hawking, a scientist, could become a popular icon among the masses?



At the age of 67, Hawking stepped down from the post of Lucasian Professor of Mathematics. His condition had worsened further.

He could no longer use his hands to control his wheelchair. He could only move his cheek muscles to control his speech synthesizer. However, he kept doing what he did best — thinking. He was the Director of Research at the University of Cambridge at the time of his death in 14 March 2018.

Despite all odds, Stephen Hawking had continued to work, defying his disease every moment. In doing so, he became more than a scientist of incredible achievements: he became an icon of the triumph of a man's will over fate.

Pink Floyd: an English rock band

cameo: a brief appearance in a play or film played by a distinguished actor



Get Going

A. Let us find the answers from the text.

1. Why was Hawking always interested in physics and mathematics?
2. What were the initial effects of Hawking's disease on his body?
3. How did he manage to work after losing his ability to write?
4. How did he communicate in the initial days after losing his speech?
5. What do you think made *A Brief History of Time* a successful book?
6. What is Hawking radiation?
7. For how many years was Hawking the Lucasian Professor of Mathematics at Cambridge?
8. Arrange the following events from Hawking's life in a chronological order.

- Elected Fellow of the Royal Society
- Appointed the Lucasian Professor of Mathematics
- Completely lost the ability to speak
- Proved the 'Big Bang' really happened
- Got a first in Physics from Oxford
- Appeared in *The Simpsons*
- Married Jane
- Stepped down from the post of Lucasian Professor
- Wrote *A Brief History of Time*
- Discovered Hawking radiation
- Got a speech synthesizer to communicate
- Diagnosed with motor neurone disease

B. Let us read between the lines.

1. Do you think it was natural for Hawking to be interested in science from an early age? Why?
2. Why was establishing the truth of the Big Bang a significant achievement in cosmology?
3. Hawking wanted to explain his work to the common people. Was he successful in doing so? How do you know?
4. Do you think Hawking believed in the existence of God? Explain your answer.

C. Let us go beyond the text.

1. You have read how motor neurone disease had paralysed Hawking's entire body and robbed him of his ability to speak. Nonetheless, he was one of the foremost scientists of the 21st century. What, in your opinion, kept him going?
2. Do you think Hawking's family and friends had any contribution in his achievements? How do you think they may have helped him in his journey?



Vocabulary Junction

Read this sentence from the passage.

In 1999, Hawking made his first guest appearance in the popular American **sitcom** *The Simpsons*.

The word 'sitcom' is a combination of two different words – 'situation' and 'comedy'. The first part of both the words join to form the new word with a meaning of its own. Such words are called **portmanteau words**.

A **portmanteau word** is formed by joining parts of two words. The new word refers to a single concept.

The word 'portmanteau' means a large suitcase. It is a portmanteau word itself being a combination of two French words 'porter' (to carry) and 'manteau' (cloak).

Some common examples of portmanteau words are:

wikipedia: wiki +
encyclopedia

camcorder: camera +
recorder

edutainment: education +
entertainment

medicare: medical + care

email: electronic + mail

liger: lion + tiger

brunch: breakfast + lunch	motel: motor + hotel	podcast: ipod + broadcast
blog: web + log	emoticon: emotion + icon	biopic: biography + picture
paratroopers: parachute + troopers	mockumentary: mock + documentary	Oxbridge: Oxford + Cambridge

- Identify the portmanteau words in the following sentences.
 - My cousin has sent me an email saying that she will be here next week.
 - Using emoticons is a smart way of expressing your feeling without using any words.
 - After completing his studies in Oxbridge, Samuel decided to be an entrepreneur.
 - We visited the zoo yesterday to see the liger it has got recently.
 - The entire commentary of yesterday's football match is now available as a podcast.
- Look at the following pairs of sentences. Choose two words from each sentence that can be combined to make a portmanteau word. Write the portmanteau word in the space provided.
 - Education liberates the mind. Entertainment relaxes it. _____
 - The air force unit has received a truckload of parachutes. They're going to send many troopers to the border. _____
 - There was a lot of smoke because of the pollution in the city. The fog mixed with it made it difficult for people to drive on the road. _____
 - Priya loves reading biographies. Her brother is fond of motion pictures. _____
 - Some filmmakers like to mock others. They do so even when making a documentary. _____



Pronunciation Junction

Look at these sentences from the passage.

The name evokes an image of a **crippled** man **sitting** in a computerised wheelchair.

He is known to the world for his theories on the universe and credited with popularising science among the **common** people.

The word 'crippled' is spelt with a double 'p' appearing in succession. But it is not pronounced as 'crip-pled'. It is pronounced with a single 'p' sound: 'cripld'. The sound that 'pp' produces in the word is /p/. Similarly, in the words 'sitting' and 'common', 'tt' and 'mm' are pronounced as single consonant sounds 't' and 'm' respectively.

There are many words in English that are spelt with a double consonant in succession. In most such words, the double consonants are pronounced as a single consonant. For example, *dinner*, *tunnel*, *pebble*, *supper*, *manner*, *immaterial*, *lesson*, *illiterate*.

Now, look at one more sentence from the passage.

The book was an instant **success**.

The word 'success' is spelt with two pairs of consonants. While 'ss' is pronounced as single 's', 'cc' is not. The word is pronounced as 'suk-ses'.

In some words, double 'c' is pronounced with two different sounds when followed by either 'e' or 'i'. For example, *access*, *accent*, *succinct*, *accede*, etc.



Listen to the words and write their spellings correctly in your notebook.



Grammar Junction

Look at these sentences from the passage.

He was drawn towards physics and mathematics from a **very** early age.

In a situation like this, anyone else would be **completely** devastated.

Look at the words in bold.

The words 'very' and 'completely' emphasise the words 'early' and 'devastated', respectively.

In the first sentence, 'very' makes the word 'early' stronger. It means Hawking was a child when he found physics and maths interesting.

Similarly, the word 'completely' in the second sentence means that the devastation for anybody else in such a situation would be so much that perhaps they would never be able to get back their faith in life.

Notice that these words intensify the meaning of the adjectives in the respective sentences. Hence, the words 'very' and 'completely' are said to function as **intensifiers**.

Intensifiers are words, mostly adverbs, that make other adverbs, adjectives or verbs stronger by adding force to their meaning. In other words, intensifiers heighten the intensity of the meaning of the words they modify.

Some common intensifiers are: *very*, *really*, *extremely*, *completely*, *absolutely*, *too*, *so*, etc.

- *I watched a **very** interesting film yesterday.*
- *Mohsin is **really** eager to go to the fair and watch the magic show.*
- *Saira is an **extremely** intelligent girl.*

- Robin is **completely** engrossed in reading the book.
- Dad was **absolutely** right when he predicted that the home team would lose the match.
- I will not go for a drive with you. You drive **too** fast.

1. Underline the intensifiers in the following sentences.

- The president of the club strongly objected to the proposal.
- The audience found the play so interesting that they requested for it is to be staged again.
- Some of the boxes in the carriage contained highly inflammable substances.
- The singer was utterly disappointed with the orchestra.
- 'The man is behaving rather strangely,' reported the prison guard about the new prisoner.

2. Fill in the blanks with appropriate intensifiers.

- After an entire day's work, Rijo was _____ tired.
- The teacher was _____ upset about her not doing her homework that he refused to listen to her excuses.
- I won't go to him ever again. He is _____ rude to reason with.
- Ramya is _____ happy to see her friends after five long years.
- Mr Fernandez found the new neighbour a _____ unsocial man.



Speaking Junction

In the passage, you have read that Stephen Hawking used to communicate through a speech synthesizer. Another example of machine-assisted communication is telephone. Telephones or mobiles have become a part of our life. It's easier to talk to someone or deliver a message through a telephone. However, there are certain norms of speaking on the phone, especially with someone you don't know well. Take a look at this telephone conversation.

Receiver: Hello!

Caller: Hello, Sriya! Oh, I'm sorry. Can I talk to Sriya?

Receiver: May I know who's speaking?

Caller: Yes, this is Nikita.

Receiver: Um ... I'm sorry, I can't recognise you.

Caller: I am Sriya's friend. Can I talk to her?

Receiver: Hello, Nikita. I am sorry, Sriya is not at home right now. She will be home in the evening. Would you like to call later?

Caller: Can I talk to her mother or father?

Receiver: I am Hemant, Sriya's father.

Caller: Oh, hello, uncle! Actually, I wanted to deliver an urgent message to Sriya. Can you ask her to call me as soon as she is home ... Um, oh no, that would be too late. Can you send a message to her saying that I want to meet her immediately?

Receiver: (*Worried*) Why? What's the matter? You sound tense. Please calm down. Can you explain the matter to me?

Caller: Yeah, sure! It's about the project we're supposed to submit at school day after tomorrow. Sriya and I planned to work on it during the recess tomorrow and complete it. But I won't be able to go to school tomorrow. So, I was thinking if we could work on it this evening. Could you please deliver this message to her?

Receiver: (*Relaxed*) Sure, Nikita. I will deliver this message to her right away and ask her to call you immediately.

Caller: Thanks a lot, uncle! Bye!

Receiver: Bye!

You can see that Nikita needlessly confuses her friend's father. This is not the right way to deliver a message on phone.

Here are some important points to follow while delivering a message on telephone:

- Introduce yourself when your call is received by someone you are not familiar with.
- Explain the matter thoroughly to avoid confusion.
- Use 'please' while making requests.
- Use words like 'could' and 'would' instead of 'can' and 'will', while speaking to people you are not familiar with.

Imagine your friend was absent in school today. The teacher announced that he would give an English test tomorrow. You want to deliver this message to your friend in the evening. You call her, but her mother/father answers the call and informs you that your friend is not at home. Working in pairs, role-play the telephonic conversation.



Listening Junction

Listen to the story of the invention of saccharin, or artificial sugar, and answer these questions.

1. When was saccharin invented?

2. What was the nationality of Constantin Fahlberg?
3. Saccharin was invented in Russia. True or false?
4. Fahlberg invented saccharin in his own laboratory. True or false?
5. What was the team of scientists experimenting with?
6. Why was Fahlberg startled when he bit into the roll?
7. What made him go back to the laboratory at night?
8. What did he do after going back to the laboratory?
9. Why did he not realise earlier that he had invented saccharin?
10. What do you think is the answer to the last question you heard in the recount?



Writing Junction

In this chapter, you have read about some of Stephen Hawking's scientific achievements. Now, read the following news report to see what he thought about scientific progress and humanity.

