

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

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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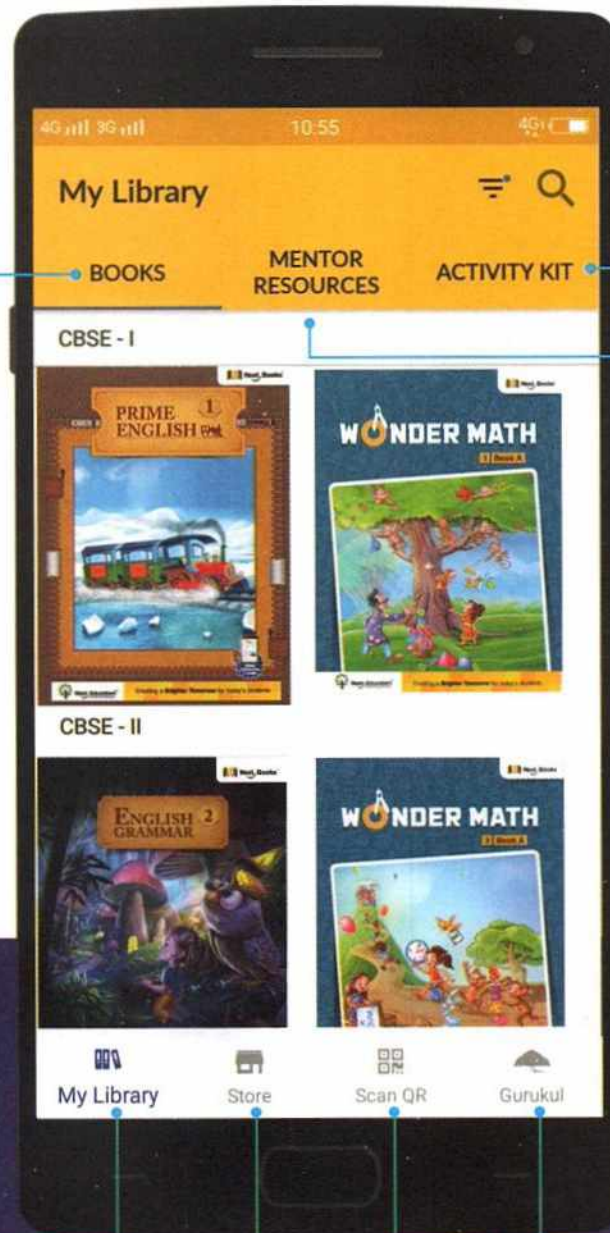


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Theme	Chapter	Reading	Vocabulary	Pronunciation	Grammar	Speaking	Listening	Writing
Growing Up	The Velveteen Rabbit	Factual, inferential and extrapolative comprehension	Compound words	Silent letters	Dependent prepositions	Expressing feelings	Listening to write a summary	Writing a short story
	It Was Long Ago	Factual, inferential and extrapolative comprehension	Onomatopoeia	Syllables	<ul style="list-style-type: none"> Definite article - 'the' Empty subjects - 'it' and 'there' 	Describing pictures	Listening to paraphrase	Descriptive writing
Humour	A Question of Grammar	Factual, inferential and extrapolative comprehension	Determining the meaning of words using contextual clues	Sentence stress	Adverbial clauses with conjunctions (purpose, result, time, condition)	Conducting an interview	Listening for gist	Personal narrative
	Macavity: The Mystery Cat	Factual, inferential and extrapolative comprehension	Alliteration and assonance	Contractions	Nominalisation	Presenting a crime report	Listening to identify	Newspaper report
Human Spirit	Desiree's Baby	Factual, inferential and extrapolative comprehension	Metaphor and simile	Intonation	Adverbs of probability	Sharing experiences	Listening for specific information	Character analysis
	On Quitting	Factual, inferential and extrapolative comprehension	Homonyms	Connected speech	Reflexive pronouns	Speaking to persuade	Listening for directions	Informal letter

Theme	Chapter	Reading	Vocabulary	Pronunciation	Grammar	Speaking	Listening	Writing
Culture and Society	Cranes for Sadako	Factual, inferential and extrapolative comprehension	Homophones	Plosives (voiced and voiceless)	Relative clause	Argumentative speech	Listening for keywords	Writing an Email
	The Chimney Sweeper	Factual, inferential and extrapolative comprehension	Homographs	Schwa sound	Reported speech	Discussing in groups	Listening and editing	Writing a diary entry
Science	The Time Machine	Factual, inferential and extrapolative comprehension	Vivid verbs and adjectives	Word stress - recap	Compound and complex sentences	Reporting	Listening to announcements and noting down information	Writing a magazine article
	Springing to Action	Factual, inferential and extrapolative comprehension	Polysemous words	Past tense markers/plural markers	Active and passive voice	Speech on an invention	Listening to identify	Writing a poem
Earth	Earth Hour	Factual, inferential and extrapolative comprehension	Commonly confused words	Commonly mispronounced words	Sentence Analysis	Role playing	Listening to identify correct spellings	Summarising and paraphrasing
	'Twas the Night	Factual, inferential and extrapolative comprehension	Foreign language words used in English	Fricatives (voiced and voiceless)	Editing and proofreading	Expressing emotions by using exclamatory sentences	Listening and sequencing information	Writing a scientific article

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Life Skills-based Projects

Term	Theme	Activity	Life Skills
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2	Human Spirit	Speech on courage	Self Awareness

Multiple Intelligences-based Projects

Term	Theme	Activity	Life Skills
1	Humour	Write a Limerick	Verbal-linguistic, Musical
2	Earth	Project Work	Verbal-linguistic, Naturalistic, Interpersonal, Logical-analytical







Author note

Margery Williams (1881–1944), born in London, England, was an English American author, primarily of popular children's books. A professional writer since the age of 19, she achieved lasting fame at 41 with the publication of the classic that is her best-known work, *The Velveteen Rabbit*.



Get Set



Have you ever had a toy that you loved like a friend? Did it have a name? Why was the toy important to you? How would you have felt if the toy had been lost or taken away from you?

Imagine your favourite toy could speak. What do you think it would say to you? Draw your favourite toy and write about its feelings.



Reading Junction

Let us read a story about a stuffed rabbit whose dream to become real came true through the true love of his owner.

There was once a **velveteen** rabbit, and in the beginning he was really splendid. He was fat and bunched, as a rabbit should be; his coat was spotted brown and white, he had real thread whiskers, and his ears were lined with pink sateen. On Christmas morning, when he sat wedged in the top of the Boy's stocking, with a sprig of holly between his paws, the effect was charming.

There were other things in the stocking, nuts and oranges and a toy engine, and chocolate almonds and a clockwork mouse, but the Rabbit was quite the best of all. For at least two hours the Boy loved him, and then Aunts and Uncles came to dinner, and there was a great rustling of tissue paper and unwrapping

velveteen: cotton fabric resembling velvet



of parcels, and in the excitement of looking at all the new presents the Velveteen Rabbit was forgotten.

For a long time he lived in the toy cupboard or on the nursery floor, and no one thought very much about him. He was naturally shy, and being only made of velveteen, some of the more expensive toys quite **snubbed** him. The mechanical toys were very superior, and looked down upon everyone else; they were full of modern ideas, and pretended they were real. The model boat, who had lived through two seasons and lost most of his paint, caught the tone from them and never missed an opportunity of referring to his **rigging** in technical terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed; he thought they were all stuffed with sawdust like himself, and he understood that sawdust was quite out-of-date and should never be mentioned in modern circles. Even Timothy, the jointed wooden lion, who was made by the disabled soldiers, and should have had broader views, put on airs and pretended he was connected with Government. Between them all the poor little Rabbit was made to feel himself very insignificant and **commonplace**, and the only person who was kind to him at all was the Skin Horse.

The Skin Horse had lived longer in the nursery than any of the others. He was so old that his brown coat was bald in patches and showed the seams underneath, and most of the hairs in his tail had been pulled out to string bead necklaces.

He was wise, for he had seen a long succession of mechanical toys arrive to boast and **swagger**, and by-and-by break their



mainsprings and pass away, and he knew that they were only toys, and would never turn into anything else. For nursery magic is very strange and wonderful, and only those playthings that are old and wise and experienced like the Skin Horse understand all about it.

What does the author mean by 'nursery magic'?



'What is REAL?' asked the Rabbit one day, when they were lying side by side near the nursery **fender**, before Nana came to tidy the room. 'Does it mean having things that buzz inside you and a stick-out handle?'

'Real isn't how you are made,' said the Skin Horse. 'It's a thing that happens to you. When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become Real.'

snubbed: ignored or rebuffed

rigging: the ropes and wires supporting the structure of a ship

commonplace: ordinary

swagger: behave in a confident and arrogant way

fender: a low frame bordering of a fireplace to prevent burning coals from falling out

‘Does it hurt?’ asked the Rabbit.

‘Sometimes,’ said the Skin Horse, for he was always truthful. ‘When you are Real you don’t mind being hurt.’

‘Does it happen all at once, like being wound up,’ he asked, ‘or bit by bit?’

‘It doesn’t happen all at once,’ said the Skin Horse. ‘You become. It takes a long time. That’s why it doesn’t often happen to people who break easily, or have sharp edges, or who have to be carefully kept. Generally, by the time you are Real, most of your hair has been loved off and your eyes drop out and you get loose in the joints and very **shabby**. But these things don’t matter at all, because once you are Real you can’t be ugly, except to people who don’t understand.’

‘I suppose you are Real?’ said the Rabbit. And then he wished he had not said it, for he thought the Skin Horse might be sensitive. But the Skin Horse only smiled.

‘The Boy’s Uncle made me Real,’ he said. ‘That was a great many years ago; but once you are Real you can’t become unreal again. It lasts for always.’ The Rabbit sighed. He thought it would be a long time before this magic called Real happened to him. He longed to become Real, to know what it felt like; and yet the idea of growing shabby and losing his eyes and whiskers was rather sad. He wished that he could become it without these uncomfortable things happening to him.

There was a person called Nana who ruled the nursery. Sometimes she took no notice of the playthings lying about, and sometimes, for no reason whatever, she went swooping about like a great wind and **hustled** them away in cupboards. She called this ‘tidying up,’ and

the playthings all hated it, especially the tin ones. The Rabbit didn’t mind it so much, for wherever he was thrown he came down soft.

Why do you think the playthings didn’t like being tidied up?



One evening, when the Boy was going to bed, he couldn’t find the china dog that always slept with him. Nana was in a hurry, and it was too much trouble to hunt for china dogs at bedtime, so she simply looked about her, and seeing that the toy cupboard door stood open, she made a swoop.

‘Here,’ she said, ‘take your old Bunny! He’ll do to sleep with you!’ And she dragged the Rabbit out by one ear, and put him into the Boy’s arms. That night, and for many nights after, the Velveteen Rabbit slept in the Boy’s bed. At first he found it rather uncomfortable, for the Boy hugged him very tight, and sometimes he rolled over on him, and sometimes he pushed him so far under the pillow that the Rabbit could scarcely breathe. And he missed, too, those long moonlight hours in the nursery, when all the house was silent, and his talks with the Skin Horse. But very soon he grew to like it, for the Boy used to talk to him, and made nice tunnels for him under the bedclothes that he said were like the burrows the real rabbits lived in. And they had splendid games together, in whispers, when Nana had gone away to her supper and left the nightlight burning on the mantelpiece. And when the Boy dropped off to sleep, the Rabbit would snuggle down close under his

shabby: untidy, in poor condition

hustled: pushed roughly

little warm chin and dream, with the Boy's hands clasped close round him all night long. And so time went on, and the little Rabbit was very happy—so happy that he never noticed how his beautiful velveteen fur was getting shabbier and shabbier, and his tail coming unsewn, and all the pink rubbed off his nose where the Boy had kissed him. Spring came, and they had long days in the garden, for wherever the Boy went the Rabbit went too. He had rides in the wheelbarrow, and picnics on the grass, and lovely fairy huts built for him under the raspberry canes behind the flower border. And once, when the Boy was called away suddenly to go out to tea, the Rabbit was left out on the lawn until long after dusk, and Nana had to come and look for him with the candle because the Boy couldn't go to sleep unless he was there. He was wet through with the dew and quite earthy from diving into the burrows the Boy had made for him in the flower bed, and Nana grumbled as she rubbed him off with a corner of her apron. 'You must have your old Bunny!' she said. 'Fancy all that fuss for a toy!' The Boy sat up in bed and stretched out his hands.



'Give me my Bunny!' he said. 'You mustn't say that. He isn't a toy. He's REAL!'

When the little Rabbit heard that he was happy, for he knew that what the Skin Horse had said was true at last. The nursery magic had happened to him, and he was a toy no longer. He was Real. The Boy himself had said it.

That night he was almost too happy to sleep, and so much love stirred in his little sawdust heart that it almost burst. And into his boot-button eyes, that had long ago lost their polish, there came a look of wisdom and beauty, so that even Nana noticed it next morning when she picked him up, and said, 'I declare if that old Bunny hasn't got quite a knowing expression!'

That was a wonderful Summer! Near the house where they lived there was a wood, and in the long June evenings the Boy liked to go there after tea to play. He took the Velveteen Rabbit with him, and before he wandered off to pick flowers, or play at brigands among the trees, he always made the Rabbit a little nest somewhere among the bracken, where he would be quite cosy, for he was a kind-hearted little boy and he liked Bunny to be comfortable. One evening, while the Rabbit was lying there alone, watching the ants that ran to and fro between his velvet paws in the grass, he saw two strange beings creep out of the tall bracken near him.

Do you think the Rabbit really turned into a living rabbit?



clasped: held tightly

bracken: a tall coarse fern plant

They were rabbits like himself, but quite furry and brand-new. They must have been very well made, for their seams didn't show at all, and they changed shape in a **queer** way when they moved; one minute they were long and thin and the next minute fat and bunched, instead of always staying the same like he did. Their feet padded softly on the ground, and they crept quite close to him, twitching their noses, while the Rabbit stared hard to see which side the clockwork stuck out, for he knew that people who jump generally have something to wind them up. But he couldn't see it. They were evidently a new kind of rabbit altogether.

They stared at him, and the little Rabbit stared back. And all the time their noses twitched.

'Why don't you get up and play with us?' one of them asked.

'I don't feel like it,' said the Rabbit, for he didn't want to explain that he had no clockwork.

'Ho!' said the furry rabbit. 'It's as easy as anything.' And he gave a big hop sideways and stood on his hind legs.

'I don't believe you can!' he said.

'I can!' said the little Rabbit. 'I can jump higher than anything!'

He meant when the Boy threw him, but of course he didn't want to say so.

'Can you hop on your hind legs?' asked the furry rabbit.

That was a dreadful question, for the Velveteen Rabbit had no hind legs at all! The back of him was made all in one piece, like a pincushion. He sat still in the bracken, and hoped that the other rabbits wouldn't notice.

'I don't want to!' he said again.

But the wild rabbits have very sharp eyes. And this one stretched out his neck and looked.

'He hasn't got any hind legs!' he called out.

'Fancy a rabbit without any hind legs!' And he began to laugh.

'I have!' cried the little Rabbit. 'I have got hind legs! I am sitting on them!'

'Then stretch them out and show me, like this!' said the wild rabbit. And he began to whirl round and dance, till the little Rabbit got quite dizzy.

'I don't like dancing,' he said. 'I'd rather sit still!' But all the while he was longing to dance, for a funny new tickly feeling ran through him, and he felt he would give anything in the world to be able to jump about like these rabbits did.

The strange rabbit stopped dancing, and came quite close. He came so close this time that his long whiskers brushed the Velveteen Rabbit's ear, and then he wrinkled his nose suddenly and flattened his ears and jumped backwards.

'He doesn't smell right!' he exclaimed. 'He isn't a rabbit at all! He isn't real!'

Why do you think the Rabbit lied about his hind legs?



'I am Real!' said the little Rabbit, 'I am Real! The Boy said so!' And he nearly began to cry.

Just then there was a sound of footsteps, and the Boy ran past near them, and with a stamp of feet and a flash of white tails the two strange rabbits disappeared.

'Come back and play with me!' called the little Rabbit.

queer: strange

'Oh, do come back! I know I am Real!'

But there was no answer, only the little ants ran to and fro, and the bracken swayed gently where the two strangers had passed. The Velveteen Rabbit was all alone.

'Oh, dear!' he thought. 'Why did they run away like that? Why couldn't they stop and talk to me?' For a long time he lay very still, watching the bracken, and hoping that they would come back. But they never returned, and presently the sun sank lower and the little white moths fluttered out, and the Boy came and carried him home.

Weeks passed, and the little Rabbit grew very old and shabby, but the Boy loved him just as much. He loved him so hard that he loved all his whiskers off, and the pink lining to his ears turned grey, and his brown spots faded. He even began to lose his shape, and he scarcely looked like a rabbit any more, except to the Boy. To him he was always beautiful, and that was all that the little Rabbit cared about. He didn't mind how he looked to other people, because the nursery magic had made him Real, and when you are Real shabbiness doesn't matter.

And then, one day, the Boy was ill.



His face grew very flushed, and he talked in his sleep, and his little body was so hot that it burned the Rabbit when he held him close. Strange people came and went in the nursery, and a light burned all night, and through it all the little Velveteen Rabbit lay there, hidden from sight under the bedclothes, and he never stirred, for he was afraid that if they found him someone might take him away, and he knew that the Boy needed him. It was a long weary time, for the Boy was too ill to play, and the little Rabbit found it rather dull with nothing to do all day long. But he snuggled down patiently, and looked forward to the time when the Boy should be well again, and they would go out in the garden amongst the flowers and the butterflies and play splendid games in the raspberry thicket like they used to. All sorts of delightful things he planned, and while the Boy lay half asleep he crept up close to the pillow and whispered them in his ear. And presently the fever turned, and the Boy got better. He was able to sit up in bed and look at picture books, while the little Rabbit cuddled close at his side. And one day, they let him get up and dress.

How did the Rabbit behave during the Boy's illness?



It was a bright, sunny morning, and the windows stood wide open. They had carried the Boy out on to the balcony, wrapped in a shawl, and the little Rabbit lay tangled up among the bedclothes, thinking.

The Boy was going to the seaside tomorrow. Everything was arranged, and now it only remained to carry out the doctor's orders. They talked about it all, while the little Rabbit lay under the bedclothes, with just his head

peeping out, and listened. The room was to be disinfected, and all the books and toys that the Boy had played with in bed must be burnt.

Why did the doctor order everything that the Boy had played with to be burnt?



‘Hurrah!’ thought the little Rabbit. ‘Tomorrow we shall go to the seaside!’ For the Boy had often talked of the seaside, and he wanted very much to see the big waves coming in, and the tiny crabs, and the sand castles. Just then Nana caught sight of him.

‘How about his old Bunny?’ she asked.

‘That?’ said the doctor. ‘Why, it’s a mass of scarlet fever germs!—Burn it at once. What? Nonsense! Get him a new one. He mustn’t have that any more!’

And so the little Rabbit was put into a sack with the old picture-books and a lot of rubbish, and carried out to the end of the garden behind the **fowl-house**. That was a fine place to make a bonfire, only the gardener was too busy just then to attend to it. He had the potatoes to dig and the green peas to gather, but next morning he promised to come quite early and burn the whole lot.

That night the Boy slept in a different bedroom, and he had a new bunny to sleep with him. It was a splendid bunny, all white plush with real glass eyes, but the Boy was too excited to care very much about it. For tomorrow he was going to the seaside, and that in itself was such a wonderful thing that he could think of nothing else.

And while the Boy was asleep, dreaming of the seaside, the little Rabbit lay among the old

picture-books in the corner behind the fowl-house, and he felt very lonely. The sack had been left untied, and so by wriggling a bit he was able to get his head through the opening and look out. He was shivering a little, for he had always been used to sleeping in a proper bed, and by this time his coat had worn so thin and **threadbare** from hugging that it was no longer any protection to him. Near by he could see the thicket of raspberry canes, growing tall and close like a tropical jungle, in whose shadow he had played with the Boy on bygone mornings. He thought of those long sunlit hours in the garden—how happy they were—and a great sadness came over him. He seemed to see them all pass before him, each more beautiful than the other, the fairy huts in the flower-bed, the quiet evenings in the wood when he lay in the bracken and the little ants ran over his paws; the wonderful day when he first knew that he was Real. He thought of the Skin Horse, so wise and gentle, and all that he had told him. Of what use was it to be loved and lose one’s beauty and become Real if it all ended like this? And a tear, a real tear, trickled down his little shabby velvet nose and fell to the ground.

And then a strange thing happened. For where the tear had fallen a flower grew out of the ground, a mysterious flower, not at all like any that grew in the garden. It had slender green leaves the colour of emeralds, and in the centre of the leaves a blossom like a golden cup. It was so beautiful that the little Rabbit forgot to cry, and just lay there watching it.

fowl-house: a place to keep domesticated birds such as chicken and ducks

threadbare: thin and tattered

And presently the blossom opened, and out of it there stepped a fairy.

She was quite the loveliest fairy in the whole world. Her dress was of pearl and dewdrops, and there were flowers round her neck and in her hair, and her face was like the most perfect flower of all. And she came close to the little Rabbit and gathered him up in her arms and kissed him on his velveteen nose that was all damp from crying.

‘Little Rabbit,’ she said, ‘don’t you know who I am?’

The Rabbit looked up at her, and it seemed to him that he had seen her face before, but he couldn’t think where. ‘I am the nursery magic Fairy,’ She said. ‘I take care of all the playthings that the children have loved. When they are old and worn out and the children don’t need them any more, then I come and take them away with me and turn them into Real.’

‘Wasn’t I Real before?’ asked the little Rabbit.

‘You were Real to the Boy,’ the Fairy said, ‘because he loved you. Now you shall be real to everyone.’ And she held the little Rabbit close in her arms and flew with him into the wood.

It was light now, for the moon had risen. All the forest was beautiful, and the **fronds** of the bracken shone like frosted silver. In the open glade between the tree-trunks the wild rabbits danced with their shadows on the velvet grass, but when they saw the Fairy they all stopped dancing and stood round in a ring to stare at her.

‘I’ve brought you a new playfellow,’ the Fairy said. ‘You must be very kind to him and teach

him all he needs to know in Rabbitland, for he is going to live with you for ever and ever!’

And she kissed the little Rabbit again and put him down on the grass.

‘Run and play, little Rabbit!’ she said.

But the little Rabbit sat quite still for a moment and never moved. For when he saw all the wild rabbits dancing around him he suddenly remembered about his hind legs, and he didn’t want them to see that he was made all in one piece. He did not know that when the Fairy kissed him that last time she had changed him altogether. And he might have sat there a long time, too shy to move, if just then something hadn’t tickled his nose, and before he thought what he was doing he lifted his hind toe to scratch it.

And he found that he actually had hind legs! Instead of **dingy** velveteen he had brown fur, soft and shiny, his ears twitched by themselves, and his whiskers were so long that they brushed the grass. He gave one leap and the joy of using those hind legs was so great that he went springing about the **turf** on them, jumping sideways and whirling round as the others did, and he grew so excited that when at last he did stop to look for the Fairy she had gone.

He was a Real Rabbit at last, at home with the other rabbits.

Autumn passed and Winter, and in the Spring, when the days grew warm and sunny,

fronds: the leaf parts of a plant like a fern

dingy: gloomy and drab

turf: a patch of ground

the Boy went out to play in the wood behind the house. And while he was playing, two rabbits crept out from the bracken and peeped at him. One of them was brown all over, but the other had strange markings under his fur, as though long ago he had been spotted, and the spots still showed through. And about his little soft nose and his round black eyes

there was something familiar, so that the Boy thought to himself:

‘Why, he looks just like my old Bunny that was lost when I had scarlet fever!’

But he never knew that it really was his own Bunny, come back to look at the child who had first helped him to be Real.

– Margery Williams



Get Going

- A. Let us find the answers from the story.
1. Describe how the Rabbit looked at the beginning of the story.
 2. What other things were kept in the stocking besides the Rabbit?
 3. Name the only ‘person’ in the nursery who was kind to the Rabbit.
 4. Describe the Skin Horse. How was he different from the other toys?
 5. Who was Nana? What was her job?

6. Where did the boy go after he recovered from his illness?
7. How did the Rabbit end up in the pile of things to be burnt?
8. What kind of a dress was the nursery magic fairy wearing?
9. Match the following.

Model Boat	jointed lion
Timothy	pretended he was connected with the government
Mechanical Toys	made by disabled soldiers
Skin Horse	referred to its rigging in technical terms
	full of modern ideas
	old, wise and experienced
	most of the hair strands in his tail had been pulled out to string bead necklaces
	had lived through two seasons

B. Let us read between the lines.

1. Why was the Rabbit forgotten for some time after he was brought to the nursery?
2. Explain the statement, 'When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become Real.'
3. Why wasn't the Rabbit worried about becoming shabby?
4. How did the Boy's illness affect the Rabbit?
5. Why did the Rabbit not want to show the real rabbits that he did not have hind legs?

C. Let us go beyond the story.

The mechanical toys snubbed the Velveteen Rabbit and made him feel inferior. How would you have felt if you had been in the Rabbit's place? What would you have done?



Vocabulary Junction

Read these sentences from the story.

The Rabbit could not claim to be a model of **anything**, for he didn't know that real rabbits existed; he thought they were all stuffed with **sawdust** like himself, and he understood that **sawdust** was quite out-of-date and should never be mentioned in modern circles ... Between

them all the poor little Rabbit was made to feel himself very insignificant and **commonplace**, and the only person who was kind to him at all was the Skin Horse.

Notice the words in bold.

They have something in common. They are formed by joining two smaller words. Such words are called compound words.

Compound words are formed when two or more words are put together to form a new word.

A compound word has its own meaning, which is different from the individual words that form it. However, the knowledge of the individual words may often be helpful in predicting the meaning of the new word. Compound words are of three types.

1. Closed compound words
2. Open compound words
3. Hyphenated compound words

Closed compound words are formed when two words are joined. They don't have a space between them.

Example: moon + light = moonlight

Open compound words have a space between the joining words. But they are read together as a unit and act as a single word.

Example: ice + cream = ice cream

Hyphenated compound words are connected by a hyphen.

Example: send + off = send-off

Compound words are, for the most part, nouns, adjectives and verbs.

Let's look at some examples of compound words.

Closed	Open	Hyphenated
timeline	oven glove	passer-by
sunset	middle class	check-in
toothache	full moon	runner-up
bookmark	steering wheel	deep-fried
drawback	real estate	up-to-date
lookout	washing machine	part-time
rainfall	water tank	warm-up

1. Underline the compound words in these sentences, if any.
 - (a) Without him around, our country would struggle for leadership.
 - (b) The lack of lifeboats was the tragedy of the situation.
 - (c) Eve-teasing is a grave offense.
 - (d) Learning is a lifelong journey.
 - (e) He is the new editor-in-chief of the newspaper.

2. Fill in the blanks with suitable options to complete the sentences.
 - (a) Let's meet once a week to _____ and get some good ideas.
 - i) brainthunder
 - ii) brainrain
 - iii) brainstorm
 - (b) He turned the _____ to open the door.
 - i) doormat
 - ii) doorbulb
 - iii) doorknob
 - (c) You have to take the _____ to reach there faster.
 - i) lowway
 - ii) highway
 - iii) high tide
 - (d) The detective used the _____ to identify the criminal.
 - i) fingerprint
 - ii) fingerprint
 - iii) fingerlines
 - (e) Do you have anything special planned for the _____?
 - i) weekend
 - ii) startweek
 - iii) weekfinish



Pronunciation Junction

Read these sentences from the story.

There was once a velveteen rabbit, and in the beginning he was really splendid. He was fat and bunched, as a rabbit should be; his coat was spotted brown and **white**, he had real thread **whiskers**, and his ears were lined with pink sateen. On **Christmas** morning, when he sat **wedged** in the top of the Boy's stocking, with a sprig of holly between his paws, the effect was charming.

Read out the words in bold. These words have certain letters that are not pronounced. Let us take a closer look.

white

whiskers

Christmas

wedged

The underlined letters in these words are not pronounced. These are called silent letters.

A **silent letter** in a particular word does not correspond to any sound in the word's pronunciation. In other words, this particular letter is not pronounced when pronouncing the word.

Let's look at some examples.

silent b	aplomb	bomb	climb	comb	crumb
silent c	muscle	acquire	black	scissors	scenery
silent d	handkerchief	handsome	sandwich	Wednesday	adjust
silent h	exhibition	heir	ghost	spaghetti	rhyme
silent k	knee	knife	knit	knock	knowledge
silent l	almond	calm	could	half	stalk
silent n	autumn	condemn	damn	hymn	solemn
silent o	chocolate	colonel	people	leopard	jeopardy
silent p	cupboard	pneumonia	psalm	psychiatry	receipt
silent s	island	aisle	debris	bourgeois	isle
silent t	castle	whistle	wrestle	depot	mortgage
silent w	acknowledge	sword	two	whole	write

Underline the words with silent letters. Circle the silent letters.