Hawking Believes Science will Spell Doom on Earth¹

7 January 2016, London²: The iconic astrophysicist of the University of Cambridge, Stephen Hawking delivered the BBC Reith lecture which was recorded on 7 January 2016 at the Royal Institute in London. He thinks science and technology will prove disastrous for earth and that humankind is at great risk on this planet.³

Answering questions from the audience, ahead of the lecture, Prof Hawking warned humanity of grave dangers on earth due to the scientific and technological advancements. Nuclear war, global warming and genetically-engineered viruses are some of the things he mentioned that would spell doom on earth. When asked about the solution to this problem, he responded, 'We are not going to stop making progress, or reverse it, so we have to recognise the dangers and control them. I'm an optimist, and I believe we can.'⁴

He further stated that such disasters build up over time and don't happen in a single year. It could be a possibility in thousand or ten thousand years from now. However, it doesn't mean the end of humanity. He is hopeful that mankind will have spread into space by then and established habitable colonies on other stars. 'However, we will not establish self-sustaining colonies in space for at least the next hundred years, so we have to be very careful in this period,' he said.⁵

News reports inform the reader about latest incidents and events. A news report is a piece of information and hence, only gives facts.

The main components of a news report are:

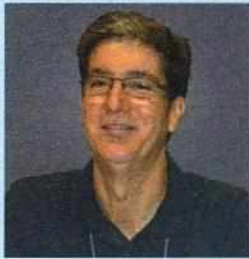
1. **Headline:** Every news report needs a headline. A headline must be catchy, so that it attracts readers and generates interest in them for the news. A headline also sums up the story in one line.
2. **Date and place:** This informs the reader of the date and place of the event.
3. **Lead:** This is the opening section of a news report. It gives the most important information about the incident or event. It also answers most of the six questions: who, what, where, when and how.
4. **Body:** The body of a news report explains the headline and the lead. It provides facts in the order of their importance.
5. **Quotations:** It is important to quote what someone said about the incident or event. If it is an incident, a quote of an eyewitness, or someone who was present at the place, adds a first-hand account to the report. If the news report is about an event, a discovery, etc., a quote from the person in question or anyone else related to the event helps make the report more substantial.

While the structure is important to a news report, it is also necessary to pay attention to the language and writing style. A well-structured news report will fail to catch the reader's attention if the language is inappropriate. The following points should be kept in mind while writing a news report.

- Use simple language. A news report is not a place to show one's command of the language.
- A sentence should contain only one idea/fact. Avoid combining two or more facts in a sentence.
- Use the active voice as much as possible. It makes the sentences direct and clear.
- The sentences and paragraphs should be short, simple and to the point.
- Each paragraph should present a new point.

Imagine you are visiting a science exhibition organised by a school in your town. One of the models catches everyone's attention in the exhibition. It is a portable generator. You can carry it with you anywhere and generate power by spinning a small wheel attached to it. Ten minutes of spinning the wheel can generate enough power to light a CFL bulb for two hours. Write a news report on this for your monthly school magazine.

The Marvelous Homework and Housework Machine



Author note

Kenn Nesbitt (b. 1962) is a renowned American children's poet. He has authored many humorous poetry books. In 2013, he was named Children's Poet Laureate by the Poetry Foundation. His poems deal with humorous situations that children can relate to.



Get Set

Have you ever wondered how your life would be if you were deprived of every gadget available to you? Would it be impossible to manage your routine work? Make a list of the household gadgets without which life would still go on. Write about the ways you would adapt in their absence.

Gadget	Ways of adapting



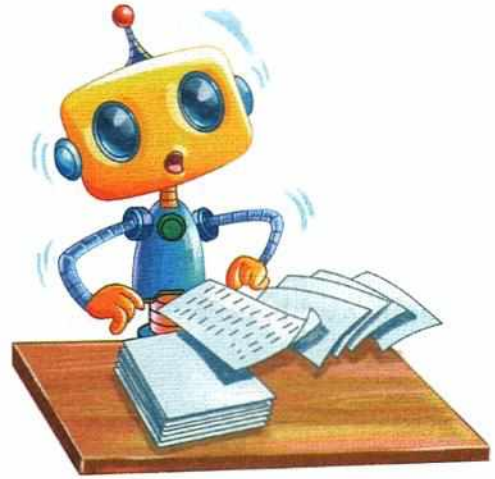


Reading Junction

Let us read a poem about an innovative gadget.

Attention all students! Attention all kids!
Hold onto your horses! Hold onto your lids!
We have just exactly the thing that you need
whenever you've way too much homework to read.

The Marvelous Homework & Housework Machine
will always make sure that your bedroom is clean.
It loves to write book reports ten pages long,
then put all your toys away where they belong.



This wonderful **gadget** will do all your math,
then mop up your messes and go take your bath.
The Marvelous Homework & Housework Machine
is truly like no other **gizmo** you've seen.

It hangs up your clothes on their hangers and hooks,
then reads all your boring geography books.
It brings you a pillow to give you a rest,
then brushes your teeth and prepares for your test.

This thing is amazing. I'm sure you'll agree.
It feeds you dessert while you're watching T.V.

There's only one thing this device will not do.
It won't eat your **Brussels sprouts**; they're, like, **P.U.**

– Kenn Nesbitt

gadget: a machine
gizmo: a gadget
Brussel sprouts: a vegetable
P.U.: awful smell





Get Going

A. Let us find the answers from the poem.

1. What is the 'thing' that students and kids need?
2. How does the machine help students with their studies?
3. Why is the machine called 'The Marvelous Homework & Housework Machine'?
4. What is the only work that the machine is incapable of doing? Why?

B. Let us read between the lines.

1. The speaker is happy to announce the invention of The Marvelous Homework & Housework Machine and claims that it is exactly 'the thing' students and kids need. Do you agree with the statement? Justify your answer.
2. Provide an alternative title to the poem.

C. Let us go beyond the poem.

1. Technology has gifted us with many gadgets that have made our lives comfortable and easy. However, there are still many problems faced by the society at large. Think of one such problem and imagine a gadget that can help solve it. Give an interesting name to the gadget.
2. What other functions would you want The Marvelous Homework & Housework Machine to perform?



Vocabulary Junction

Read these lines from the poem.

Attention all students! Attention all kids!

Hold onto your horses! Hold onto your lids!

We have just exactly the thing that you need

whenever you've way too much homework to read.

Look at the phrase in bold. Does it remind you of anything?

It is an example of an idiomatic phrase.

Idiomatic phrases convey a meaning that is not related to the meaning of the individual words. They are used to make conversations interesting.

We use the idiom 'hold your horses' when we want someone to wait and be patient.

Hold your horses! *The show will start in a minute.*

There are many idiomatic expressions based on animals. Here are some examples with meanings.

Idiom based on an animal	Meaning
rat race	fierce competition for power, position, etc.
eager beaver	a person excited about doing a certain work
elephant in the room	an unavoidable problem that remains unaddressed
lion's share	the greatest percentage of something
wild goose chase	pursue something that is unlikely to be achieved
let the cat out of the bag	reveal a secret
watch someone like a hawk	keep a constant vigilant eye on someone

1. Fill in the blanks with appropriate idioms from the box.

eager beaver lion's share rat race elephant in the room wild goose chase

- We need to address the _____.
- The new pen set turned Kiara into an _____ before the exam.
- The company allocates the _____ of its profit to paying salaries to the employees.
- Success in the _____ has made him an arrogant person.
- My friend sent me on a _____ throughout the city to buy her a special perfume.

Now, read these lines from the poem.

The Marvelous Homework & Housework Machine
is truly like no other **gizmo** you've seen.

Look at the words in bold.

The poet compares The Marvelous Homework & Housework Machine with all other gadgets that have been invented till now.

The term 'gizmo' refers to commonly used gadgets. Sci-fi authors coin words and phrases that are used to create imaginary words having scientific relevance. Terms such as *aliens*, *space invaders*, *android*, *extraterrestrial*, *parallel universe*, *telepathy* and *cyberspace* are some of them. These new terms create interest and grasp the attention of the readers.

1. Here are some words related to science fiction. Match them with their correct description.

A
(a) android
(b) cyborg
(c) extraterrestrial
(d) humanoid
(e) cyberpunk
(f) teleport

B
i) a robot that looks like a human
ii) a living being from another planet
iii) a machine that looks and behaves like a human
iv) a creature that is part human and part machine
v) to send people and objects from one place to another in the form of energy or signals
vi) a society where computers control everything



Pronunciation Junction

Read these lines from the poem.

The Marvelous Homework & Housework Machine
is **truly** like no other gizmo you've seen.

... then **brushes** your teeth and **prepares** for your test.

This thing is amazing. I'm sure you'll **agree**.

It won't eat your *Brussels sprouts*; they're, like, P.U.

Look at the letters in bold. They are examples of consonant blends.

Consonant blends are combinations of two or three different consonant sounds. They are also known as **consonant clusters**.

Hence, a consonant blend is a group of two or three consonants in a word with a distinct consonant sound. For example, the letters 'b' and 'r' in 'brush' are consonants. When we pronounce the word 'brush', we can hear the sound of both the letters. Some common letter combinations that form consonant blends are **bl**, **cl**, **fl**, **gl**, **pr**, **tr**, **gr**, **sk**, **sm** and **sp**.

Examples:

bl <i>blink</i> <i>cable</i>	cl <i>clap</i> <i>click</i>	fl <i>floor</i> <i>flight</i>	gl <i>glib</i> <i>glint</i>	pr <i>proud</i> <i>prince</i>
tr <i>trickle</i> <i>trunk</i>	gr <i>green</i> <i>great</i>	sk <i>skill</i> <i>mask</i>	sm <i>small</i> <i>smooth</i>	sp <i>spectacle</i> <i>spend</i>
spr <i>spring</i> <i>sprite</i>	str <i>string</i> <i>strong</i>	br <i>brown</i> <i>brick</i>	sl <i>sleep</i> <i>slow</i>	fr <i>frog</i> <i>frock</i>

Now, let us take the example of 'chapter'. The letters 'c' and 'h' form a single sound 'ch'. This is an example of a **digraph**.

Digraphs are combinations of two letters representing a single sound.

Some other examples of digraphs *scent*, *tick*, *think*, etc

Now, read the words aloud and listen to the sound of the underlined letters.

Sigh, match, high, catch

These words have a group of three letters that represent one sound. Such a group is known as a **trigraph**. It can be at the beginning, middle or end of a word.