1. I have posted the letter that you wrote.
2. Please share the knitting pattern of this sweater.
3. Every day we take a walk around the block with the dog.
4. If you need anything, just whistle.
5. Could you please help me with my homework?
6. He understands every subtle hint I give him.
7. Be sure to check your answers before you submit your paper.
8. If you listen closely, you can hear the birds chirping.
9. I love picking raspberries when I am free.
10. My favourite season is autumn.



Grammar Junction

Read these sentences from the story.

There was a person called Nana who ruled the nursery. Sometimes she took no notice of the playthings **lying about**, and sometimes, for no reason whatever, she went **swooping about**

like a great wind and hustled them away in cupboards. She called this ‘tidying up,’ and the playthings all hated it, especially the tin ones.

Observe the phrases in bold. They have verbs followed by prepositions.

Certain verbs, adjectives and nouns naturally take certain prepositions when placed in a sentence. These prepositions are called **dependent prepositions**.

The prepositions are called dependent because their choice depends on the particular word that they follow and its meaning.

*For example, you object **to** (something), believe **in** (something), be concerned **about** (something).*

There are no fixed rules that can help you decide which dependent preposition should be used with which words.

Let’s look at some examples of dependent prepositions in sentences.

Adjectives + prepositions

*I am **afraid of** spiders.*

*This fruit is **similar to** the one you ate yesterday.*

Verbs + prepositions

*She **believes in** God.*

*I don’t **approve of** your language.*

Nouns + prepositions

*There is **room for** one more person here.*

*What is the **solution to** this problem?*

Verb + Preposition	Adjective + Preposition	Noun + Preposition
agree with	ashamed of	reason for
congratulate on	interested in	connection between
allow for	attached to	cruelty towards
excel at	aware of	decrease in
apply for	delighted at/about	delay in
care for	dissatisfied with	difference between/of

Verb + Preposition	Adjective + Preposition	Noun + Preposition
argue with/about	enthusiastic about	difficulty in/with
attend to	envious of	disadvantage of
listen to	fond of	reaction to
joke about	good at	result of
pay for	pleased with	trouble with
wish for	proud of	preference for

1. Tick (✓) the sentences that have dependent prepositions.

- (a) That box is not suitable for this gift.
- (b) Take this blanket and cover yourself.
- (c) We are pleased with your son's progress.
- (d) She will surely come today.
- (e) This is not an appropriate song.
- (f) I am grateful to you for helping me.

2. Fill in the blanks with correct options.

- (a) I am becoming accustomed _____ (to/for) these interruptions.
- (b) There has been an increase _____ (in/on) the number of tigers.
- (c) He had to pay _____ (for/with) all the vases that he accidentally broke.
- (d) The fame she achieved was the result _____ (for/of) all her hard work and perseverance.
- (e) She took some time off work to care _____ (to/for) her daughter.



Speaking Junction

The nursery magic fairy makes the Rabbit real. He is very happy in his new home after this transformation. The animals of the forest have gathered to welcome him, and he has been asked to give a short speech about his life before and after the transformation and what it means to be real. Here is what the Rabbit says in his speech.



First of all, I would like to thank everyone for warmly accepting me here and inviting me to share my feelings and experiences. The nursery magic fairy has made me real. But I became real for a little boy much before that. He loved me a lot. He didn't think of me as just a toy. He took me to bed every night and hugged me tight as he fell asleep.

I went with him to play outdoors. We were always together. He found a friend in me and shared all his thoughts with me. I was fortunate to have someone love me like that. My friend in the nursery, the wise Skin Horse, told me that when someone loved you like that, you became real. And that was what happened. After my transformation, I have found a new group of friends to love and play with.

I love the way it feels to be real: to be able to move, play and eat on your own. I still go to the edge of the forest now and then to see the little boy sitting under a tree or playing. It gives me a great deal of satisfaction to see him. I hope he grows up to be a fine young man. Thank you.

Prepare a short speech expressing your thoughts about an event which had a huge impact on you. It could be an academic achievement or any memorable experience. Use feeling words to talk about it. Mention why the event was so significant to you.



Listening Junction

You will hear a conversation between the Rabbit and the Fairy. Listen to it carefully and write a summary including the main points.



Writing Junction

A short story is a fictional prose narrative that is shorter than a novel. The Velveteen Rabbit is an example of a short story that uses the element of magic in its plot.

The essential elements of a short story are the following.

1. **Plot:** Plot is the sequence of events in a story. Try to make your plot interesting and eventful.
2. **Characters:** Develop a central character and other supporting characters.
3. **Setting:** Mention the time, location, context and atmosphere in which the events occur.
4. **Style:** Use descriptive and narrative style of writing.

Write a short story in which magic plays an important role. There should be at least one central character who goes through some kind of magical transformation in the story.



Author note

Eleanor Farjeon (1881–1965) was born in London and was educated privately. She hailed from a family of authors. Her father, Benjamin Farjeon, was a famous novelist and her two younger brothers were writers as well. She started off by writing children's stories and fantasy stories but soon became popular among both children and adults. She is most popularly known for the children's hymn, *Morning has Broken*. Her other notable works include *Martin Pippin in the Apple Orchard*, *The Little Bookroom* and the autobiography, *A Nursery in the Nineties*. She was awarded the Carnegie Medal and the Hans Christian Andersen Medal.



Get Set

What is the earliest memory you have of your childhood? Describe everything you remember about it. Why do you think this particular memory is still fresh in your mind?



Reading Junction

Let us read a poem about a fond childhood memory.

I'll tell you, shall I, something I remember?
 Something that still means a great deal to me.
 It was long ago.

A dusty road in summer I remember,
 A mountain, and an old house, and a tree
 That stood, you know,



Behind the house. An old woman I remember
In a red shawl with a grey cat on her knee
Humming under a tree.

She seemed the oldest thing I can remember.
But then perhaps I was not more than three.
It was long ago.

I dragged on the dusty road, and I remember
How the old woman looked over the fence at me
And seemed to know

How it felt to be three, and called out, I remember
'Do you like **bilberries** and cream for tea?'

I went under the tree.

And while she **hummed**, and the cat purred, I remember
How she filled a saucer with berries and cream for me
So long ago.

What state of mind do
you think the old woman
was in?



bilberries: a small dark blue edible fruit
hummed: sang softly to herself



Such berries and such cream as I remember
I never had seen before, and never see
Today, you know.

And that is almost all I can remember,
The house, the mountain, the gray cat on her knee,
Her red shawl, and the tree,

And the taste of the berries, the feel of the sun I remember,
And the smell of everything that used to be
So long ago,

Till the heat on the road outside again I remember
And how the long dusty road seemed to have for me
No end, you know.

That is the **farthest** thing I can remember.
It won't mean much to you. It does to me.
Then I grew up, you see.

farthest: at the greatest distance

— Eleanor Farjeon



Get Going

- A. Let us find the answers from the poem.
 1. How old was the speaker at the time of the event described in the poem?
 2. What was the speaker doing when she saw the old woman?
 3. Where was the old woman sitting? What did she invite the speaker for?
 4. List the things the speaker remembers.
- B. Let us read between the lines.
 1. Why does the speaker say that the old woman seemed to know what it meant to be three?
 2. What words are repeated throughout the poem in every stanza? What is the significance of this repetition?
 3. Explain the significance of the last line.
- C. Let us go beyond the poem.
 1. Why do you think this incident means a great deal to the speaker?
 2. What is the 'farthest thing' you can remember?
 3. Imagine and write a conversation between the speaker and the old woman.





Read these lines from the poem.

And while she **hummed**, and the cat **purred**, I remember
 How she filled a saucer with berries and cream for me
 So long ago.

What is special about the words in bold? These words name a sound. The word **hum** sounds like the action it names. The word **purr** sounds like the sound that a cat makes.

The use of words that sound like the action or the object they describe is known as **onomatopoeia**. Such words are called onomatopoeic words.

Let us look at some more examples of such words.

Animal Sound	Collision Sound	Water Sound	Other
oink	bam/boom	splash	flutter/flap
purr	bang	drip	whoosh
meow	clang	squirt	whisper
bow wow	clatter	drizzle	fizz
neigh	clink	plop	creak
chirp/tweet	click	squelch	honk
moo	ding	Words Related to Voice	tick-tock
buzz	jingle	gurgle	crunch
baa	screech	mumble	snap
quack	slap	murmur	ring
hiss	thud	bawl	tinkle
squeak	thump	chatter	pow
growl/roar	twang	giggle	vroom

1. Underline the onomatopoeic words in these sentences.
 - (a) She snapped her fingers and a cat appeared.
 - (b) The waiter plopped a scoop of ice cream on his plate.
 - (c) The pigeon was cooing all day.
 - (d) The kid started crying when Pooja popped his balloon.
 - (e) It's such a joy to get up in the morning and sniff the fresh air carrying the fragrance of these flowers.

2. Tick (✓) the correct options to complete the sentences.
 - (a) He took off so fast that his car's tyres _____ (*screeched/whispered*) in protest.
 - (b) In the movie, the hero _____ (*roars/zaps*) the alien with his laser gun.
 - (c) All the dishes fell on the floor with a loud _____ (*drip/clatter*).
 - (d) He counted his blessings as the bullets _____ (*banged/whizzed*) past his ear.
 - (e) It's good to _____ (*gargle/dabble*) with salt water when you have a sore throat.

3. Write a short story that contains at least three onomatopoeic words. You can make up a new onomatopoeic word that imitates the sound it names.



Pronunciation Junction

Read these lines from the poem.

... A mountain, and an old house, and a **tree**
 ... So long **ago**.
 ... Such berries and such cream as I **remember** ...

Look at the words in bold.

tree ago (a-go) remember (re-mem-ber)

When you read the second and the third word, read it in the manner suggested in brackets. Each segment of the words is a syllable.

A **syllable** is a word or a part of a word containing a vowel sound.

The word **tree** has one syllable. The word **ago** has two syllables. The word **remember** has three syllables.

Breaking a word down to its syllables helps us remember, especially if the word is big.

Let's look at some examples of syllables in words.

Word with One Syllable	Word with Two Syllables	Word with Three Syllables	Word with Four Syllables
we	win-dow	to-ma-to	wa-ter-me-lon
boat	tea-cher	e-quip-ment	he-li-cop-ter
cream	be-rries	bi-cy-cle	Ja-nu-a-ry
mean	far-thest	te-le-phone	pre-po-si-tion
gray	moun-tain	com-pu-ter	li-te-ra-ture
felt	al-most	la-dy-bug	A-me-ri-ca

Count the number of syllables in these words and write them in the space provided.

snowflake _____ flag _____ tablespoon _____

bookkeeper _____ announcement _____ graduation _____

grandpa _____ fisherman _____ mailbox _____



Grammar Junction

The Definite Article

Read these lines from the poem.

An old woman I remember
 In a red shawl with a grey cat on her knee
 Humming under a tree.

She seemed **the** oldest thing I can remember.
 But then perhaps I was not more than three.
 It was long ago.

I dragged on the dusty road, and I remember
 How **the** old woman looked over the fence at me
 And seemed to know

Look at the words in bold.

Notice how, at first, the article 'an' is used while referring to the old woman. However, once she is introduced, 'the' is used to refer to her. We use the definite article 'the' to refer to any noun we have already spoken about, or introduced, that is, when we are sure the reader knows exactly what we are referring to.

In the second stanza, the definite article is used with nouns that are described using superlative adjectives. In the phrase 'the oldest thing', the old woman has been described using the superlative adjective 'oldest'. We have to use 'the' with superlative adjective.

Definite article 'the' is a determiner used to introduce a specific noun or refer to one already mentioned before.

Let's look at some more rules related to the definite article 'the'.

- We use 'the' when there is only one of something.
 - *The moon is looking beautiful tonight.*
 - *Have you ever seen the Statue of Unity?*
- We use 'the' before the names of musical instruments.
 - *Jenny plays the piano very well.*
 - *You should try learning how to play the guitar.*
- We use 'the' to talk about certain services.
 - *You should call the police.*
 - *I love taking the metro to work.*
- We use 'the' with adjectives such as 'rich', 'poor', 'elderly', and 'unemployed' to talk about groups of people.
 - *Winters are very hard for the poor.*
 - *This service has been started for the blind.*
- We do not use 'the' with the names of countries. For example, we do not say 'the India'. But we do use it with names of countries in the plural, such as 'the Netherlands', and if the country has the word 'republic', 'kingdom' or 'states' in its name.
 - *The Republic of China*
 - *The Kingdom of Bhutan*
 - *The United States of America*
 - *The United Arab Emirates*
- Also, we use 'the' with mountain ranges, regions, groups of islands, well-known buildings and monuments, oceans, seas, rivers and names of directions.
 - *The Himalayas*
 - *The Andes*

- *The Middle East*
- *The Arctic Ocean*
- *The Amazon*
- *The Bahamas*
- *The Mediterranean Sea*
- *The east / the north*
- We say 'the radio', but don't use 'the' with television. We say that we are going to 'the cinema' and 'the theatre'. We do not use the definite article with people's names unless we are using the surname in the plural.
 - *Sara Smith is coming to school.*
 - *The Smiths are coming to my house for dinner.*

Underline the options that best complete the sentences.

1. The people who disregard the law are sent to _____ (*the prison/prison*).
2. I think we should call _____ (*the police/police*)
3. _____ (*The Asia/Asia*) is a large continent.
4. A girl and a boy came in. _____ (*The girl/A girl*) was elder to the boy.
5. Who is _____ (*the smartest/smartest*) person in your family?

▶ Empty Subjects

Look at the title of the poem.

It Was Long Ago

Here, 'It' is the subject of the sentence though it does not refer to anything in particular.

In English, all clauses or sentences have a subject, with the exception of the imperative. If we have no other subject, we either use the word 'it' or 'there'. Such subjects are called **empty subjects**. They do not give information about anything.

'It' is used in sentences pertaining to:

time and weather:

It is sunny.

It is five o'clock.

indefinite constructions to refer to vague or general things:

It is very comfortable in my room.

It was interesting to meet your brother.

giving an opinion using *to*-infinitive:

It should be everyone's right to have clean air and water.

giving an opinion using the *-ing* form of a verb:

It's great living in New Delhi.

'There' is used as a dummy subject in sentences:

with a *be* verb form followed by a noun phrase

There are no buses tonight.

to introduce a new topic

There was an announcement. I hope everyone heard it.

dealing with numbers and quantities

There are so many cats in my backyard!

There are some vegetables in the kitchen.

that tell the location/position of something

There were oranges on the table.