Here are some more examples:

Blend	Digraph	Trigraph
<i>clap</i>	<i>chocolate</i>	<i>plague</i>
<i>draw</i>	<i>scissors</i>	<i>wrestle</i>
<i>flame</i>	<i>swallow</i>	<i>straight</i>
<i>glide</i>	<i>that</i>	<i>stretch</i>
<i>plan</i>	<i>wrist</i>	<i>through</i>
<i>brown</i>	<i>shout</i>	<i>fraction</i>

Underline the blends, circle the digraphs and tick (✓) the trigraphs in the following passage.

There was a clap of thunder and the floor vanished from under my feet. I found myself in an open valley. There was nothing, no sign of civilisation around. As far as I looked, there were only the rolling fields of green; not even trees, not even a stump!

With a stab of fear, I realised that the Prince hadn't been lying. He certainly knew witchcraft. No, not the witchcraft that existed in the old world, involving wands and potions and magic spells. All of that had vanished with the old world.

There was a sudden prickling sensation at the back of my neck. I knew what this place was, although the very thought filled me with dread. I had heard Hirma speak of it in scared whispers when the entire clan was gathered around, and little Letta begged her to tell a story. I was in the Punishment Dome!

I choked back a cry. I had a good idea of what was happening outside. They would be watching. They would know I had woken, and they would be getting their dream machines ready. And then somebody would press a button, launching me into some terrible nightmare. Anything could happen. Nothing was impossible in the dream world. They would go from dream to dream, till they found my worst nightmare!

Even as these thoughts crossed my mind, the vista changed, till I was 14, standing on a lawn in front of our old family house. It was spring, and a gentle breeze was blowing. I could smell the pancakes my mother was cooking. I knew that if I walked in, I would find Brent holed up in the attic, reading. Bruno would be playing around with his visiphone and Lisa would be in her room, listening to her robot-nurse Blinkie's stories. Dad wouldn't be there, of course. He would still be busy at work. But that didn't matter; I knew that if I walked through the door, I would see my family as it had been almost twenty years ago. And for one moment, I was tempted, and I found my right foot on the creaky porch step.

But as I placed my weight on it, the step didn't creak, and it all rushed back to me. The illusion shattered, and I was back in the valley. I found myself on the ground, panting as though I had run a mile. What shocked me most was that I realised I was sobbing. If their very first attempt had got to me like this, I didn't know how long I'd last; before their projected reality became my own, and I became unable to distinguish fiction from fact.

My only hope was Moira. Where was she?



Grammar Junction

Read the following pairs of sentences.

It **hangs** your clothes.

The machine **reads** all your boring books.

It **hung** your clothes.

The machines **read** all your boring books.

In the first pair, the verb changes its form according to the tense of the sentence. In the second pair, the verb changes its form according to the number of subjects. Such verbs are called finite verbs.

A **finite verb** is the main verb in a sentence that changes its form according to the number of the subject and the tense of the sentence.

Now, look at these sentences.

She loves to **write** book reports.

They loved to **write** book reports.

Here, the verb 'write' does not change its form with the change in the tense of the sentence or the number of subjects. Such verbs are called non-finite verbs.

A non-finite verb does not change its form with the change of tense of the sentence or the number of the subject. **Non-finite verbs** are of three types: gerunds, infinitives and participles.

A **gerund** is a verb that takes the -ing form and functions as a noun.

*Rohan loves **reading**.*

***Eating** ice cream on a hot day is such fun.*

An **infinitive** is a verb that takes the preposition 'to' before it. This form of verb can be the subject of a sentence.

*Rachel loves **to read**.*

***To speak** ill of someone is not a good thing to do.*

A **participle** is a form of a non-finite verb that modifies a noun. It can be used as an adjective. There are two types of participles:

Present participle (-ing form)

*Shama dipped the stones in **boiling water**.*

*The sails flew high in the **swirling wind**.*

Past participle (-ed, -en form)

*The teacher provided a **laminated copy** of the document.*

*The puppy with a **broken leg** wagged its tail as I offered a cookie.*

1. Read the following sentences and identify whether the words in bold are finite or non-finite verbs.

(a) Komal **does** her homework every day.

(b) He **speaks** French.

- (c) It is healthy to **laugh**.
- (d) I got my house **repaired** last year.
- (e) Mohan **tried** to help him.

2. Use the appropriate form of the verbs to complete the following sentences. State whether they are gerunds, participles or infinitives.

- (a) Carl decided _____ (*to study/studying*) biology.
- (b) We planned _____ (*naming/to name*) our baby after her.
- (c) The award must go to the most _____ (*deserved/deserving*) candidate.
- (d) He looked around for _____ (*knowing/known*) people in the party.
- (e) Harry was the _____ (*chosen/to choose*) one.



Speaking Junction

Science fiction is an interesting genre that deals with imaginary concepts in a futuristic world. Sci-fi movies and books have not only entertained but also enlightened us about science and its myriad uses and applications. Talk to your friends about your favourite sci-fi book or movie giving reasons for your choice. Talk about the plot, the imaginary concepts depicted, the setting and the characters.



Listening Junction

Listen to the description of some household gadgets and number the images.





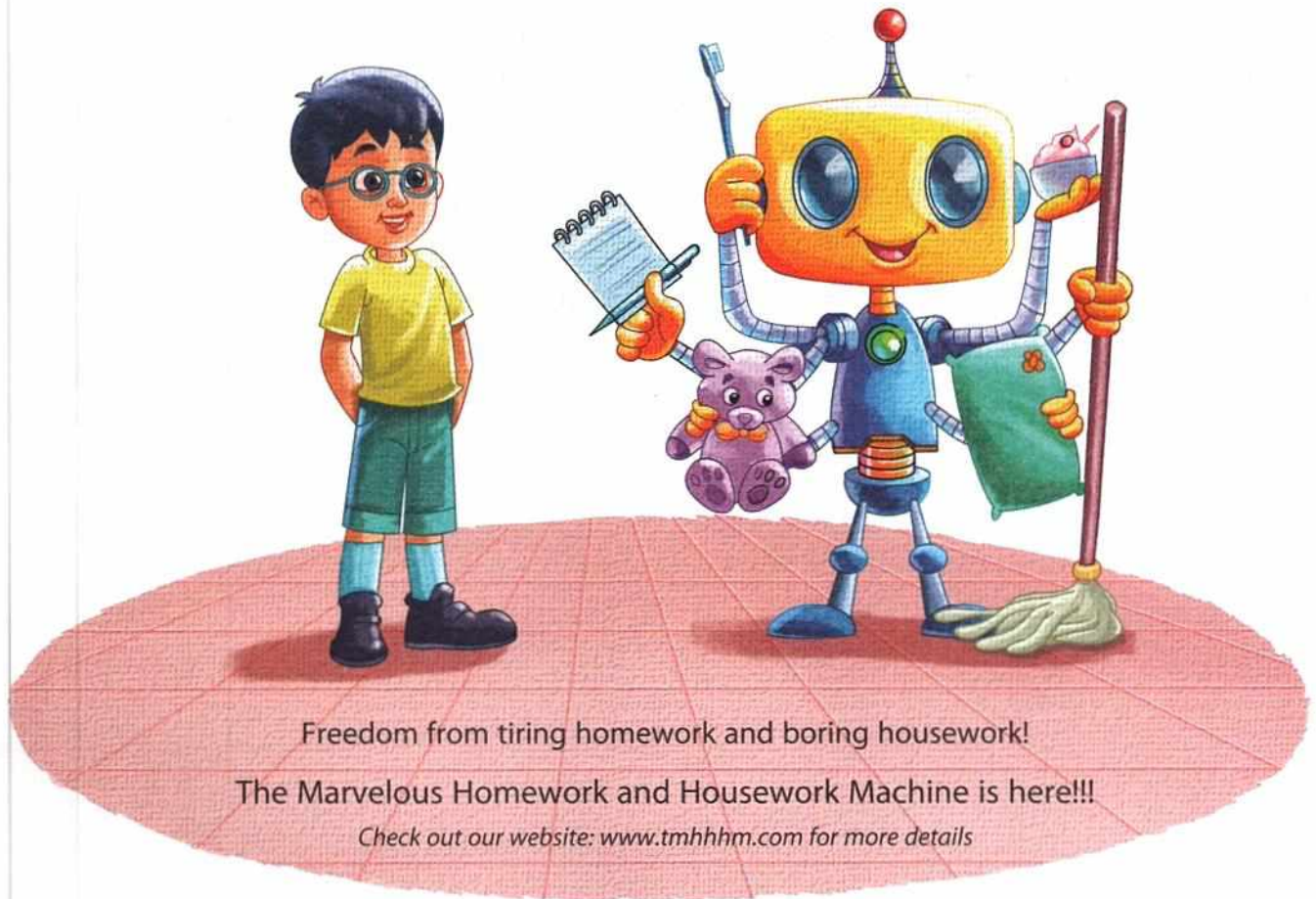
Writing Junction

Attention all students! Attention all kids!
Hold onto your horses! Hold onto your lids!
We have just exactly the thing that you need
whenever you've way too much homework to read.

These lines show the excitement of the speaker who is announcing the arrival of the recently invented The Marvelous Homework & Housework Machine.

The speaker mentions the various ways in which the machine would help children. He tries to attract their attention in this way.

Look at this poster.



This poster advertises the gadget, The Marvelous Homework & Housework Machine. There are several kinds of posters. The most common type of poster is an advertisement poster. It helps advertise a product or service.

Advertisement posters are an easy and a cost-effective medium of providing information about a product. It has colourful images and catchy taglines to attract the attention of people.

There are certain things we should keep in mind while designing a poster:

- The poster should look attractive and colourful but not cluttered.
- The font size should be large enough to be legible from a distance.
- The margin should be consistent on all sides.
- All the important information should be conveyed in brief sentences.
- If it is an advertisement of a product, it should mention the following:
 - Who created it and for whom?
 - Why is it important and how is it different?
 - What are its uses?
- Graphics and pictures should be used but not more than two.

Imagine your friend has made a gadget that prepares food without any supervision. Using the description given below, prepare a colourful poster to advertise the gadget.

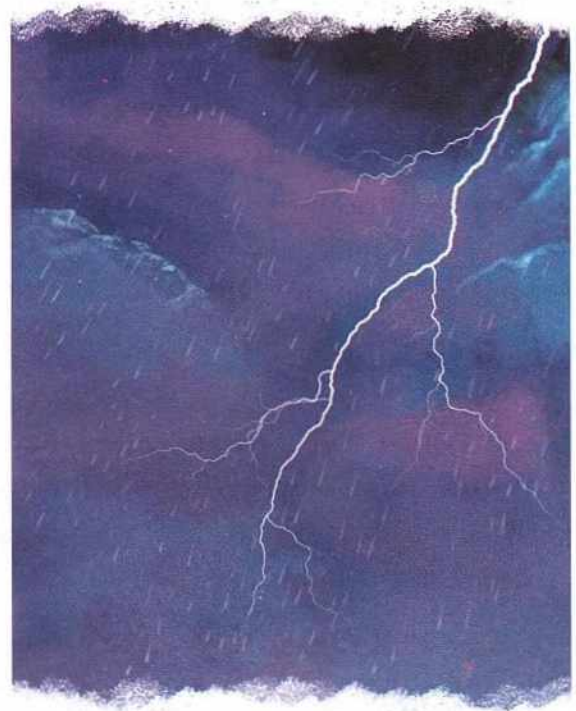
- The gadget does not require any source of energy to prepare food.
- It has a control panel which enables you to mention the ingredients required.
- It does not make any mess.
- It does not require any utensil or equipment to prepare food.



Get Set

Have you ever been held up by a downpour just when you wanted to play outside, or caught unaware in rain when you were in your best clothes and wanted to stay dry? At such times, have you ever wished that you could control nature and change the weather as you wanted? The truth is you cannot. Moreover, there are other kinds of weather conditions that are more disturbing than an unexpected shower. Think of the worst weather that you have experienced and write down at least 10 words that describe it.

Do you think there could have been something worse than that? Write down a few words for that as well, in the table given below.



Bad weather experience	Possible worse weather condition
windy	cyclone
hot	drought





We all love it when the weather is pleasant and everything around us looks beautiful. However, nature in its fury can cause a lot of destruction, and also threaten human lives. Such events are called natural disasters. Let us read about some of the most horrific natural disasters in the history of India.

Humans have made a lot of scientific and technological advancements over the years. We have even landed on the moon and explored the deep sea. While we have been able to understand some things about nature, we are still helpless when it releases its full force against us. In such situations, we are forced to run, hide and strive to survive till nature's anger is past. Often these destructive natural disasters cause great loss of life and property.

In a vast country like India, natural disasters of all types have occurred at some time or the other. Let us look at some of the worst natural disasters in Indian history.

1. Gujarat Earthquake (2001): On 26 January 2001, India was celebrating its 51st Republic Day. Some people were sleeping till late, others were watching the Republic Day parade on television, and children were singing the national anthem at their schools when suddenly the ground began to shake.



It was an earthquake, measuring around 7.9 on the **Richter scale** and lasted two minutes. In those two minutes, buildings collapsed, people ran helter-skelter and many people died. The city of Bhuj in Gujarat, which was closest to the **epicentre**, was almost completely destroyed and some other cities were badly affected. It was many days before the people of Gujarat managed to recover from this severe shock. It is estimated that around 20000 people died and more than 1.5 lakh people were injured in this natural disaster.

Can you name the other cities in Gujarat that were affected by the earthquake?



2. The Indian Ocean Tsunami (2004):

'Tsunami' is a Japanese word that means 'harbour wave' or '**seismic** wave', which refers to a situation when extremely large waves are formed in an ocean or a lake.

The Indian Ocean tsunami of 2004 was caused by an underwater earthquake measuring

Richter scale: a device that uses numbers 1 to 10 to measure the severity of an earthquake
epicentre: the point on the Earth's surface vertically above an earthquake's focus
seismic: related to or caused by an earthquake



around 9.1 on the Richter scale. Giant waves crashed into multiple coastlines of the Indian Ocean, affecting Thailand, India, Indonesia, Burma and many other countries. In India, the states of Tamil Nadu, Kerala and Andhra Pradesh were severely affected. It is believed that over 2 lakh people died due to this tsunami. The waves were so powerful that even huge stones of the **sea walls** on the coast were carried away and were found many kilometres **inland**.

Why do you think we use a Japanese word for this disaster?



3. Uttarakhand Flash Floods (2013): In June 2013, heavy rains due to a **cloudburst** caused sudden flooding in the Mandakini River (Ganga) and **landslides** on its banks. The states of Uttarakhand, Himachal Pradesh and Uttar Pradesh were severely affected. Many pilgrims to like Kedarnath were trapped, and could be rescued only after extensive operations by the Indian Army. Over 5,700 people died. People were not prepared for this catastrophe as nobody gave enough importance to the flood warnings given by the meteorological department. Some people consider these the most terrible floods in the history of India. If only people were slightly

more attentive to the weather forecasts and warnings, the situations might have been different.

What could the people have done to prepare themselves for the floods?



4. Odisha Super Cyclone (1999): We have so far read about disasters that occurred on land and due to water. Let us now read about a disaster caused by air. A cyclone is caused when a low pressure area is created in the atmosphere, causing high-speed spiraling winds. These winds have enough force to lift entire houses in the air! In 1999, in Odisha, a powerful cyclone caused the deaths of more than 10,000 people and destroyed almost 3 lakh houses. It was also called the Paradip Cyclone, or Super Cyclone 05B.

5. The Bengal Famine (1943): Not all natural disasters occur due to forceful winds, water or the shaking earth. Some occur due to

sea walls: walls that protect the coast or ports from being washed away or damaged by the sea

inland: away from the sea

cloudburst: a sudden rainstorm lasting a short period of time

landslide: a mass of rocks and earth falling from a mountain or down a slope

extremely adverse weather conditions, causing a lack of resources like water and food. A famine, which means scarcity of food, is one such situation. In 1943, while World War II was **raging** in Europe and the Pacific, Bengal in India faced one of the most terrible famines of all times. People had nothing to eat and starved to death. Even after some food became available, many people died because of diseases. The Bengal famine of 1943 led to approximately 20 to 40 lakh deaths. This was not the first time when Bengal had faced such a bad situation; in 1770, almost 1 crore people died in Bengal, Bihar and Odisha due to a famine.



6. Latur Earthquake (1993): In 1993, Latur in Maharashtra was struck by an earthquake measuring 6.2 on the Richter scale, leading to almost 10,000 deaths and 30,000 people injured. It is believed that more than 50 villages were completely destroyed in this disaster.

7. Coringa Cyclone (1839): This is one of the most powerful cyclones recorded in Indian history. Coringa was once a busy port city on the coast of Andhra Pradesh. It had already been hit by a destructive cyclone in 1789, which had caused 20,000 deaths.

After its recovery, it was struck by a bigger cyclone in 1839, which destroyed the place

and caused almost 3 lakh deaths. Today, Coringa remains a small village which has never been able to get back to its former shape.

8. Kashmir Floods (2014): Continuous **torrential** rainfall in the Kashmir Valley caused floods that resulted in the deaths of around 500 people. Many others were trapped in their homes for a number of days without food and water. Around 2,600 villages in the area are said to have been affected and even some parts of the capital, Srinagar, were also **submerged**.



If excess water causes a natural disaster, would shortage of it also be one? What is it called?



9. The Great Famine (1876–1878): Some natural disasters can last for years. An example of this is the Great Famine of South India which occurred between 1876 to 1878. This was another famine that affected the present-day states of Karnataka, Tamil Nadu, Andhra Pradesh and Maharashtra. Between 50 lakh to 1 crore people reportedly died in this famine, although some sources say that

raging: continuing with great intensity

torrential: very heavy (rain)

submerged: under water

up to 3 crore people may have died due to the famine and related droughts and shortages.

What do you think caused this famine?



lesson we must remember. Human beings still have reasons to fear nature, and hence, we must be humble and not be arrogant about technology and scientific advancements. This will enable us to be attentive, **vigilant** and better prepared to face such disasters.

These are just a few examples of natural disasters that have devastated different places in India. All of these teach us an important

vigilant: careful of possible danger or difficulties



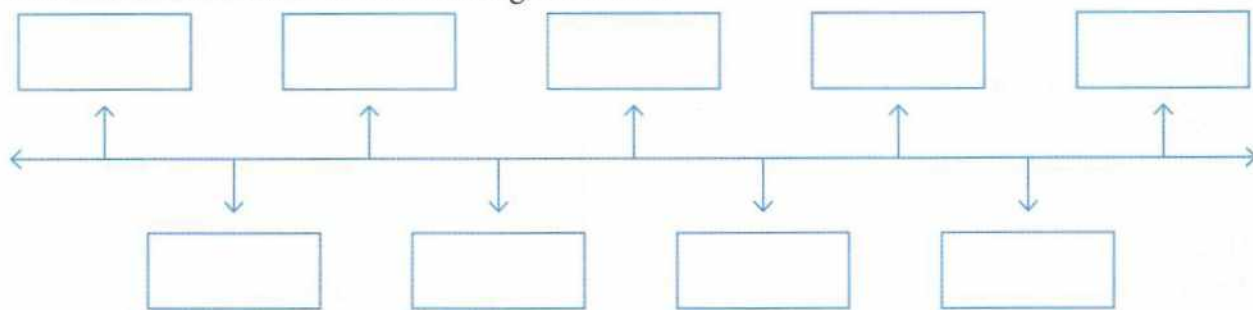
Get Going

A. Let us find the answers from the text.

1. What are the different kinds of natural disasters mentioned in the passage?
2. Here is a map of India. Identify the states affected by the natural disasters mentioned in the passage. Colour them in the map.



3. The passage doesn't list the natural disasters in the correct sequence. Can you arrange them on this timeline in a chronological order?



4. According to the writer, what lesson can we learn from these natural disasters?

B. Let us read between the lines.

1. List the natural disasters described in the passage in the order of their severity.
2. Why do you think the writer has described the situation in Gujarat just before the earthquake?
3. Why do you think the meteorological department's warnings were ignored in Uttarakhand?

C. Let us go beyond the text.

1. How does this passage make you feel? How can you help people who have been affected by such disasters?
2. According to you, which of the disasters listed in the passage do you think is the worst? Why?
3. Are you aware of any such natural disasters that happened recently?



 **Vocabulary Junction**

Read these sentences from the text.

In June 2013, **heavy** rains from a cloudburst caused sudden flooding in the Mandakini River and landslides on its banks.

Continuous **torrential** rainfall in the Kashmir Valley caused floods that resulted in the death of around 500 people.