There is a dog on my bed!

with an indefinite pronoun.

There is something I wanted to ask you.

1. Complete these sentences with 'it' or 'there'.
 - (a) _____ is a meeting tomorrow morning. Be on time.
 - (b) _____ is terrible to see her so unhappy.
 - (c) _____ is dangerous to use a knife like that.
 - (d) _____ were six of us in the bus.
 - (e) _____'s half past ten. We should head home.
2. Rewrite the sentences with 'it' or 'there' as the empty subject.
 - (a) My mother's birthday is tomorrow.

- (b) Travelling to all those places must be interesting.
- (c) This incident happened a long time ago.
- (d) Driving to school takes twenty minutes.
- (e) A man is at the door.



Speaking Junction

In the poem, the speaker used words to draw a beautiful picture of a childhood memory of a walk along a dusty road in summer. Here is a picture in which the painter has drawn a memory of one winter morning. Let's see what can be said to describe it.

In this picture, we can see two girls, building a snowman. Looking at the amount of snow and the snow-covered trees, we can be sure that winter is at its peak. The girls are having a lot of fun. The snowman, placed between the two, looks smart and happy with a hat, a red muffler and a big shiny carrot for a nose. The children are making some more snowballs so they must be building another snowman.



Look at the picture given below. Speak a few lines describing it.





Listening Junction

What does it mean to paraphrase?

To paraphrase is to condense and state in your own words the crux of the information. Paraphrasing allows you to focus on the content and seive out the rest. When paraphrasing, it is important to not add any points or judgements of your own.

Let's look at a few guidelines for paraphrasing:

- Listen carefully and note down the keywords related to the topic.
- Find synonyms for difficult words.
- Rephrase lengthy expressions.
- Retain the original meaning.
- Revise and compare the paraphrase with the original.

Let's paraphrase the poem you have just read.

In the poem 'It Was Long Ago', the speaker, as an adult, describes a moment she experienced as a child that has lodged itself in her memory. In that incident, she was walking along a dusty road when she encountered an old lady sitting with her cat and sipping tea. The lady offered her cream and bilberries. She feels that though it might not mean much to the reader/listener, it means a great deal to her.

Listen to a short dialogue and paraphrase it in two or three lines.



Writing Junction

Read these lines from the poem.

And that is almost all I can remember,
The house, the mountain, the gray cat on her knee,
Her red shawl, and the tree,
And the taste of the berries, the feel of the sun I remember,
And the smell of everything that used to be
So long ago

The speaker speaks about the sight of the house, the gray cat, the red shawl and the tree using colours. She also mentions the 'taste of the berries', the 'feel of the sun' and the 'smell of everything'. In the description of the memory, the speaker is evoking the five senses. When we write a descriptive passage, we try to create a picture in the mind of the reader. The description should be such that the reader feels he/she has experienced it firsthand. The speaker makes the

poem interesting with the intensity of the images – the red shawl, the gray cat, the house and the tree. But the description is not just visual. It appeals to all the senses.

Let's look at an example. Let's say you had to describe a road on a rainy day.

What would you write about the sight?

I saw a white mini van chugging along throwing white fumes into the air. Black clouds hung in the air. Wherever I looked, there were colourful umbrellas.

What would you say about the sound?

The pleasant pitter-patter of the rain falling on the umbrellas mingled with the harsh honk of the car horns.

What would you say about the smell?

The smell of the soil wet with rain mixed with the smell of freshly cut grass and the morning blooms.

What would you say about the taste?

I saw a vendor selling hot samosas and tea. I could almost taste the yummy fried potatoes laced with delightful spices dipped in a tangy sauce.

What would you say about the touch?

The chilly morning air felt refreshing on the skin. The drops of rain felt like they were trying to tickle me.

Think about an early childhood memory when you were walking down a road and saw something distinct. Write a descriptive paragraph describing the object or the scene. Involve all the five senses in your description.



Author note

Richmal Crompton (1890–1969), an extremely successful writer of her times, is now almost unknown. Trained to become a teacher, she took up writing as her profession at the age of 27. She has written more than 40 novels and numerous short stories for both children and adults. Her *Just William* series was much appreciated for its innovativeness and lack of sentimentality.



Get Set

Imagine you have planned a party at your house. You have invited all your friends and made all the arrangements. However, you find out that your parents have to go out and won't be around during the party. So your party is going to be unsupervised. Write down the dos and don'ts of your party so that things don't go wrong.

Dos	Don'ts





Now let us read a story about a boy who arranged a party for his friends but did not set the ground rules.

It was raining. It had been raining all morning. William was intensely bored with his family.

‘What can I do?’ he demanded of his father for the tenth time.

‘Nothing!’ said his father fiercely from behind his newspaper.

William followed his mother into the kitchen.

‘What can I do?’ he said **plaintively**.

‘Couldn’t you just sit quietly?’ suggested his mother.

‘That’s not doin’ anything,’ William said. ‘I could sit quietly all day,’ he went on aggressively, ‘if I wanted to.’

‘But you never do.’

‘No, ’cause there wouldn’t be any sense in it, would there?’

‘Couldn’t you read or draw or something?’

‘No, that’s lessons. That’s not doin’ anything!’

‘I could teach you to knit if you like.’

With one crushing glance, William left her.

Why did William give his mom ‘a crushing glance’?



He went to the drawing room, where his sister Ethel was knitting a jumper and talking to a friend.

‘What are you doing, William?’ said the friend sweetly.

‘Nothin’,’ said William with a scowl.

‘Shut the door when you go out, won’t you, William?’ said Ethel, equally sweetly.

William rose with dignity at that insult and went to the door. At the door he turned.

‘I won’t stay here now,’ he said with slow contempt, ‘not even if—even if—even if,’ he paused to consider the most remote **contingency**, ‘not even if you wanted me,’ he said at last **emphatically**.

He shut the door behind him and his expression relaxed into a **sardonic** smile.

‘I bet they feel *small*!’ he said to the umbrella stand.

He went to the library, where his seventeen-year-old brother, Robert, was showing off his new rifle to a friend.



plaintively: sadly

contingency: an event that is possible in future but is not certain

emphatically: forcefully

sardonic: mocking

'You see —' he was saying, then, catching sight of William's face round the door, 'Oh, get out!'

William got out.

Why do you think nobody wants to spend time with William?



He returned to his mother in the kitchen with a still more jaundiced view of life. It was still raining. His mother was looking at the tradesmen's books.

'Can I go out?' he said gloomily.

'No, of course not. It's pouring.'

'I don't mind rain.'

'Don't be silly.'

William considered that few boys in the whole world were handicapped by more unsympathetic parents than he.

'Why,' he said pathetically, 'have they got friends in an' me not?'

What kind of handicap did William suffer from on account of his parents?



'I suppose you didn't think of asking anyone,' she said calmly.

'Well, can I have someone now?'

'No, it's too late,' said Mrs. Brown, raising her head from the butcher's book and murmuring 'ten and eleven pence' to herself.

'Well, when can I?'

She raised a harassed face.

'William, do be quiet! Any time, if you ask. Eighteen and twopence.'

A Question of Grammar

'Can I have lots?'

'Oh, go and ask your father.'

William went out.

He returned to the dining-room, where his father was still reading a paper. The sigh with which his father greeted his entrance was not one of relief.

'If you've come to ask questions—' he began threateningly.

'I haven't,' said William quickly. 'Father, when you're all away on Saturday, can I have a party?'

'No, of course not,' said his father irritably. 'Can't you do something?'

'The sort of things I want to do they don't want me to do an' the sort of things I don't want to do they want me to do. Mother said to knit. *Knit!*'

His scorn and fury were indescribable. His father looked out of the window.

'Thank Heaven, it's stopped raining! Go out!'

William went out.

What do you think William would do after going out?



He came home wet and dirty and cheerful. He approached his father warily.

'Did you say I could have a party, father?' he said casually.

'No, I did *not*,' said Mr. Brown firmly.

William let the matter rest for the present.

He spent most of the English Grammar class in school next morning considering it. There was a great deal to be

jaundiced: bitter

said for a party in the absence of one's parents and grownup brother and sister. He'd like to ask George and Ginger and Henry and Douglas and—and—and—heaps of them. He'd like to ask them all. 'They' were the whole class—thirty in number.

'What have I just been saying, William?'

William sighed. 'Was it anythin' about participles?' He remembered something vaguely about participles, but it mightn't have been today.

Miss Jones groaned.

'That was ever so long ago, William,' she said. 'You've not been attending.'

William cleared his throat with a certain dignity and made no answer.

'Tell him, Henry.'

Henry **ceased** his **enthralling** occupation of trying to push a fly into his ink-well with his nib and answered mechanically:

'Two negatives make an affirmative.'

'Yes. Say that, William.'

William repeated it without betraying any great interest in the fact.

'Yes. What's a negative, William?'

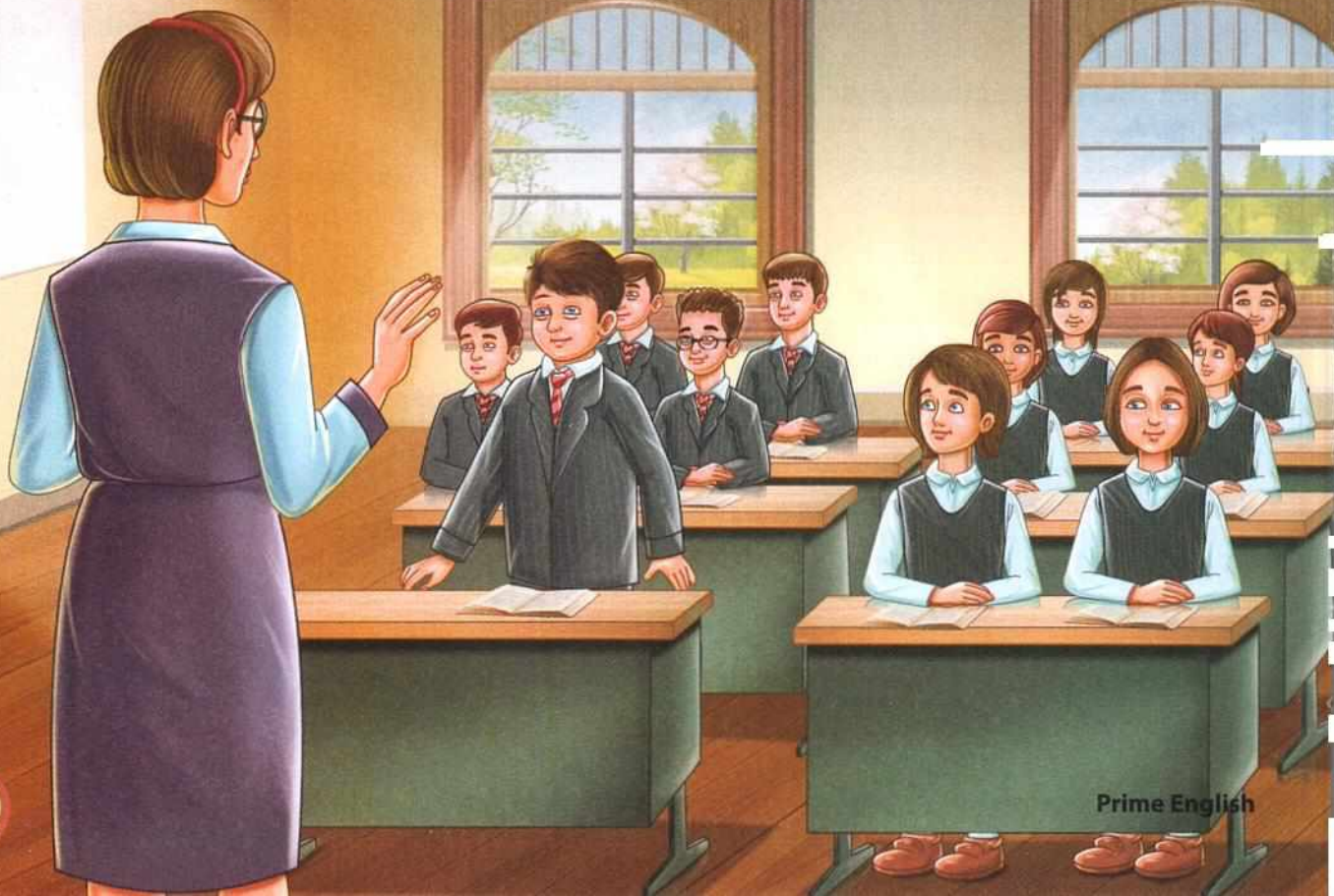
William sighed.

'Somethin' about photographs?' he said obligingly.

'No,' snapped Miss Jones. She found William and the heat (William, particularly) rather trying.

ceased: stopped

enthralling: fascinating, interesting



‘It’s “no” and “not.” And an affirmative is “yes.”’

‘Oh,’ said William politely.

‘So two “nos” and “nots” mean “yes,” if they’re in the same sentence. If you said “There’s not no money in the box” you mean there is.’

William considered.

He said ‘Oh’ again.

Then he seemed suddenly to become intelligent.

‘Then,’ he said, ‘if you say “no” and “not” in the same sentence does it mean “yes”?’

‘Certainly.’

William smiled.

William’s smile was a rare thing.

‘Thank you,’ he said.

Why do you think William smiled?



Miss Jones was quite touched. ‘It’s all right, William,’ she said, ‘I’m glad you’re beginning to take an interest in your work.’

William was murmuring to himself.

“No, of course *not*” and “No, I did not” and a “no” an’ a “not” mean a “yes,” so he meant “yes, of course” and “yes, I did.”

He waited till Friday before he gave his invitations with a casual air.

‘My folks is goin’ away tomorrow an’ they said I could have a few fren’s in to tea. Can you come? Tell your mother they said jus’ to come an’ not bother to write.’

He was a born **strategist**. Not one of his friends’ parents guessed the true state of affairs. When William’s **conscience** (that

curious organ) rose to **reproach** him, he said to it firmly:

‘He *said* I could. He said “Yes, of course.” He said “Yes, I did.”’

He asked them *all*. He thought that while you are having a party you might as well have a big one. He hinted darkly at unrestrained joy and mirth. They all accepted the invitation.

Why do you think all his friends accepted William’s invitation?



William’s mother took an anxious farewell of him on Saturday morning.

‘You don’t mind being left, darling, do you?’

‘No, mother,’ said William with perfect truth.

‘You won’t do anything we’ve told you not to, will you?’

‘No, mother. Only things you’ve said “yes” to.’

Cook and Jane had long looked forward to this day. There would be very little to do in the house, and as far as William was concerned, they hoped for the best.