Look at the words in bold.

These words have similar meanings. They can replace each other in these sentences without affecting their meanings. Such words are called **synonyms**.

Can you find more such words from the passage?

Examples:

The entire city was **devastated** by the earthquake. The remaining buildings were **destroyed** by the aftershocks.

The Indian Army **rescued** more than 3,000 people from the floods. But there were thousands more who could not be **saved**.

Synonyms need not mean exactly the same. Hence, they can be used interchangeably only when the context allows it.

Examples:

My uncle **expired** last week.

Here, the word *expire* can be replaced with its synonym 'die'. But it cannot be used in the following sentence because the context is different.

My subscription to the library **expired** yesterday.

1. Find the synonyms of these words in the word maze given below.

shatter happy injure fear dangerous yell

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

2. Here are some words we use while talking about natural disasters. Some of them are synonyms. Write down the synonym pairs.

terrible huge magnitude horrible casualty severe scorching
effect victim burning giant powerful shortage impact
death survivor pressure speed scarcity hazard force



Pronunciation Junction

Have you ever thought about the speech sounds we make and how some of them are not there in all languages?

In English, there are 44 speech sounds or phonemes. On its own, a phoneme has no meaning. But words are made up of various combinations of phonemes.

Note

A phoneme is a single unit of sound.

For example, the word 'lip' has three phonemes - /l/, /ɪ/ and /p/.

There are only 26 letters in the English alphabet. How do they make 44 sounds? This is because a letter can also represent different phonemes.

Example:

city, cat

In addition to most letters representing a phoneme each, certain letter combinations also represent different phonemes.

Example:

church, shop, stick

The same phoneme can also be represented by more than one letter.

Example:

kit, cat

Changing a phoneme can change the meaning of a word completely. Let's take the word 'lip'. Replace the first phoneme with another, say /s/. The word will become 'sip', which has a different meaning from 'lip'.

Phonemes are of two kinds - **vowel phonemes** and **consonant phonemes**.

Let's look at consonant phonemes in detail.

There are 24 **consonant phonemes** in English. Consonant phonemes are produced as the airflow is blocked either by our lips, teeth, tongue or the roof of the mouth (palate).

Here are the consonant phonemes in English. Read each word aloud.

Phoneme	Letter(s) used to represent	Example
/p/	p, pp	pen, paper, apple
/b/	b, bb	balloon, bubble
/t/	t, tt	time, tale, butter

Phoneme	Letter(s) used to represent	Example
/d/	d, dd	dog, address
/k/	k, c, ck, ch, cc	kind, cot, quick, choir, accountant
/g/	g, gg, gh	game, fog, egg, ghost
/f/	f, ph, gh, ff	fill, phone, rough, buffer
/v/	v	van
/θ/	th	think, thin
/ð/	th	that, this
/s/	s, c, ss	soil, city, fuss
/z/	z, s	zebra, is, rise
/m/	m, mm	monkey, swimmer
/n/	n, nn	nice, dinner
/ŋ/	ng	wing, ring
/l/	l, ll	late, all
/r/	r, rr	red, rat, terror
/w/	w, wh	wet, why
/h/	h	him
/j/	y	yes, you
/ʃ/	sh, c, ss	sharp, precious, percussion
/ʒ/	s	leisure, pleasure
/tʃ/	ch, tch	church, chop, catch
/dʒ/	j, g, dg	jump, gem, budge

Underline the consonant phonemes in this paragraph.

Joseph was sleeping peacefully in his bed. He was dreaming of a beach holiday when he was swimming leisurely in the sea. Suddenly, the waves became ferocious and he was being rocked back and forth. He woke up in alarm and realised that his bed was actually shaking. He looked around frantically and barely registered the shaking glass tumbler on the table or the rattling windows. A shout floated up to him and he ran out of the room, the apartment and the building amongst a horde of others. Outside, on the road, he looked up at his building. It had stopped shaking but he hadn't.



Read this sentence from the text.

Some occur due to **extremely** adverse weather conditions, which cause a lack of resources like water and food.

Here, the word 'extremely' emphasises the adjective 'adverse' and makes it powerful. It is an intensifier.

Let's replace it with another word.

Some occur due to **fairly** adverse weather conditions, which cause a lack of resources like water and food.

Here, the word 'fairly' acts in an opposite manner to 'extremely'. It makes the adjective less powerful and hence, plays down the intensity of the weather conditions mentioned in the sentence. It is called a **mitigator**.

Note

Mitigators weaken the effect of adjectives, whereas intensifiers heighten it. They are opposite in nature.

We use a **mitigator** to lessen the effect of an adjective.

Common examples of mitigators are *fairly*, *quite* and *rather*. Words and phrases such as *a bit*, *just a bit*, *a little*, *a little bit*, *just a little bit* and *slightly* are also used quite often while making comparisons.

Examples:

*I feel **rather** tired after today's shopping expedition.*

*That's a **fairly** good cake for a beginner.*

*The play was not outstanding, but it was **quite** enjoyable.*

*If only people were **slightly** more attentive to the weather forecasts and warnings, the scenario might have been different.*

*This dress is **slightly** more expensive than the blue one.*

1. Look at the sentences. Circle the mitigators, if any.
 - (a) I know I have a sore throat, but the ice cream was too tempting.
 - (b) Leela started learning martial arts and could kick fairly well in just a few months.
 - (c) Though one of the longest rivers in Kerala, Nila is quite dry in the summer.
 - (d) Our visit to the zoo in Ahmedabad was rather uneventful.
 - (e) Don't you think this shawl's design is slightly more intricate than that one?

2. These sentences concern grave matters. Lessen their gravity by adding mitigators correctly. You may remove one word, if necessary.
- The aftershocks were terrifying and we ran out of the building every time we felt the floor shake.
 - A sudden roar was all Sreehari heard before really huge waves crashed against his car.
 - Floods have become awfully common in the recent years.
 - Asif's heart-wrenching wails on failing to find his family after the disaster, was absolutely hard to witness.
 - In his utterly helpless state, Tony put his remaining energy into ignoring his parched throat and cravings for a single drop of water.



Speaking Junction

A survey uses a series of questions to understand the opinions and experiences of a group of people related to a specific topic. A newspaper published a survey to check its impact. The survey intended to get information on how prepared people were for each natural disaster.

Here are some of the questions used to assess people's preparations for a heatwave.

The Indian Newspaper Survey Series on Preparedness for Natural Disasters

How Prepared Are You For A Heatwave?

The following are some of the things you can do to protect yourself from a heatwave. Tick (✓) the appropriate option for each statement.

Sl. No.	Protective Measure	I have done this	I may/am planning to do this	I will not do this
1	Do you pay attention to weather forecasts?			
2	Do you stay indoors during the hottest time of the day i.e from 11 a.m. to 4 p.m.?			
3	Do you keep the windows that receive direct sunlight closed and covered by curtains to block the heat?			
4	Do you keep yourself hydrated by drinking lots of water and fresh juices?			

Sl. No.	Protective Measures	I have done this	I may/am planning to do this	I will not do this
5	Do you have small light meals every three hours instead of three heavy meals?			
6	Do you wear loose cotton clothes during this season?			
7	Do you carry an umbrella or wear a cap when you are outdoors?			
8	Do you try to avoid hard physical labour during the day?			
9	Have you prepared an emergency kit stocked with necessary supplies including food and water?			
10	Do you look out for those vulnerable to heat-babies, older people, etc.–and help them in whatever way you can?			

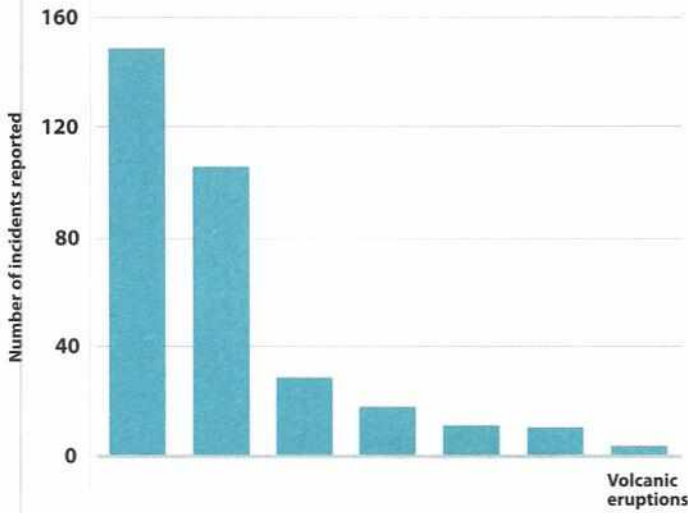
Make groups of four. Choose a natural disaster. As a group, prepare a list of questions to conduct a survey amongst your classmates to find out how prepared they are for the disaster. Then, conduct the survey individually by asking these questions to your classmates.



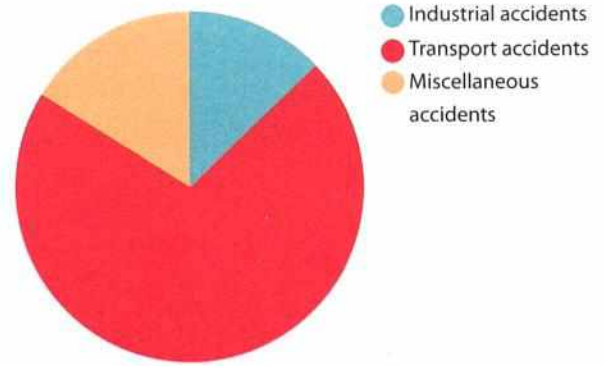
Listening Junction

Listen to a report published by the Centre for Research on the Epidemiology of Disasters in 2013 on the disasters reported that year. Here are two graphs depicting the data – a column graph on natural disasters and a pie chart on technological disasters. Some information is missing from both the graphs. Complete the graphs with the type of disaster and their share (percentage) of the total number of disasters reported. One is done for you.

Natural disasters reported in 2013



Technological disasters in 2013



Writing Junction

It is the middle of summer and Sooraj is exhausted after playing for five minutes. Feeling ashamed of ignoring his mother's warnings, he walked back home. Later, he listened as his mother explained what a heatwave is. It is a prolonged period of extremely high temperatures. Together, they prepared to protect themselves and their family against this seemingly mild natural disaster. In fact, he even wrote an essay on it, which was published in the local newspaper.