William was out all morning. At lunch, he was ominously quiet and polite. Jane decided to go out with her friends.

About three o’clock, the postman came and Cook went to the door for the letters. Then she stood gazing down the road as though **transfixed**.

strategist: someone who is good in planning, especially in war or politics

conscience: moral sense of right and wrong

reproach: express disapproval of his actions

transfixed: not being able to move due to horror or shock

William had collected his guests en route. He was bringing them joyfully home with him. They trooped in at the garden gate. Cook, pale and speechless, watched them. Then her speechlessness departed.

'You're not coming in here!' she said fiercely. 'What've you brought all those boys cluttering up the garden for?'

'They've come to tea,' said William calmly. She grew paler still.

'That they've *not!*' she said fiercely. 'What your father'd say—'

'He said they could come,' said William. 'I asked him an' he said "Yes, of course," an' I asked if he'd said so an' he said "Yes, I did." That's what he said 'cause of English Grammar an' wot Miss Jones said.' Cook's answer was to slam the door in his face and lock it. The thirty guests were slightly

disconcerted, but not for long. 'Come on!' shouted William excitedly. 'She's the enemy. Let's storm her ole castle.' The guests' spirits rose. This promised to be infinitely superior to the usual party.

They swarmed round to the back of the house. The enemy had bolted the back door and was fastening all the windows. Purple with fury, she shook her fist at William through the drawing room window. William **brandished** his piece of stick and blew his trumpet in **defiant** reply. William decided to climb up to the balcony outside Ethel's open bedroom window with the help of his noble band. The air was full of their defiant **war-whoops**. They filled the front garden, trampling on all the rose beds, trampling the freshly-mowed lawn, cheering William as he swarmed up to the balcony, his trumpet between his lips. The

disconcerted:
unsettled

brandished: waved in
anger

defiant: openly
resistant

war-whoops: war cries



enemy appeared at the window and shut it with a bang, and William, startled, dropped down among his followers. They raised a hoarse roar of anger. All the doors and windows were bolted. There was only one thing to be done.

The stone with which William broke the drawing-room window fell upon a small side table, scattering Mrs. Brown's cherished silver far and wide.

William, with the born general's contempt for the minor devastations of war, enlarged the hole and helped his gallant band through with only a limited number of cuts and scratches. They were drunk with the thrill of battle. The enemy was shutting the small window of the coal-cellar, and there William imprisoned her, turning the key with a loud yell of triumph.

Do you think this was the right way of having fun?



The party then proceeded.

It fulfilled the expectations of the guests that it was to be a party unlike any other. Up the stairs and down the stairs, in all the bedrooms, sliding down the **balusters**, in and out of the drawing-room, leaving trails of muddy boots and shattered ornaments as they went!

It was William who discovered first that it was tea-time and there was no tea. At first he felt slightly aggrieved. Then he thought of the larder and his spirits rose.

'Come on!' he called. 'All jus' get what you can.'

They trooped in, panting, shouting, laughing, and all just got what they could.

Ginger seized the **remnants** of a cold ham and picked the bone, George with great gusto drank a whole jar of cream, William and Douglas ate a gooseberry pie between them, Henry ate a whole currant cake. Each **foraged** for himself. They ate two bowls of cold vegetables, a joint of meat, two pots of honey, three dozen oranges, three loaves and two gallons of grape juice. They left the larder a place of gaping emptiness. Meanwhile Cook's voice, growing **hoarser** and hoarser as the result of the inhalation of coal dust and exhalation of **imprecations**, still arose from the depths and still the door of the coal-cellar shook and rattled.

Then one of the guests who had been in the drawing-room window came back.

'She's coming home!' he shouted excitedly.

They flocked to the window.

Jane was bidding a fond farewell to her young man at the side gate.

'Don't let her come in!' yelled William. 'Come on!'

Why do you think the kids didn't want Jane to come in?



With a smile of **blissful reminiscence** upon her face, Jane turned in at the gate. She was

balusters: decorative pillars supporting the railing of stairs

remnants: leftovers

foraged: searched for food

hoarse: roughness caused by a sore throat

imprecations: spoken curses

blissful reminiscence: recollection of something happy

totally unprepared for being met by a shower of missiles from the upper windows.

A lump of lard hit her on the ear and knocked her hat to one side. She retreated hastily to the side gate.

‘Go on! Send her into the road.’

A shower of onions, the ham bone, and a few potatoes pursued her into the road. Shouts of triumph rent the air. Then the shouts of triumph died away abruptly. William’s smile

also faded away, and his hand, in the act of flinging an onion, dropped. A cab was turning in at the front gate. In the sudden silence that fell upon the party, Cook’s hoarse cries for **vengeance** rose with **redoubled** force from the coal cellar. William grew pale.

The cab contained his family.

vengeance: revenge

redoubled: stronger



Get Going

- A. Let us find the answers from the story.
1. What suggestions did William’s mother come up with when he complained of boredom?
 2. What did Ethel tell William when he went into the drawing room? How was her reaction different from Robert’s?
 3. Why didn’t William have any friends over?
 4. What was Henry doing when Miss Jones asked him a question?
 5. What logic did William apply in order to convince himself that his father had agreed to let him invite his friends over for a party?
 6. What measures did Cook take to keep the children out of the house?
 7. How did William and his friends get into the house?
- B. Let us read between the lines.
1. Why do you think William had nothing to do and no friends for company on a holiday? What does this say about him?
 2. When William met Ethel and her friend, they were both sweet to him. Do you think they were actually sweet?
 3. What is meant by the line, ‘They were drunk with the thrill of battle’?
- C. Let us go beyond the story.
1. How do you think William must have felt when his family members were too busy to spend time with him?
 2. Is there anything else Cook could have done to keep the children away?
 3. What do you think happened after William’s family returned?





Vocabulary Junction

Read this sentence from the story.

William, with the born general's **contempt** for the minor **devastations** of war ...

You have guessed the meanings of some words from the context while reading the story.

Contempt means disregard for someone or something.

Devastation means destruction or damage.

Sometimes while reading a story or a passage we come across words whose meanings we don't understand. We may not always have access to a dictionary or a glossary. What is to be done in such a situation?

In these cases, it always helps to determine the meaning of the word using the context.

Context refers to the other words and sentences around the word in question. It often contains clues to help you determine the meaning of the word.

Let's look at some methods to guess the meaning of a word from the context.

*Sarita was a **prudent** mother and acted with great caution and care when it came to her daughter's diet.*

What does the word 'prudent' mean? We can see that the word 'prudent' is used as an adjective as it modifies the noun 'mother'. So, we know that it is a describing word that says something about Sarita. It is also stated in the sentence that she 'acted with great caution and care'.

Therefore, we can assume that the word 'prudent' means 'someone who acts with great caution and care'. So, we can see that knowing the part of speech of an unknown word is also a good method of figuring out its meaning.

***Canines**, such as collies, pugs, and poodles, are good pets.*

Can you guess the meaning of the word 'canines'? Often, you'll see examples that help explain the word in question. We know that collies, pugs and poodles are breeds of dogs; therefore, the word 'canines' must refer to dogs.

- There can be both synonyms and antonyms in a sentence. Such sentences mostly show a contrast.

*The old man's hair was **sparse** rather than thick like it was when he was young.*

In this sentence, we can use the word 'thick' to determine the meaning of the word in bold as both are opposite in meaning in this context.

- Sometimes, we need to make inferences from the context to understand the meaning of the word in question.

*Sheena, **irate** over her tenants about the long overdue rent, lodged a case against them in the high court.*

What can you say about Sheena's state of mind? We can see that her tenants had not been paying their rent. We also know that Sheena lodged a case against them. We can safely assume that Sheena must be very angry. Therefore, 'irate' would mean 'very angry' or 'furious'.

1. Read these sentences and determine the meanings of the words in bold. Tick (✓) the option that is closest to the meaning of the word.

- (a) Even though he had a well-paid job and a loving family, he **yearned for** more.
 i) disrespected ii) desired iii) earned
- (b) Since professional athletes have to stay fit and in the best of shape, they **seldom** eat junk food.
 i) always ii) prefer iii) rarely
- (c) Since it was a weekday, Tarun thought it was **peculiar** that he saw no children on the street leading to the school.
 i) unusual ii) dangerous iii) expected
- (d) On the way to her room after being scolded, Nisha **murmured** something under her breath.
 i) disrespected ii) muttered iii) earned
- (e) He refused to wear a T-shirt with his mom's picture on it because he thought it was **mawkish** to the point of being silly.
 i) clever ii) over-sentimental iii) sincere

2. Read the sentences given below. Determine the meanings of the phrases/idioms in bold. Tick (✓) the option that is closest to the meaning of the phrase/idiom.

- (a) Let's **bury the hatchet**, we can't change anything now.
 i) move and come beside someone
 ii) end a quarrel or conflict
 iii) become equal to
- (b) You don't mean to **let on** that you knew this already!
 i) allow
 ii) act proud
 iii) confess, reveal or confirm something
- (c) Fuel these days **costs an arm and a leg**.
 i) very hard to find
 ii) very expensive
 iii) very cheap

- (d) I have too many things to attend to right now. This new crisis will have to be **on the back burner**.
- i) left for later
- ii) destroyed
- iii) made worse
- (e) He expects to pass without studying. Unfortunately, you cannot **have your cake and eat it**.
- i) be hungry
- ii) be impossible
- iii) enjoy something without paying for it



Pronunciation Junction

Read the sentence from the story.

WILLIAM'S MOTHER took an ANXIOUS FAREWELL of him on SATURDAY MORNING.

In any given English utterance, there will be words that carry more 'weight' or 'stress' than others. Giving emphasis to certain words does the important job of helping the speaker and the listener focus on the important information. We stress words by saying them slightly louder and slower than other words in a sentence.

Content words are the nouns, verbs, adverbs and adjectives used in a sentence. These words carry the meaning to be conveyed. Function words are the prepositions, auxiliaries, quantifiers and pronouns used in a sentence. These words create a grammatical relationship between the content words.

Content words are stressed; function words are unstressed.

Sentence stress is the distribution of stress over words in a sentence. Sentence stress gives a language its rhythm.

Examples:

MOHIT GAVE SUE the BOOK he had BOUGHT for her.

She could have been RESPONSIBLE for the THEFT.

MOHIT GAVE SUE the BOOK he'd BOUGHT for her.

She could've been RESPONSIBLE for the THEFT.

Note: In speech, we always contract the function words as much as possible so that we do not stress them unintentionally.

We also use the **weak forms** of the function words.

However, sometimes we place stress on the function words in speech. This is known as **shifting stress**.

We use shifting stress when we want to make a contrast or show disagreement.

Let us look at this dialogue.

Matthew: Has the maid made the necessary arrangements for tomorrow?

June: She hasn't, but we have.

Usually, in June's response, the stress pattern should be:

She HASN'T, but we have.

However, this sentence would be uttered in the following way:

SHE hasn't, but WE have.

This is because June wants to draw attention to the fact that the maid hasn't made the necessary arrangements, while she and others have.

Whenever a person stresses a function word, it means he or she wants to either contradict something that has been said before or draw attention to something else.

Priya: Did you buy the red saree?

Meenakshi: No, I bought the blue one.

In this dialogue, the stress will be in the following way:

Priya: Did you buy the RED saree?

Meenakshi: No, I bought the BLUE one.

Neither Priya nor Meenakshi stress the verb 'bought' because that is not the focus of the sentence. Both of them know that Meenakshi has bought a saree. The point of the dialogue is to find out which saree she has bought.

This is another crucial function of sentence stress. Although there is no introduction, we understand that Priya already knew Meenakshi had bought a saree.

Select a paragraph from the story and read it with proper sentence stress.



Grammar Junction

Read the sentence from the story.

I could teach you to knit if you like.

main clause

adverbial clause

A complex sentence, like the one given above, has a main clause and one or more adverbial clauses. An adverbial clause is a dependant clause connected to the main clause by means of

subordinating conjunctions such as 'if'. An adverbial clause can come either before or after the independent clause. In a complex sentence, adverbial clauses perform the same function as an adverb in a simple sentence.

For example,

Simple sentence: She ran away **quickly**. (adverb 'quickly')

Complex sentence: She ran away before I could talk to her.

(adverbial clause: 'before I could talk to her'; subordinating conjunction: before)



A clause is the smallest grammatical unit that can express a complete thought. A clause has a subject and a predicate.

For example, 'Dogs bark.'

Let us take a look at four kinds of adverbial clauses.

1. An adverbial clause of **purpose** indicates the purpose of the action expressed in the main clause.

Subordinating conjunctions used: so that, because, in order that, while

Examples: I spoke louder so that everybody could hear me.

main clause **adverbial clause**

I will go by car so that I can take more luggage.

main clause **adverbial clause**

2. An adverbial clause of **result** indicates the result of the action expressed in the main clause.

Subordinating conjunctions used: so ... that, such ... that

Examples: She was so hungry that she ate up all the pie.

main clause **adverbial clause**

It was such a hot afternoon that we stopped playing.

main clause **adverbial clause**

3. An adverbial clause of **time** indicates the time or duration of the action in the main clause and answers questions such as 'when ...', 'how long ...', 'since when ...', etc.

Subordinating conjunctions used: whenever, while, after, before, since, when, as, as soon as, till

Examples: When he completed his painting, people from far and wide came to see it.

adverbial clause **main clause**

While Ben worked on the fence, Tom sat on a barrel.

adverbial clause **main clause**

4. An adverbial clause of **condition** indicates the condition that must be satisfied before the action of the main clause can come true.

Subordinating conjunctions used: if, unless, provided (that), as long as

Examples: *I will forget the number unless I write it down.*

main clause

adverbial clause

If I make a promise, I keep it.

adverbial clause

main clause

1. Read the sentences. Underline the adverbial clause in each sentence.
- (a) If the facts don't fit the theory, change the facts.
 - (b) Keep working until I tell you to stop.
 - (c) She was so tired that she couldn't walk.
 - (d) You clean the bathroom while I clean the carpet.
 - (e) Please switch off the lights so that I can sleep peacefully.
2. Read the sentences and underline the adverbial clauses. Tick (✓) the correct option to identify the adverbial clause.
- (a) She is such an elegant lady that everyone admires her.
 - i) adverbial clause of purpose
 - ii) adverbial clause of result
 - iii) adverbial clause of time
 - iv) adverbial clause of condition
 - (b) He drew the sword so that he could defend himself.
 - i) adverbial clause of purpose
 - ii) adverbial clause of result
 - iii) adverbial clause of time
 - iv) adverbial clause of condition
 - (c) I always brush my teeth before I go to bed.
 - i) adverbial clause of purpose
 - ii) adverbial clause of result

- iii) adverbial clause of time
- iv) adverbial clause of condition
- (d) If it rains, we will not go out.
- i) adverbial clause of purpose
- ii) adverbial clause of result
- iii) adverbial clause of time
- iv) adverbial clause of condition
- (e) Do not disturb me when I am driving.
- i) adverbial clause of purpose
- ii) adverbial clause of result
- iii) adverbial clause of time
- iv) adverbial clause of condition



Speaking Junction

Imagine you had a chance to meet William. What questions would you like to ask him? Read the interview with William given below.