Here are a few steps to write an essay:

- Choose an interesting and relevant topic.
- Collect necessary facts about the topic from authentic sources.
- Organise your thoughts as cause and consequence, problem and solution, topic and features, etc.
- List your main idea in the introduction and supporting ideas in following paragraphs.
- In the conclusion, restate the main points.



Preparing for Heatwave Conditions

Did you know which weather condition has caused the most deaths over the last few years? It is 'heatwaves'. Every year, hundreds of people die all over the world due to heatwaves. Therefore, it is important for us to know about it and its causes. This will help us protect ourselves from heatwave conditions.

A 'heatwave' is defined as a situation when the temperature of a place is at least five degrees centigrade higher than usual average temperature, for at least five continuous days. For example, if the average temperature of Kanpur is 33 degrees, and for five continuous days Kanpur shows temperatures of 38, 39, 38, 38, 40, we can say that there is a heatwave. A heatwave also occurs when the temperature of a place remains more than 45 degrees centigrade for five continuous days.

Heatwaves do not just refer to high temperature conditions. Sometimes they are also accompanied by high humidity. As a result, the body loses water rapidly, leading to tiredness, dehydration, heat cramps and heat stroke. To protect ourselves against these, we can take certain measures. First, we must ensure that our houses are protected from the heat. We can cover the windows with thick drapes, which can reduce the amount of hot air coming in. We can also put reflectors on window panes to keep the sunlight away. In addition, we should insulate doors and windows, so that the cooler air from inside cannot escape and hot air cannot come in.

Secondly, we should change our habits to deal with heatwave conditions. We must drink plenty of water and stay away from the sun as much as possible. We should always wear loosely fitted clothes and avoid strenuous exercise during the hottest hours of the day. We should eat smaller meals but in smaller intervals. Even if it is absolutely necessary to go out in the sun, we must carry an umbrella and drinking water.

Heatwaves are common, but we often don't take necessary precautions. It should be our goal to ensure that everyone is prepared for such conditions. No one must suffer due to carelessness or lack of information. Heat strokes, deaths and illnesses related to heatwaves can be avoided if we follow these simple steps. They can protect not only us but also our families and friends. So, let us take these precautions and make others aware of them too.

This essay was so popular among the readers that a newspaper decided to run a series of essays on preparing for different natural disasters. Would you like to contribute to the essay series too? Choose any other natural disaster and write an essay on preparing for it.



Author note

Jane Yolen (b.1939) is a science fiction and fantasy writer, editor, children's author and poet. She has penned more than 300 books. The former president of the Science Fiction and Fantasy Writers of America, Yolen has served on the board of directors for the Society of Children's Book Writers and Illustrators for more than 25 years.



Get Set

Planet Earth is our home, and it is our responsibility to keep it clean and green. What are the words that come to your mind when you think of Mother Earth? There are 15 words associated with Mother Earth hidden in this word search puzzle. Find and mark as many as you can.

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

tree branch flower stone grass mountain river ocean
 cloud bird animal fish leaf butterfly dirt





We celebrate 22 April as Earth Day. On this day, millions of people think of things that they can do to save Mother Earth. This day also reminds us that we have to take care of the earth all through the year.

Let's read a poem about the importance of Earth Day.

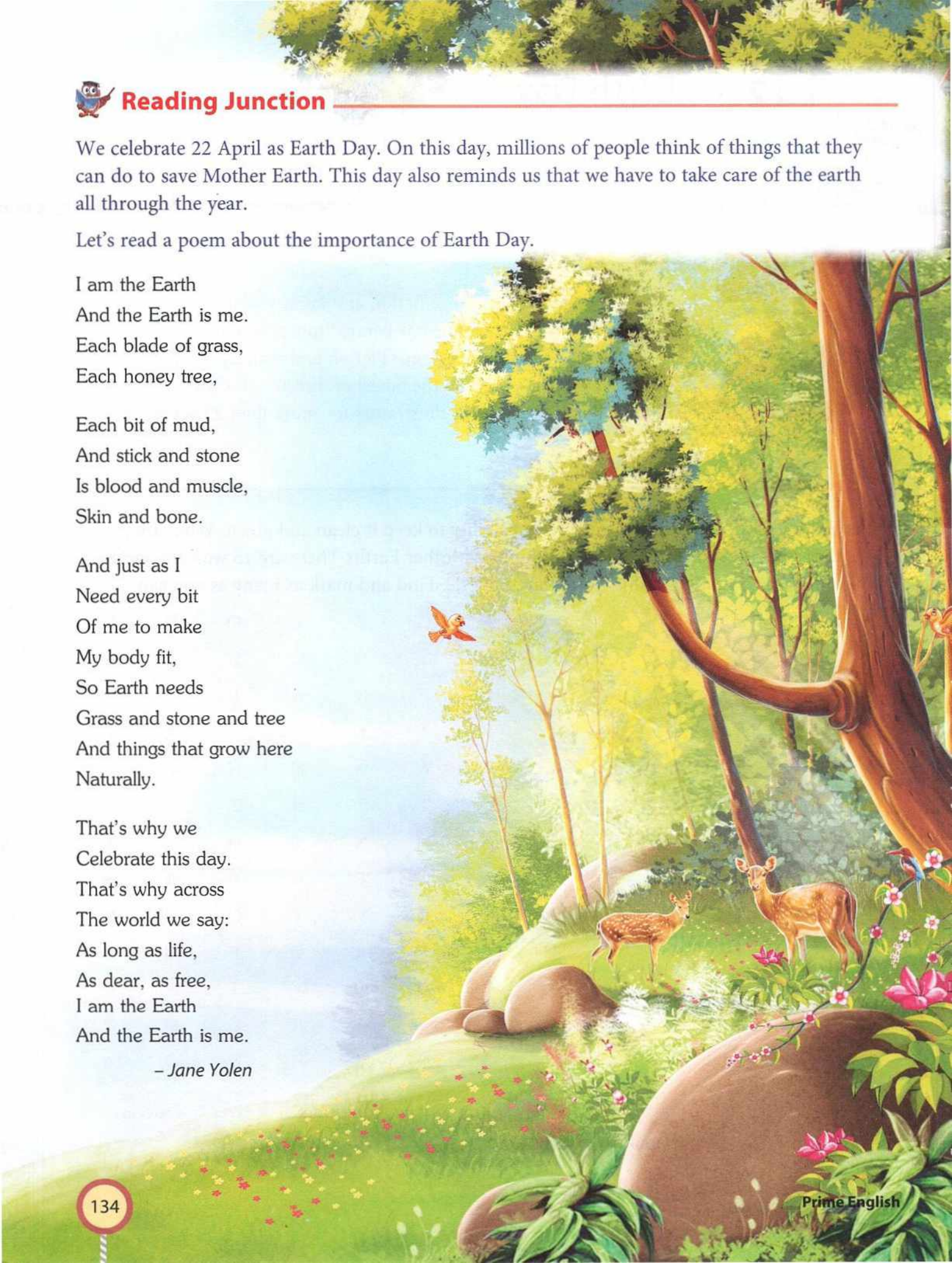
I am the Earth
And the Earth is me.
Each blade of grass,
Each honey tree,

Each bit of mud,
And stick and stone
Is blood and muscle,
Skin and bone.

And just as I
Need every bit
Of me to make
My body fit,
So Earth needs
Grass and stone and tree
And things that grow here
Naturally.

That's why we
Celebrate this day.
That's why across
The world we say:
As long as life,
As dear, as free,
I am the Earth
And the Earth is me.

– Jane Yolen





Get Going

- A. Let us find the answers from the poem.
1. According to the speaker, what do we need to keep our body fit?
 2. According to the speaker, what are the things that the Earth needs?
- B. Let us read between the lines.
1. What is the theme of the poem?
 2. The poet has used initial capital letters for 'the earth'. Why do you think she has capitalised the initial letter of the word 'Earth'?
 3. Why does the speaker say, 'I am the Earth and the Earth is me'?
 4. What is the tone of the poem?
- C. Let us go beyond the poem.

1. How should we celebrate Earth Day?
2. How does this poem make you feel? What will you do for the earth after reading this poem?



Vocabulary Junction

Read these lines from the poem.

I am the Earth
And the Earth is me.
Each blade of grass,
Each honey tree,
Each bit of mud,
And stick and stone
Is blood and muscle,
Skin and bone.

In this stanza, we are comparing things such as grass, trees, mud, sticks and stone to blood, muscle, skin and bone of the earth. This is an example of **metaphor**. Sometimes, in order to make a story or poem more interesting, the writer uses figures of speech, i.e, words to compare things and create images in the reader's mind. Two such figures of speech are **similes** and **metaphors**.

When you compare a person, place, animal or thing with something else using like or as, it is called a **simile**.

Example:

Rohan is wise like an owl.

A **metaphor** creates an even stronger image in the reader's mind. When we use a metaphor, we are saying that a person, place, animal or thing **is** something else.

A metaphor is the comparison of one thing with another without the use of *like* or *as*.

Example:

Life is a roller coaster.

Here we are comparing life to the experience of a roller coaster ride. Both are full of ups and downs and in both, we are meant to enjoy the ride and have fun. A metaphor gives out this message more vividly.



Let's understand how we make metaphors.

To begin with, you must choose a noun or an idea as the subject. For instance, a desert highway. If the subject is a road or a highway leading into the horizon, think of words to describe it. The highway is long, thin, black and curvy. Then, take one or two such descriptive words, like thin and curvy, and think of things that look the same such as ropes, ribbons and snakes. Finally, put together highway and one of the descriptions of something thin and curvy to get a unique, interesting metaphor, like, "The highway is a snake sprawled across the desert."

In this way, we can use a metaphor to show how two unrelated things are similar to one another in some respect. We compare them using a shared characteristic.

Here are some more metaphors:

The world is a stage.

Books are keys to your imagination.

The peaceful lake was a mirror.

His brain is a computer.

The moon is a white balloon.

1. Underline the metaphors in these sentences.
 - (a) We woke up on Christmas morning and saw that our lawn was a blanket of snow.
 - (b) Her voice is music to the ears.
 - (c) His belt was a snake curling around his waist.
 - (d) I can see you have been busy as your hair is a haystack.
 - (e) I was boiling mad after seeing the broken vase.
2. Read the sentences and underline the two things that are being compared.
 - (a) Hope is a beacon in the dark night.
 - (b) A tidal wave of donations came in.
 - (c) The computer in our classroom is an old dinosaur.
 - (d) I stepped into the chaotic market and was lost in a sea of faces.
 - (e) Your plan is just a band-aid, not a solution to the problem.