Interviewer: *It's great to have you here, William.*

William: *Thanks for inviting me.*

Interviewer: *Tell us a little about yourself.*

William: *There's not much to tell really. I am just a young lad. I live with my parents and two siblings. I like to stay at home and read detective novels. There are not many novels that I have not read.*

Interviewer: *Is that so? Well, I've been told that you are very intelligent and you managed to apply a grammar lesson in a wicked way.*

William: *Well, I just asked my father if my friends could come over and he said no twice. So technically it was an affirmation from his side.*

Interviewer: *That's very clever, William. We all wish to hear more about your interesting adventures in future. Thanks for taking the time out to chat with us.*

You have read the narrative about how William used a grammar lesson in his favour for inviting his friends over to a party. Now, imagine you get a chance to interview your favourite character from a story. Who would you like to interview and why? Work in pairs and conduct a brief interview with that character.



Listening Junction

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

Listen to the poem and write the gist in no more than three to four sentences.



Writing Junction

A narrative tells a story. It answers questions such as 'who?', 'what?', 'when?', 'where?' and 'why?' It describes a series of events, usually in the chronological order. However, it shouldn't just be a random list of events. It should make a clear point and carry a moral, a lesson, or an idea.

In the last paragraph, the author makes the point that William shouldn't have manipulated his parents as he eventually got into trouble. The pronouns used for William are 'he', 'him' and 'his'.

Now, let's look at what a personal narrative is.

A personal narrative narrates a story from the perspective of the person the incident happened to. If this story were to be written from William's point of view, it would have been William's personal narrative. We would get to know more about his/her state of mind. Such a narrative would use pronouns such as 'I', 'me' and 'my' pronouns for the protagonist.

Let's read an excerpt from William's personal narrative.

Today, for the first time, I called all my friends over to my house to play. I was excited. But as we were about to go inside, Cook refused to let us enter as she believed that my father had not given me the permission to invite my friends. The thirty of us took it as a challenge and broke a window to enter the house. My friends and I ate all the delicious food stored in the larder. We even sent Jane away by showering her with onions, ham bone and potatoes. I was having so much fun, but then my parents arrived and it all had to stop.

Imagine you are Cook. Write a personal narrative describing the events of the day when William brought his friends home.



Author note

T.S. Eliot (1888–1965) was an American-born essayist, publisher, playwright, and literary and social critic. He immigrated to England in 1914 at the age of 25 and strongly established himself as one of the foremost poets of his time within a decade. ‘The Wasteland’, ‘The Love Song of J. Alfred Prufrock’, and ‘The Hollow Men’ are some of his most influential works. Besides, he wrote a lot of memorable poems for children. He was awarded the Nobel Prize for Literature in 1948.

Get Set

Do you like cats? Why or why not? Write a few words that describe the appearance and behaviour of cats.

Reading Junction

What could be the mystery behind a cat? Let us read a poem about a mysterious cat called Macavity.

Macavity's a Mystery Cat: he's called the Hidden Paw—
 For he's the master criminal who can **defy** the Law.
 He's the **bafflement** of Scotland Yard, the Flying Squad's despair:
 For when they reach the scene of crime—Macavity's not there!

Macavity, Macavity, there's no one like Macavity,
 He's broken every human law, he breaks the law of gravity.
 His powers of **levitation** would make a **fakir** stare,
 And when you reach the scene of crime—Macavity's not there!
 You may seek him in the basement, you may look up in the air—
 But I tell you once and once again, Macavity's not there!

defy: disobey

bafflement: bewilderment;
 confusion

levitation: the act of rising or
 floating in the air

fakir: a religious ascetic known to
 perform feats of magic



Macavity's a ginger cat, he's very tall and thin;
You would know him if you saw him, for his eyes are sunken in.

His brow is deeply lined with thought, his head is highly domed;

His coat is dusty from neglect, his whiskers are uncombed.

He sways his head from side to side, with movements like a snake;

And when you think he's half asleep, he's always wide awake.

Macavity, Macavity, there's no one like Macavity,

For he's a **fiend** in **feline** shape, a monster of **depravity**.

You may meet him in a by-street, you may see him in the square—

But when a crime's discovered, then Macavity's not there!

He's outwardly respectable. (They say he cheats at cards.)

And his footprints are not found in any file of Scotland Yard's

And when the **larder's** looted, or the jewel-case is **rifled**,

Or when the milk is missing, or another **Peke's** been **stifled**,

Or the greenhouse glass is broken, and the **trellis** past repair

Ay, there's the wonder of the thing! Macavity's not there!

And when the Foreign Office find a Treaty's gone **astray**,

Or the Admiralty lose some plans and drawings by the way,

There may be a scrap of paper in the hall or on the stair—

But it's useless to investigate—Macavity's not there!

And when the loss has been disclosed, the Secret Service say:

It must have been Macavity!—but he's a mile away.

You'll be sure to find him resting, or a-licking of his thumb;

Or engaged in doing complicated long division sums.

Macavity, Macavity, there's no one like Macavity,

There never was a Cat of such deceitfulness and **suavity**.

fiend: an evil spirit

feline: a member of the cat family

depravity: wickedness

larder: a room or large cupboard for storing food

rifled: stolen or carried away

Peke: abbreviation for Pekingese; a Chinese breed of small dogs

stifled: suffocated, choked

trellis: a metal or wooden framework used as a support for trees or creepers

astray: away from the correct path or direction

suavity: the quality of being polished, sophisticated

What special powers does Macavity seem to have?



He always has an **alibi**, and one or two to spare:

At whatever time the deed took place—MACAVITY WASN'T THERE!

And they say that all the Cats whose wicked deeds are widely known

(I might mention Mungojerrie, I might mention Griddlebone)

Are nothing more than agents for the Cat who all the time

Just controls their operations: the Napoleon of Crime!

alibi: a claim or piece of evidence that one was elsewhere when a crime is alleged to have taken place

– T.S. Eliot

From the collection, *Old Possum's Book of Practical Cats*



Get Going

A. Let us find the answers from the poem.

1. Which of these names has the speaker not given to Macavity?

- (a) Hidden Paw
- (b) Monster of Depravity
- (c) Griddlebone
- (d) Napoleon of Crime

2. Which of these organisations has not been affected by Macavity?

- (a) The Secret Service
- (b) The Flying Squad
- (c) The Foreign Office
- (d) The United Nations

3. Write a brief description of Macavity based on your understanding of the third stanza.

4. Make a list of the crimes that Macavity has committed.

5. Who are Mungojerrie and Griddlebone? How are they related to Macavity?

B. Let us read between the lines.

1. Why is it useless to investigate Macavity?

2. What phrase is repeated in almost every stanza? What is the significance of this repetition?

3. The speaker has exaggerated in some places for effect. Point out a few such instances. Write a line of your own adding to the description of Macavity using the same effect.

C. Let us go beyond the poem.

1. Why do you think Macavity steals and commits crimes?

2. Do you think the speaker is really talking about a cat in the poem?





Read the lines from the poem.

And when the **larder's looted**, or the jewel-case is rifled,
Or when the **milk is missing**, or another Peke's been stifled,
Or the **greenhouse glass** is broken, and the trellis past repair
Ay, there's the wonder of the thing! Macavity's not there!



You have already learnt about alliteration in level 7.

Look at the words in bold.

The words in the phrases begin with the same letters. 'Larder' and 'looted' begin with the letter *l*. 'Milk' and 'missing' begin with the letter *m*, and 'greenhouse' and 'glass' have the letter *g* as the initial letter. This type of arrangement is seen in the literary device called alliteration.

Alliteration is the repetition of the same consonant sound at the beginning of closely connected words.

It is important to remember that in alliteration, repetition of the same sound is important, not the same letter. For example, in the phrase, 'the cute children' the first letter in both the words is *c*. But, there is no alliteration as the initial sounds are /k/ and /tʃ/. However, the phrase 'photo and frame', is alliterative because, even though the letters are not the same, the sound both the letters make is /f/.

Here are some popular examples of alliteration.

The soul selects her own society.

A moist young moon hung above the mist of a neighboring meadow.

The fair breeze blew, the white foam flew,

The furrow followed free;

Allie ate apples all afternoon.

Tongue twisters are also examples of alliteration.

She sells seashells on the seashore.

Peter Piper picked a peck of pickled peppers.

Five fat frogs ate five furry flies.

Six socks sit in a sink, soaking soapsuds.

Now, look at the given lines from the poem.

Macavity's a Mystery **Cat**: he's **called** the Hidden **Paw**—
 For when they **reach** the **scene** of crime—Macavity's not there!
 And when you think he's half asleep, he's **always** wide **awake**.
 He's outwardly respectable. (**They say** he cheats at cards.)

Look at the word pairs in bold.

If you observe carefully, you'll notice that each word pair has the same vowel sound.

Word	Transcription	Word	Transcription
Macavity	/mə'kæ.vɪ.tɪ/	cat	/kæt/
called	/kɔ:ld/	paw	/pɔ:/
reach	/ri:tʃ/	scene	/si:n/
always	/'ɔ:l.weɪz/	awake	/ə'weɪk/
they	/ðeɪ/	say	/seɪ/

In the line below, there are three such words.

You may **meet** him in a by-**street**, you may **see** him in the square—

Word	Transcription	Word	Transcription	Word	Transcription
meet	/mi:t/	street	/stri:t/	see	/si:/

This type of arrangement is seen in the literary device called **assonance**. Assonance is the repetition of vowel sounds in two or more words in a sentence or phrase. The repeating sounds of assonance can appear anywhere in the words. The words should be closely placed so as to create an internal rhyme in the sentence or phrase.



There are various definitions of these terms, and their distinctions are not universally agreed upon. Please explain to learners the vowel and consonant patterns in poems.

Examples:

'That solitude which suits abstruser musings ...'

– 'Frost at Midnight' (Samuel Taylor Coleridge)

'on a proud round cloud in white high night'

– 'if a cheerfulest Elephantangelchild should sit' (E.E. Cummings)

'Strips of tinfoil winking like people'

– 'The Bee Meeting' (Sylvia Plath)

'Those images that yet,

Fresh images beget,

That dolphin-torn, that gong-tormented sea.'

– 'Byzantium' (W.B. Yeats)

- Underline the instances of alliteration in these sentences.
 - We are so happy to have him here.
 - Lightly leaps the leaping llama.
 - Mom nabbed her niece by the nape of her neck.
 - She should show some respect.
 - She took time to tackle the tuba.
- Unscramble the jumbled letters in brackets to form words, and complete the alliteration in each sentence.
 - The waffles worsened while the _____ (*eraiwt*) waited.
 - Slowly, silently now the moon walks the night in her _____ (*vilesr*) shoes.
 - The wicked _____ (*hiwct*) of the west went her own way.
 - The red roses were _____ (*pedpwra*) in red silk.
 - Rudolf the _____ (*deinerre*) had a red nose.
- Observe a few advertisements on television and in magazines and newspapers. Find five advertisements that have used assonance.



Pronunciation Junction

Read the lines from the poem.

Macavity, Macavity, **there's** no one like Macavity,
For **he's** a fiend in feline shape, a monster of depravity.
You may meet him in a by-street, you may see him in the square—
But when a **crime's** discovered, then **Macavity's** not there!

Read the words in bold.

These words are in contracted form. The word there's is pronounced as /ðeəz/ rather than /ðeər ɪz/. Similarly, the words he's, crime's and Macavity's are pronounced as /hɪ:z/, /kraɪmz/ and /mækævɪtɪz/ respectively.

When words or phrases are made shorter by dropping letters, it is called **contraction**. The dropped letter is replaced by an apostrophe.

Contractions are a feature of spoken language. It is very important to recognise, understand and use these words correctly in order to understand rapid speech.

Let's look at these examples.

Word	Contraction	Word	Contraction
they will	they'll	we are	we're
I will	I'll	they have	they've
does not	doesn't	are not	aren't
could not	couldn't	should not	shouldn't
you are	you're	I am	I'm
he is	he's		



Listen to the sentences and identify the contractions in each.



Grammar Junction

Read the lines from the poem.

He's the **bafflement** of Scotland Yard, the Flying Squad's despair:
His powers of **levitation** would make a fakir stare,
There never was a Cat of such **deceitfulness** and **suavity**.

The words in bold are nouns. Let us look at the words from which they are derived.

baffle (verb) + -ment = bafflement

levitate (verb) + -tion = levitation

deceitful (adjective) + -ness = deceitfulness

suave (adjective) + -ity = suavity

The suffixes **-ment**, **-tion**, **-ness**, and **-ity** are added to verbs and adjectives to change them to nouns. Some other suffixes that can be used similarly are **-sion**, **-ure**, **-ence/-ance**, etc.

The process of turning a verb or an adjective into a noun is called **nominalisation**. It is often done by adding suffixes to verbs and adjectives.

Let's look at both the forms of these words in use.

*This problem **baffles** me.*

*This problem has caused a lot of **bafflement** in the department.*

*The **deceitful** criminal stole everything.*

*The **deceitfulness** of the landlord knew no bounds.*

Let's look at some more examples of nominalisation.

Verb	Noun	Adjective	Noun
investigate	investigation	careless	carelessness
fail	failure	difficult	difficulty
amend	amendment	intense	intensity
react	reaction	elegant	elegance
inform	information	different	difference
move	movement	obedient	obedience

- Read the sentences. Underline the nouns that have been derived from a verb or an adjective in these sentences.
 - Our country is blessed with such diversity.
 - Graduation is an exciting time for students.
 - What explanation could you possibly give for this?
 - I have understood that candidate's intentions.
 - The captain of the team refused to give any reaction to the accusations made on her.
- Write the noun form of the verbs/adjectives given below.

Verb/Adjective	Noun	Verb/Adjective	Noun
necessary		shy	
establish		reproduce	
question		better	



Speaking Junction

These inspectors have failed yet again to catch Macavity red-handed. They are discussing Macavity's crimes and why they think Macavity is the culprit.

It must have been Macavity!—but he's a mile away.

He's the one who looted our larder last week.



Do you have any proof for that?