Pronunciation Junction

In the previous chapter, we learnt about consonant phonemes.

Let us now look at vowel phonemes.

A **vowel** is any 'open' sound where there is no obstruction or 'blocking' caused by the teeth, tongue, lips, palate or other articulators. There are 20 vowel phonemes in English.

Vowel phonemes could either be **pure vowels** or **diphthongs**.

- When a vowel makes a single sound, it is called a **pure vowel**.

For example, in the word 'lid', the letter 'i' makes a single sound.

- Diphthongs are two vowels combined to make one sound. There is movement or glide between the two parts of the sound.

For example, in the word 'lied', the letters 'i' and 'e' together make one sound.

However, the vowel sound moves or glides from one vowel sound to another.

- A diphthong need not necessarily be represented by two letters. A single vowel or letter could also represent a diphthong.

For example, in the word, 'same', the sound of the letter, 'a' is a diphthong.

There are 12 pure vowels and eight diphthongs in the English language.

Pure vowels can be short or long. Take a look at the list of vowels used in standard English.

	Phoneme	Letter(s) to represent	Example
Short vowels	/ɪ/	i, y	pink, gym
	/ʊ/	oo, u, ou	look, put, would
	/e/	e, ea, ai, ay, ie, eo, a	leg, head, said, says, friend, leopard, any
	/æ/	a	ant
	/ʌ/	u, o, o-e, ou, oe, oo	hut, son, come, young, does, blood
	/ɒ/	o, a	on, want
	/ə/	a, e, i, o, u	about, happen, possible, button, suffuse
Long vowels	/i:/	ee, ea, e, ie, e-e, eo	meet, meat, we, believe, these, people
	/u:/	oo, ew, ue, u-e, o, ou, ough, wo, o-e	cool, grew, blue, rule, to, group, through, two, lose
	/ɜ:/	er, ir, ur, ear, our, ere	herd, girl, hurt, learn, journey, were
	/ɔ:/	or, aw, au, ore, al, augh, ough, ou, oo, oa	for, crawl, haul, bore, talk, taught, thought, four, door, broad
	/ɑ:/	ar, a, al, au, ear, are	car, father, calm, caught, heart, are
Vowel glides	/ɪə/	ear, ere, eer, ier	hear, mere, deer, pier
	/eə/	air, are, ear, ere	hair, hare, bear, there
	/ʊə/	ure, our	secure, tour, flour
	/eɪ/	ai, ay, a-e, ey, ei, eigh, aigh	fail, pay, make, hey, veil, eight, straight
	/aɪ/	i, ie, y, i-e, igh, eigh, ye, y-e, eye	find, tie, cry, like, high, height, bye, type, eye
	/ɔɪ/	oi, oy	coil, toy
	/əʊ/	oa, ow, o, oe, o-e, ough, ol, oh	coat, throw, so, toe, home, though, folk, oh
	/aʊ/	ou, ow, ough	out, crowd, drought

Underline the vowel phonemes in these sentences.

1. Your lawn has such green grass.
2. This is the key to success.
3. Please don't tear the sheets in this manner.
4. I have caught him many times playing with chalk.
5. The fans cheered their team loudly.
6. When is the next flight?
7. Where is the house?
8. Sing a song for me.



Grammar Junction

Read these lines from the poem.

That's why across
The world we say:
As long as life,
As dear, as free,
I am the Earth
And the Earth is me.

What is the purpose of the group of words in bold?

As long as ...

It is a conjunction. We know that conjunctions are connecting words. This group of words is a special kind of conjunction that is used to introduce a condition in a statement. Such statements are called conditionals or conditional clauses.

Note

Conditional clauses usually start with 'if'. You've already learnt about the first conditional. You'll learn more about if-conditionals in the next grade.

Note

A conditional is a sentence that expresses a condition.

Let us look at some expressions that can be used to introduce a condition or to set limits in a situation.

- **as long as**

*You can play here **as long as** you don't make a mess.*



Main clause Conjunction Conditional clause

In other words, the listener will only be allowed to play there if they don't make a mess.

- **unless**

Unless has a similar meaning as 'if ... not'.

Example:

*You can assume the meeting is at nine, **unless** I call you.*

In other words, 'If I do not call you, you can assume the meeting is at nine'.

- **should**

Should is used in more formal situations, we can write it as: should + subject (s) + verb (v)

Example:

***Should** you wish to cancel your order, kindly contact us two hours in advance.*

- **had**

had + subject + verb can be used to express a condition.

Example:

***Had** I informed him about my plans, he would not have booked the tickets.*

- **or** and **otherwise**

We often use *or* and *otherwise* as conditionals.

Example:

*Nizaam should take care of his health, **or** he will fall sick.*

- **supposing**

Supposing can be used to express a condition. The speaker invites the listener to imagine a situation.

Example:

***Supposing** I fail to come tomorrow, would you please collect my books from the counter?*

Here are some more examples of sentences using such expressions:

*You can use my car **as long as** you drive carefully.*

*She will pass the exam **as long as** she studies hard.*

*We'll miss our train **unless** we hurry.*

*Don't tell her about the gift **unless** I tell you to.*

***Should** you need further assistance, please let me know.*

***Should** you lose something, inform the Lost and Found department.*

***Had** I known about today's programme, I would have made the necessary arrangements.*

Supposing they ask us to submit the documents, we will request them to give us some time.

We should complete the assignment on time, or we will have to miss the sports class.

1. Rewrite the sentences using the word 'unless'.
 - (a) Listen carefully, or you won't know what to do.
 - (b) She must apologise to me, or I will never speak to her again.
 - (c) The company must offer me a better position, or I will look for another job.
 - (d) You have to speak slowly, or I won't be able to understand you.
 - (e) We must sell more tickets, or we will have to cancel the show.
2. Fill in the blanks with correct expressions.
 - (a) It doesn't matter how much it costs _____ you like it.
 - (b) Children are not allowed to use the pool _____ they are accompanied by an adult.
 - (c) I am playing golf tomorrow _____ it's raining.
 - (d) Please let me know in advance, _____ you be late.
 - (e) I don't mind you coming in late _____ you are quiet.
 - (f) He will have to catch the first bus to the city, _____ he will miss his flight.



Speaking Junction

The beauty of a poem is in its recitation. Reciting means saying the lines of a poem aloud with expression, intonation and gestures. This is done after memorising it. It's not fun if you read from a paper.

Here are a few things to remember when reciting a poem.

1. Choose a short poem, so that it is easy to memorise.
2. Understand the meanings of the words in the poem.
3. Make sure you know how to pronounce each word of the poem.
4. Read the poem silently to familiarise yourself with its core ideas and images.
5. Don't read too fast. Start practising at a pace slower than you would normally speak.
6. Once you've got the flow, read the poem aloud confidently.
7. Practise speaking in front of the mirror with expressions and gestures.
8. Record your recitation and assess yourself.
9. Correct your mistakes, if any, and try again.

Now, practise reciting the poem 'Earth Day' and recite it in front of your friends.



Listening Junction

You will listen to five people talking about what they would do for the environment if they were given the power to make laws. Match the names of the people given below with the names of their country and what they say.

Susan	India	reduce air pollution
Emal	Sri Lanka	protect animals
Sashika	Bangladesh	reduce usage
Shazia	Japan	segregate waste and recycle
Stuti	England	conserve forests



Writing Junction

Read this poem written by a child on Earth Day.

E - each one protecting the flora and fauna

A - assisting in conserving our resources

R - reducing, reusing and recycling

T - together we can save the earth

H - helping to heal the world

This is an example of an **acrostic poem**. An acrostic poem has a topic idea, usually a word or phrase, whose letters are spelled out in the poem. These letters can be at the beginning, middle or at the end of the lines of the poem. In the most common form, each letter in the topic word becomes the beginning of a line. Each line is relevant to the topic word. This is an interesting poetic form and quite easy to write as compared to other forms like ballads and sonnets.

Write an acrostic poem on any of these topics:

- An animal
- How you would protect the earth



Projects

Project 1

Life Skills

Have you heard of a people's library? It is a library where people borrow books from and read free of cost. These libraries usually have old books donated by people. Wouldn't it be lovely if you could have a people's library in your classroom? Here's what you'll have to do.

In groups, make a list of various topics and subjects you would like to read about.

Make a list of all the books you want to donate to the library from your personal collection.

Now ask your friends from your neighbourhood if they would like to help by donating books. If yes, collect the list of books they would like to donate. Categorise the books according to the topics or subjects.

Next, your teacher will organise a poll to select the subjects or topics that should be included in the library. Vote for the books you would like to read.

Once the topics are selected, the teacher will also select the students responsible for maintaining the library. Finally, get all the books and submit it to your teacher for categorisation. Your very own people's library is ready!

Multiple Intelligences

In a group, design a poster to advertise a laughter club or a comic book.

Project 2

Life Skills

Morse Code is an internationally-accepted code language that was once used in radio communication and aviation. It was widely used in World War II for all kinds of secret communication. Here is a chart of the Morse code letters. Find out more about this code and how it works. Then, in pairs try to use the Morse code to have a simple conversation.

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

Multiple Intelligences

India had been ruled by several dynasties over the centuries. With the change of dynasties, cultures changed, and with the change of cultures came the change in practices. In some dynasties, great discoveries were made. For example, copper coins were very popular during the rule of Mohammad bin Tughlaq. The objects or practices that originated during a specific era were common in use during those times. Make a timeline representing the various dynasties that ruled India. Include the major influences of these dynasties on Indian art and culture.

Listening Texts

Chapter 1: The Night We Won the Buick

Listening Junction

1. Losing his assignment was actually a blessing in disguise for him as it made him realise how well he worked under pressure. He produced this brilliant essay in less than a day's time.
2. We were not sure whether she would be ready to go for a walk in the rain, but she agreed at the drop of a hat.
3. Though the movie was impressive, it was a far cry from the book it was adapted from.
4. Buying a second hand car without proper research or information is like opening a can of worms because you never know what condition it really is in.
5. The sandwich he had for lunch did not sit well with him. He is feeling a bit under the weather.
6. Though he was a great actor, his inability to speak Hindi became his Achilles heel.

Chapter 2: The Schoolboy

Listening Junction

Boy 1: Hi, my name is Mukesh. I am scared that I won't be able to remember my lines for the play.

Girl 1: Hi, I am Rosita. I am 14 years old. I fear that I'll forget my notebook at home.