I heard him bragging to his lackeys that Scotland Yard hamburgers are very delicious.

I don't know what to do about this criminal cat.



I think we should get the help of the Secret Service.

When you are discussing something in pairs, one person makes a statement, poses a question or a problem. The other person gives their reaction to the statement, or tries to give an answer or a solution to the problem.

This loop is repeated until the discussion is over.

Here is a list of crimes. In pairs, discuss and select any four crimes that you think Macavity may have committed. Mention the reason why you think Macavity has committed the crimes. Also, mention a piece of evidence that could be used to accuse Macavity of each crime. Present your report to the class.

1. Everyone reached the cinema to find that the reel of the film had been stolen.

Reason _____

Evidence _____

2. All the black fish were stolen from the National Sea Life Centre in Goa.

Reason _____

Evidence _____

3. Someone tried to break into the city prison.

Reason _____

Evidence _____

4. The President's favourite melodious nightingale was found dead in its cage.

Reason _____

Evidence _____

5. A person's hair was ruined when someone posing as a hair stylist tried to style it. The salon manager was puzzled!

Reason _____

Evidence _____

6. Parents were left baffled when they discovered that the mathematics homework of all the children was being done by some unknown person for almost a week.

Reason _____

Evidence _____



Listening Junction

Your teacher will read out an excerpt from a poem. Listen carefully and write down the number of instances you hear of the following items. You could make a tally chart to make the counting more convenient.

1. alliteration with the sound /f/

2. alliteration with the sound /s/

3. assonance with the sound /a/

4. assonance with the sound /o/



Writing Junction

Macavity, the mystery cat, has struck again. He has disappeared without a trace after committing another crime. Write a newspaper report on this crime committed by Macavity.

Here are some points you should keep in mind while writing a news report.

- The headline should be brief and catchy.
- The language should be formal and crisp.
- The opening sentence should summarise the story with the most important details.



You have already learnt the features of a news report in level 6.

- The report should answer the questions ‘who?’, ‘what?’, ‘where?’, ‘when?’, ‘why?’ and ‘how?’ about the event or incident.
- Quotations can be included to make the report more credible.
- A newspaper report is never written using first person pronouns ‘I’ or ‘me’.
- It should be written in passive voice using third person pronouns such as ‘he’, ‘she’, ‘it’, or ‘they’. A report is an impartial observation and should not be opinionated.

Let us look at a sample newspaper report.

Attempt at Bank Heist Fails, Television Set Stolen ← Headline

– Ruhi Sen ← Byline

Place
and
date

Vijaygarh/Thursday: Four men broke into the National Bank’s Vijaygarh branch in East Vijaygarh’s Poonam Vihar on Wednesday night but failed to steal any cash, as informed by the police. ↑ Opening sentence

The men, who are on the run, broke in through a window and opened the door securing the locker room but were unable to open the safe. They fled with a television set after ransacking the branch. ‘We have formed local teams posted at all borders to nab them,’ a police officer said.

The crime came to light after a bank security personnel reached the branch on Thursday morning. ‘He reached the bank at around 9 a.m. and saw that the door of the safe room had been broken. He raised an alarm and informed the bank manager, who made a PCR call,’ the officer said.

During investigation, it was found that the robbers climbed an adjacent building and then pulled out the grills of a window to enter the locker room. ‘The robbers were able to break the door of the room and reach the safe but could not open it. They tried to tamper the locks but failed,’ the officer said.

‘The lockers are secured by a complex alphanumeric code. Only a master key can be used to open them and that is usually with the authorities. Even though the robbers managed to lay their hands on the safe, they were unable to open it,’ a bank official said.

According to the police, none of the 10 CCTV cameras were able to capture the break-in as the area is poorly lit.

‘Only one of the cameras has faintly captured the crime. Investigation has been started, and we will be able to catch the criminals soon,’ said the police officer.

→ Quotation



Author note:

Kate Chopin (1850–1904) was an American author born in St. Louis, Missouri. Her real name was Katherine O’Flaherty. Having lost her siblings and her father in her childhood, Kate developed a close bond with her mother. Most of her childhood was spent in reading. The genres of her choice were fairy tales, poetry and religious allegories. As an author, she wrote numerous short stories and novels. Her major works were two short story collections, *Bayou Folk* (1894) and *A Night in Acadie* (1897). Her important short stories included ‘Desiree’s Baby,’ ‘The Story of an Hour’ and ‘The Storm’.



Get Set

We often meet new people in our everyday lives. How do we decide who we want to be friends with and who we don’t?

Do we consider:

- their level of intelligence?
- their physical appearance?
- the personal qualities they have?
- how similar they are to us?
- any other aspect of their personality?

Discuss with your friends.



Reading Junction

Let us read a story about a young girl, Desiree, and how her life turns upside down by a chance of fate.

As the day was pleasant, Madame Valmonde drove over to L’Abri to see Desiree and the baby.

It made her laugh to think of Desiree with a baby. Why, it seemed but yesterday that

Desiree was little more than a baby herself; when Monsieur, in riding through the gateway of Valmonde had found her lying asleep in the shadow of the big stone pillar.



The little one awoke in his arms and began to cry for 'Dada.' That was as much as she could do or say. Some people thought she might have **strayed** there **of her own accord**, for she was of the toddling age. The prevailing belief was that she had been purposely left by a party of Texans, whose canvas-covered wagon, late in the day, had crossed the ferry that Coton Mais kept, just below the plantation. In time, Madame Valmonde abandoned every speculation but the one that Desiree had been sent to her by a beneficent Providence to be the child of her affection, seeing that she was without child of the flesh. For the girl grew to be beautiful and gentle, affectionate and sincere, – the idol of Valmonde.

Despite all speculations, Madame Valmonde accepted the baby unquestioningly. What does this tell us about her?



It was no wonder, when she stood one day against the stone pillar in whose shadow she had lain asleep, eighteen years before, that Armand Aubigny riding by and seeing her there, had fallen in love with her. That was

the way all the Aubignys fell in love, as if struck by a pistol shot. The wonder was that he had not loved her before; for he had known her since his father brought him home from Paris, a boy of eight, after his mother died there. The passion that awoke in him that day, when he saw her at the gate, swept along like an avalanche, or like a prairie fire, or like anything that drives headlong over all obstacles.

Monsieur Valmonde grew practical and wanted things well considered: that is, the girl's **obscure** origin. Armand looked into her eyes and did not care. He was reminded that she was nameless. What did it matter about a name when he could give her one of the oldest and proudest in Louisiana? He ordered the **corbeille** from Paris, and contained himself with what patience he could until it arrived; then they were married.

Madame Valmonde had not seen Desiree and the baby for four weeks. When she reached L'Abri she shuddered at the first sight of it, as she always did. It was a sad looking place, which for many years had not known the gentle presence of a mistress, old Monsieur Aubigny having married and buried his wife in France, and she having loved her own land too well ever to leave it. The roof came down steep and black like a cowl, reaching out beyond the wide galleries that encircled the yellow stuccoed house. Big, solemn oaks grew close to it, and their thick-leaved, far-reaching branches shadowed it like a pall. Young

strayed: moved off the correct track
of her own accord: voluntarily
obscure: unknown, uncertain
corbeille: a graceful-looking basket of fruits or flowers



Aubigny's rule was a strict one, too, and under it his negroes had forgotten how to be happy, as they had been during the old master's easy-going and indulgent lifetime.

The young mother was recovering slowly, and lay full length, in her soft white muslins and laces, upon a couch. The baby was beside her, upon her arm, where he had fallen asleep, at her breast. The yellow nurse woman sat beside them fanning herself.

Madame Valmonde bent her portly figure over Desiree and kissed her, holding her an instant tenderly in her arms. Then she turned to the child.

'This is not the baby!' she exclaimed, in startled tones. French was the language spoken at Valmonde in those days.

'I knew you would be astonished,' laughed Desiree, 'at the way he has grown. The little cochon de lait! Look at his legs, mamma, and his hands and fingernails, – real finger-nails.

Zandrine had to cut them this morning. Isn't it true, Zandrine?'

The woman bowed her turbaned head majestically, 'Mais si, Madame.'

'And the way he cries,' went on Desiree, 'is deafening. Armand heard him the other day as far away as La Blanche's cabin.'

Madame Valmonde had never removed her eyes from the child. She lifted it and walked with it over to the window that was lightest. She scanned the baby narrowly, then looked as searchingly at Zandrine, whose face was turned to gaze across the fields.

Madame Valmonde scanned the baby thoroughly and then looked searchingly at Zandrine. What was she looking for?



portly: fat, overweight
cochon de lait: piglet

Mais si: But yes



‘Yes, the child has certainly grown, has certainly changed,’ said Madame Valmonde, slowly, as she replaced it beside its mother. ‘What does Armand say?’

Desiree’s face became **suffused** with a glow that was happiness itself.

‘Oh, Armand is the proudest father in the parish, I believe, chiefly because it is a boy, to bear his name; though he says not – that he would have loved a girl as well. But I know it isn’t true. I know he says that to please me. And mamma,’ she added, drawing Madame Valmonde’s head down to her, and speaking in a whisper, ‘he hasn’t punished one of them – not one of them – since baby is born. Even Negrillon, who pretended to have burnt his leg that he might rest from work – he only laughed, and said Negrillon was a great scamp. Oh, mamma, I’m so happy; it frightens me.’

What Desiree said was true. Marriage, and later the birth of his son had softened Armand Aubigny’s **imperious** and **exacting** nature greatly. This was what made the gentle Desiree so happy, for she loved him desperately. When he frowned she trembled, but loved him. When he smiled, she asked no greater blessing of God. But Armand’s dark, handsome face had not often been disfigured by frowns since the day he fell in love with her.

When the baby was about three months old, Desiree awoke one day to the conviction that

there was something in the air menacing her peace. It was at first too subtle to grasp. It had only been a **disquieting** suggestion; an air of mystery among the blacks; unexpected visits from far-off neighbors who could hardly account for their coming. Then a strange, an awful change in her husband’s manner, which she dared not ask him to explain. When he spoke to her, it was with **averted** eyes, from which the old love-light seemed to have gone out. He absented himself from home; and when there, avoided her presence and that of her child, without excuse. And the very spirit of Satan seemed suddenly to take hold of him in his dealings with the slaves. Desiree was miserable enough to die.

She sat in her room, one hot afternoon, in her **peignoir**, **listlessly** drawing through her fingers the strands of her long, silky brown hair that hung about her shoulders. The baby, half naked, lay asleep upon her own great mahogany bed, that was like a sumptuous throne, with its satin-lined half-canopy. One of La Blanche’s little quadroon boys – half naked too – stood fanning the child slowly with a fan of peacock feathers. Desiree’s eyes had been fixed absently and sadly upon the baby, while she was striving to penetrate the threatening mist that she felt closing about her. She looked from her child to the boy who stood beside him, and back again; over and over. ‘Ah!’ It was a cry that she could not help; which she was not conscious of having uttered. The blood turned like ice in her veins,

suffused: spread gradually

imperious: dominating and arrogant

exacting: demanding (here, in terms of quality and quantity of work from his servants)

disquieting: causing anxiety or worry

averted: turned away

peignoir: women’s light dressing gown

listlessly: without any enthusiasm

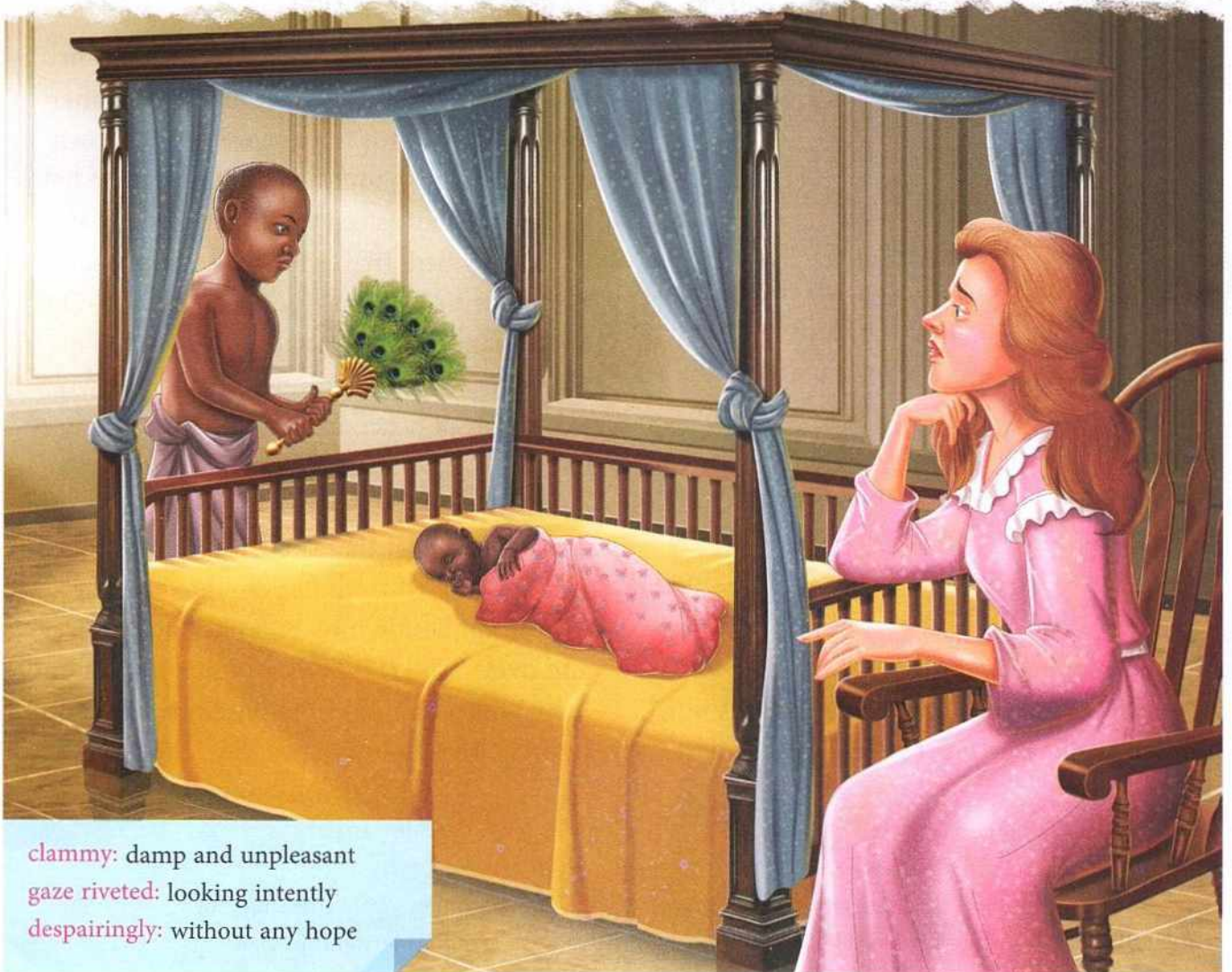
and a **clammy** moisture gathered upon her face.