Boy 2: Hi, I am Aakash. Every night, I worry that my mother won't remember to wake me up in time and I'll miss school!

Girl 2: Hi, my name is Tasneem. I am scared that the Principal will scold me for some reason in front of my whole class!

Chapter 3: Whitewashing the Fence

Listening Junction

If—

If you can keep your head when all about you

Are losing theirs and blaming it on you;

If you can trust yourself when all men doubt you,

But make allowance for their doubting too;

If you can wait and not be tired by waiting,

Or, being lied about, don't deal in lies,

Or, being hated, don't give way to hating,

And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master;
 If you can think—and not make thoughts your aim;
If you can meet with triumph and disaster
 And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to broken,
 And stoop and build 'em up with wornout tools;

If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
 And never breathe a word about your loss;
If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
And so hold on when there is nothing in you
 Except the Will which says to them: "Hold on";

If you can talk with crowds and keep your virtue,
 Or walk with kings—nor lose the common touch;
If neither foes nor loving friends can hurt you;
 If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run—
 Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

Rudyard Kipling, 1865–1936

Chapter 4: Dad and the Cat and the Tree

Listening Junction

coax, depth, opposite, video, paragraph, amazed, squeeze, correspondent, highway, cruel

Chapter 5: Idgah, Festival of Eid

Listening Junction

1. She used half-boiled eggs for making egg curry.
2. A visit to a wildlife sanctuary can be a life-changing experience.

3. Aunt Sameera can be a one-man army when it comes to arranging birthday parties.
4. We observed a two-minute silence in the memory of our freedom fighters.
5. My mother wants to have a kitchen garden in the backyard.
6. Our school is going to hold a horse-riding competition next month.
7. I would prefer mushroom soup to chicken soup.
8. The polio vaccine was a remarkable medical achievement.
9. The absent-minded professor dashed straight into a pillar.
10. This movie is targeted at the middle-class audience.

Chapter 6: Night of the Scorpion

Listening Junction

- | | | | |
|------------|----------|------------|-----------|
| (a) convoy | (b) late | (c) bright | (d) phone |
| (e) rare | (f) fear | (g) pure | (h) how |

Chapter 7: Christmas Truce

Listening Junction

Roshan was a poor farmer. His crops were on the verge of destruction because of a drought. Iqbal, his neighbour and friend, helped him by lending some money, so that Roshan could buy a water pump and save his crops. What did Roshan feel towards Iqbal?

Sukumar lost his shop in a fire. He applied for a loan to set up a new shop. The bank declined his application because he had no assets. Mr Ahluwalia was a business tycoon who suffered a heavy loss in a recent business deal. He applied for a bank loan too, which got approved. The bank gave him a loan based on credit. What did Sukumar feel towards Mr Ahluwalia?

It was the final match of the inter-school tennis tournament. The entire school had pinned its hopes on Faiyaz. Faiyaz knew that the match is very important. During the match, the referee mistakenly awarded an extra point to Faiyaz. Faiyaz immediately pointed out the error and got the point retracted. What was the quality displayed by Faiyaz in this situation?

Mr Sen was a retired government officer. He lived all by himself in a small town as his children were settled abroad. Mr Sen was aware of the many risks of an old man living alone. He was careful to lock all the doors and windows before going to sleep. One night, he heard a soft thudding noise in the kitchen. What did Mr Sen feel immediately after hearing the thud?

Though Chitra got her much-awaited promotion today, her happiness faded in the rush of numerous meetings and assignments. She had barely managed to text her roommate about the promotion. When she finally returned home and opened the door of her apartment, she heard a loud boom of balloons and joyful voices shouting in unison, 'Congratulations!' What did Chitra feel at that moment?

Chapter 8: In the Bazaars of Hyderabad

Listening Junction

Person A: I love hard rock! If I ever had to play a musical instrument, it would have to be something I could play at a rock concert. I could easily practise in the shed where no one will be disturbed by the noise and I can be as loud as I want to be.

Person B: I would like to play an instrument that is soft and lilting – that is the kind of music I like. I think good music must be soothing. I would like to play an instrument of my choice at the next party my mum hosts. I would be the centre of attention and impress all the guests. I don't think I like something as common as drums or guitars. If I learn an instrument, it would be something played by the maestros.

Person C: If I ever learn to play a musical instrument, it would be something my grandpa would like to listen to. He loves to listen to Indian classics. Zakir Hussain and Ravi Shankar are his favourite musicians. In fact, everyone in my family likes to listen to Indian classical music. My brother likes to play the tabla. I think I would like to learn something else.

Person D: I would love to learn a musical instrument that could accompany the songs I sing. It would have to be an instrument on which most popular movie songs can be played. It should not consume much space as I live in a small apartment. I wouldn't want to spend much on it either.

Person E: I want to play an instrument that not many people play – something exotic and happy, something that would energise people and make them dance. I think I would like to play drums rather than string instruments. However, there's no space for a drum kit in my room; the drums are anyway too common these days. I would like something more interesting and compact.

Chapter 9: Man of Science

Pronunciation Junction

succeed, occur, pudding, lottery, carrot, village, innovation, appear, allocation, address, potter, accident, attention, sorrow, narrow, illusion, nexus, wedding, baggage, caterpillar

Listening Junction

Saccharin or artificial sugar is one of the sweetest scientific inventions in the world. Do you know how it was invented? By accident!

In the 1870's, a Russian scientist named Constantin Fahlberg worked at the lab of Ira Remsen at John Hopkins University, USA. Remsen and his colleagues were experimenting with coal-tar derivatives. They were observing how coal tar derivatives react to phosphorus, chloride, ammonia and other chemicals.

One night after the lab work, Fahlberg went home and laid out his dinner table. He took a dinner roll and bit into it. He was startled by the taste of the roll. It was sweet! He was curious and investigated the cause of this unexpected sweetness. It suddenly dawned on him that it could be his hand that made the roll sweet. He remembered that he spilled an experimental compound over his hand earlier that day. Due to a lack of personal cleanliness as well as lax laboratory rules, he had not washed his hands before leaving the lab. He ran back to the lab and started tasting everything on his workstation. He tasted all the dishes, vials and beakers that he used for his experiment. At the end, he found the source. It was an overboiled beaker in which o-sulfo benzoic acid had reacted with phosphorus (V) chloride and

ammonia, producing benzoic sulfimide. He realised that he had made this compound earlier too but never cared to taste it. That's how saccharin was invented.

After listening to this story, do you wonder if saccharin would ever be invented if hygiene and cleanliness rules of laboratory back in the day were as strict as they are today?

Chapter 10: The Marvelous Homework and Housework Machine

Listening Junction

Hello, folks! I am Mr Gadgety Geek and I invent machines that help make your life easy and comfortable. Let me talk about five most commonly used household gadgets and their uses.

Number one: This machine changes the temperature and humidity of air to a comfortable level with the aim of distributing cool and conditioned air. It is used in offices, houses and commercial complexes.

Number two: It is used to do laundry with the help of an electric motor. This motor is connected to an agitator through a unit called transmission. The unit uses centrifugal force to remove dirt and water from clothes.

Number three: It is an electric kitchen appliance used to chop, cut and grind whole spices, fruits and vegetables to makes pastes, juices and purees, respectively. It has an electric motor and a plastic container with a blade fixed in it. It is used to make milkshakes and fruit smoothies too.

Number four: This machine is used to preserve food and drinks for long periods. It brings down the temperature and keeps the food cool. It has a heat pump that absorbs the heat from the air inside the fridge and transfers it to the external environment.

Number five: This machine converts electrical energy to heat energy with the help of heating elements. It is used to increase the temperature of water. It has three components, namely inlet tube, outlet tube and heating elements. The cold water goes in through the inlet tube and gets heated by the heating element before leaving through the outlet tube. The heating elements are connected to a thermostat, which maintains the temperature of the water.

Chapter 11: Natural Disasters in India

Listening Junction

According to the Centre for Research on the Epidemiology of Disasters, 337 disasters related to natural hazards and 192 disasters related to technological hazards were reported worldwide in 2013. The number of natural disasters was the lowest of the past decade. For technological disasters, the total number was the second lowest of the decade. This is almost half the number in 2005, the peak year of the decade.

Floods remain the most frequent natural disasters, with 149 of them reported from different parts of the world. 44.2% of all the natural disasters reported last year were floods. At 31.5%, storms were the second most frequent. But the total number of storms in 2013 was 106, which was slightly higher than the decade's average. Together, they constitute 75.7% of the total number of reported disasters in 2013. Earthquake and tsunamis follow at 8.3% with 28 incidents. At 5%, extreme temperatures are the next most frequently reported disaster type. There were only 17 such instances reported the past year. Forest fires and volcanic eruptions constitute the least number of disasters at 3% and 0.9%, respectively. The year recorded 10 forest fires, whereas only three volcanic eruptions were reported.

In the case of technological disasters, industrial accidents are surprisingly the least in spite of poor working conditions and other occupational hazards. They constitute only 13% of the reported cases. With 136 incidents, the most alarming cause of damage is due to transport accidents, amounting to 70.8% of the total number. The remaining were miscellaneous accidents.

Chapter 12: Earth Day

Listening Junction

Sashika - Hi, my name is Sashika, and I come from Sri Lanka. In my opinion, we should concentrate on recycling. Given the power, I would make a law stating everyone has to recycle. All biodegradable and non-biodegradable waste should be segregated and disposed accordingly.

Stuti - Hi, my name is Stuti. I live in Delhi. The citizens of my city have to be very careful about the pollution in the air. If I were given the right to make laws, I would do something to reduce air pollution. How can one live like this and breathe this kind of air? I would do something to reduce the number of vehicles plying on the roads and also ask factories to filter the smoke they release into the air.

Emal - My name is Emal, and I come from Japan. I think we waste a lot of paper. Paper comes from trees. Forest areas are being cleared off at an alarming rate. I would do something about this. I would punish anyone for cutting trees and damaging forests.

Susan - My name is Susan, and I come from England. I am concerned about the endangered species of animals. How can humans kill speechless innocent animals to satisfy their own greed? I would make strict laws to save animals.

Shazia - I am Shazia, and I come from Bangladesh. I think we should control our needs and reduce our usage, whether that means using less water or less fossil fuels and anything that harms the environment. Humans have a terrible habit of taking more than what they need and wasting it. I would make the citizens of my country aware about the affects of depleting resources. That would be my mantra.