She tried to speak to the little quadroon boy; but no sound would come, at first. When he heard his name uttered, he looked up, and his mistress was pointing to the door. He laid aside the great, soft fan, and obediently stole away, over the polished floor, on his bare tiptoes. She stayed motionless, with **gaze riveted** upon her child, and her face the picture of fright. Presently her husband entered the room, and without noticing her, went to a table and began to search among some papers which covered it.

‘Armand,’ she called to him, in a voice which must have stabbed him, if he was human. But he did not notice. ‘Armand,’ she said again. Then she rose and tottered towards him. ‘Armand,’ she panted once more, clutching his arm, ‘look at our child. What does it mean? tell me.’

He coldly but gently loosened her fingers from about his arm and thrust the hand away from him. ‘Tell me what it means!’ she cried **despairingly**.

‘It means,’ he answered lightly, ‘that the child is not white; it means that you are not white.’



clammy: damp and unpleasant

gaze riveted: looking intently

despairingly: without any hope

A quick conception of all that this accusation meant for her nerved her with **unwonted** courage to deny it. 'It is a lie; it is not true, I am white! Look at my hair, it is brown; and my eyes are gray, Armand, you know they are gray. And my skin is fair,' seizing his wrist. 'Look at my hand; whiter than yours, Armand,' she laughed hysterically.

'As white as La Blanche's,' he returned cruelly; and went away leaving her alone with their child.

Do you think the way Armand treated Desiree was fair? What does this tell us about the contemporary society?



When she could hold a pen in her hand, she sent a despairing letter to Madame Valmonde.

'My mother, they tell me I am not white. Armand has told me I am not white. For God's sake tell them it is not true. You must know it is not true. I shall die. I must die. I cannot be so unhappy, and live.'

The answer that came was brief:

'My own Desiree: Come home to Valmonde; back to your mother who loves you. Come with your child.'

When the letter reached Desiree she went with it to her husband's study, and laid it open upon the desk before which he sat. She was like a stone image: silent, white, motionless after she placed it there.

In silence he ran his cold eyes over the written words.

He said nothing. 'Shall I go, Armand?' she asked in tones sharp with agonized suspense.

'Yes, go.'

'Do you want me to go?'

'Yes, I want you to go.'

What do you think of Armand's behaviour towards his wife?



He thought Almighty God had dealt cruelly and unjustly with him; and felt, somehow, that he was paying Him back in kind when he stabbed thus into his wife's soul. Moreover he no longer loved her, because of the unconscious injury she had brought upon his home and his name.

She turned away like one stunned by a blow, and walked slowly towards the door, hoping he would call her back.

'Good-by, Armand,' she moaned.

He did not answer her. That was his last blow at fate.

What was the last blow at fate for Armand?



Desiree went in search of her child. Zandrine was pacing the sombre gallery with it. She took the little one from the nurse's arms with no word of explanation, and descending the steps, walked away, under the live-oak branches.

It was an October afternoon; the sun was just sinking.

Out in the still fields the negroes were picking cotton.

Desiree had not changed the thin white garment nor the slippers which she wore.

Her hair was uncovered and the

unwonted: unusual

sun's rays brought a golden **gleam** from its brown meshes. She did not take the broad, beaten road which led to the far-off plantation of Valmonde. She walked across a deserted field, where the stubble bruised her tender feet, so delicately shod, and tore her thin gown to shreds.

She disappeared among the reeds and willows that grew thick along the banks of the deep, sluggish **bayou**; and she did not come back again.

Some weeks later there was a curious scene enacted at L'Abri. In the centre of the smoothly swept back yard was a great bonfire. Armand Aubigny sat in the wide hallway that commanded a view of the spectacle; and it was he who dealt out to a half dozen negroes the material which kept this fire ablaze.

A graceful cradle of willow, with all its dainty **furbishings**, was laid upon the pyre, which had already been fed with the richness of a priceless layette. Then there were silk gowns,

and velvet and satin ones added to these; laces, too, and embroideries; bonnets and gloves; for the corbeille had been of rare quality.

The last thing to go was a tiny bundle of letters; innocent little scribblings that Desiree had sent to him during the days of their **espousal**. There was the remnant of one back in the drawer from which he took them. But it was not Desiree's; it was part of an old letter from his mother to his father. He read it. She was thanking God for the blessing of her husband's love:

'But above all,' she wrote, 'night and day, I thank the good God for having so arranged our lives that our dear Armand will never know that his mother, who adores him, belongs to the race that is cursed with the brand of slavery.'

gleam: shine

bayou: a marshy part of a waterbody

furbishings: furnishings

espousal: engagement



Get Going

A. Let us find the answers from the story.

1. Why was Madame Valmonde amused at the thought of Desiree and her baby?
2. Why did Madame Valmonde shudder at the sight of L'Abri?
3. Why was Madame Valmonde startled on seeing the baby? How was her reaction different from the way Desiree talked about the baby?
4. What made Desiree believe that Armand was very happy about the baby?
5. What were the incidents that made Desiree realise that things were beginning to change?

B. Let us read between the lines.

1. 'That was the way all the Aubignys fell in love, as if struck by a pistol shot.' What does this tell us about the Aubigny family?
2. Why do you think Monsieur Valmonde grew practical when it came to getting Desiree married?
3. How was Armand's treatment of his slaves different from that of his father?
4. Desiree looked at the baby and then at the boy fanning him, and let out a cry of shock. Why?
5. Desiree strongly protested the accusation of not being white. However, Madame Valmonde did not. Why?
6. Why did Armand think that 'Almighty God had dealt cruelly and unjustly with him?' Do you agree?
7. Why do you think Armand's mother never left her own country?
8. Did Armand really want Desiree to leave? Support your answer with evidence from the story.

C. Let us go beyond the story.

1. Heartbroken at Armand's reaction, Desiree walks away with her child towards the bayou. What do you think happened to them after that?
2. How do you think Armand felt after reading the letter from his mother?
3. At the end of the story, do you think Armand would still be of the opinion that 'Almighty God had dealt cruelly and unjustly with him?' Why?



Vocabulary Junction

Read these sentences from the story.

The roof came down steep and black like a cowl, reaching out beyond the wide galleries that encircled the yellow stuccoed house.

She was like a stone image: silent, white, motionless after she placed it there.

The phrases in bold are similes.

Simile is the comparison of unlike things that uses a comparing word such as *like*, *as*, *than*, or *resembles*.

The writer has compared the 'roof' to a 'cowl' and the 'woman' to a 'stone image'.

Metaphor is another example of figurative language. However, it is quite different from a simile.

A **metaphor** compares unlike things without using any comparison words. It makes the comparison implicit by establishing a common characteristic of both the objects being compared.

The similes on the previous page can be changed into metaphors as shown in the following examples.

She was a stone statue: silent, white, motionless after she placed it there.

The yellow stuccoed house stood there, the roof a steep black cowl that encircled it.

Look at some examples of common similes and metaphors given below.

Note: Not all similes can be changed to metaphors.

Similes

<i>as quick as lightning</i>	<i>as sharp as a razor</i>	<i>as blind as a bat</i>
<i>as free as a bird</i>	<i>as cool as a cucumber</i>	<i>as deaf as a post</i>

Metaphors

<i>The field was a white blanket after the storm.</i>	<i>The world's a stage.</i>
<i>Her voice was music to the ears.</i>	<i>Time is money.</i>
<i>Books are keys to imagination.</i>	<i>Life's a roller coaster / journey.</i>

1. Read the sentences given below. Identify the simile or metaphor used in them. Write S if it is a simile and M if it is a metaphor.

- (a) What happened? You look as happy as a clam.
- (b) The camel is the ship of the desert.
- (c) She waved my words away as if fanning gnats.
- (d) Similes are like metaphors in some ways.
- (e) His eyes are as green as the emerald.

2. Create your own similes by completing these comparisons. Use each of the similes in a sentence.

- (a) Growing up is like _____
- (b) She stood like a _____
- (c) My head hurts like _____

(d) Tears were rolling down her cheeks like _____

(e) The clouds were like _____



Pronunciation Junction

Read the sentences given below from the story.

‘This is not the baby!’ she exclaimed, in startled tones. French was the language spoken at Valmonde in those days.

‘I knew you would be astonished,’ laughed Desiree, ‘at the way he has grown. The little cochon de lait! Look at his legs, mamma, and his hands and fingernails, – real finger-nails. Zandrine had to cut them this morning. Isn’t it true, Zandrine?’

This dialogue takes place between Desiree and Madame Valmonde. Let us take a look at the dialogues.



This is not the baby!

I knew you would be astonished, at the way he has grown. The little cochon de lait! Look at his legs, mamma, and his hands and fingernails, – real finger-nails. Zandrine had to cut them this morning. Isn’t it true, Zandrine?



Read the conversation in a flat tone, that is without any variation in your voice. How does it sound? When we speak or read without paying attention to intonation or the variation in the pitch, we lose the meaning of the sentence.

Intonation is the change in sound produced by the rise and fall of the voice when speaking.

Intonation is crucial for communication. Correct use of intonation helps to effectively convey your message, but incorrect intonation may confuse the listener, causing the message to be misunderstood or misinterpreted.

Let’s look at some rules of intonation with examples.

- **Wh-questions:** Falling intonation

If we are asking a question using a wh- word, the tone falls at the final stressed syllable of the question.

What time does the film start? ↘

- **Statements:** Falling intonation

The tone falls at the end of declarative statements. Falling intonation shows certainty and completion.

That’s my house. ↘

- **Exclamatory sentences and commands:** falling intonation

Stop it! ↘

How nice of you! ↘

- **Yes/No questions:** Rising intonation

If we are asking a question that can be answered with a yes or a no, the tone rises at the final stressed syllable of the question.

Are you thirsty? ↗

- **Polite requests:** rising intonation

Could you close the window, please? ↗

- When we ask someone a question that requires them to choose between two alternatives, there is a rising and then a falling intonation.

Do you speak English ↗ or German? ↘

- **Lists:** Rising, rising, rising, falling

While listing out a few objects, we take a rising tone as the list goes on, and on the very last object, the tone falls.

I went to the market to get some ↗ glue, scissors, paper, glitter, pens, and books. ↘

- **Question-tags:** A question tag may have a falling intonation or a rising intonation.

It is a nice day today, isn't it? ↘

A falling intonation means that the speaker is sure (or almost sure) that the statement is true. The speaker knows that it is a nice day. The tag is not a real question. He/she is inviting the listener to chat or to continue the conversation.

You have been on leave, haven't you? ↗

A rising intonation means that the speaker is less sure. He/she thinks that the listener has been on leave, but isn't sure. The tag is a real question.



Take one sentence and ask learners to read it out by laying stress on different words and see how the meaning changes.

Read out these sentences.

1. You finished the project. (*falling intonation*)
2. You finished the project? (*rising intonation*)
3. We won the match. (*falling intonation*)
4. We won the match? (*rising intonation*)
5. Where are the keys? (*rising intonation*)

6. You are coming with us, aren't you? (*rising intonation*)
7. When will you join us? (*rising intonation*)
8. Now. (*falling intonation*)
9. Now? (*rising intonation*)
10. Do your homework. Now! (*falling intonation*)



Grammar Junction

Read the sentence given below from the story.

'Yes, the child has **certainly** grown, has **certainly** changed,' said Madame Valmonde, slowly, as she replaced it beside its mother.

It tells us how certain Madame Valmonde is about the changes in the physical appearance of the baby: she has no doubt about it. Had she been less certain, she would have used words such as 'probably', 'maybe', 'possibly'. Such words talk about the probability of an action or a quality. They are adverbs of probability.

Adverbs of probability show us the possibility for a certain action to happen, or for a notion to be. They include certainly, definitely, doubtless, maybe, perhaps, possibly, probably, etc.

*It will **definitely** rain today.*

***Perhaps** the rain will stop soon.*

We use adverbs of probability to show how certain we are of an event or situation. Consider these sentences. By inserting an adverb of probability we are able to demonstrate how certain we are of the event.

We will win the match.

*We will **definitely** win the match.*

An adverb of probability is usually placed before the main verb. If there is an auxiliary verb in the sentence, the adverb of probability is placed between the auxiliary verb and the main verb. Some adverbs such as perhaps, maybe, hopefully etc. can also be placed in front of a clause.

Examples:

***Perhaps**, you can show me how to do it.*

***Maybe**, I can come with you.*

*I shall **definitely** come to your house tomorrow.*

*Maya will **surely** meet you at the party.*

Clearly, we need more time.

*Can they **possibly** try a little harder this time?*

1. Read the sentences given below. Tick (✓) the option that is an adverb of probability.

(a) The project will definitely start tomorrow.

i) tomorrow

ii) definitely

(b) We will certainly win the game.

i) certainly

ii) will

(c) Maybe the rain will stop soon.

i) soon

ii) maybe

(d) She will possibly earn an award.

i) possibly

ii) earn

(e) That stock is unlikely to rise.

i) that

ii) unlikely

2. Complete the sentences below with appropriate adverbs of probability.

(a) It's a five star hotel. It _____ costs a lot to stay there.

(b) He has _____ misunderstood the instructions.

(c) _____ he is too tired to come. I am not sure.

(d) _____ the train is late. He should be here anytime now.

(e) This is _____ the best film I have ever watched.



Speaking Junction

Madame Valmonde returns home and recounts her experience at L'Abri to Monsieur Valmonde. Let us see what she says.



Hello dear! Did you meet Desiree?

I sure did. She is recovering well.





You seem worried. What's the matter?

Well, it's the baby. I have a fear it might be black.



But how can that be?

You know how! We have raised Desiree as our own child, but we don't know who her parents are!



That's true. What does Armand have to say about this?

I didn't meet him, but Desiree says he is very happy that it's a boy. She herself is ecstatic.



Well, that's a relief then! As long as both of them accept the child, it should be alright.

I don't know about that. I think we should meet Armand and see how he feels about this.



Yes. That's a good idea. Let's pay them a visit sometime soon.

Work in pairs. Share a memorable experience with your partner. It could be an embarrassing incident, a happy moment or even a distant memory that has left a mark in your mind. Ask questions to your partner to know more about the incident.



Listening Junction

Some neighbours of the Valmondes are talking about little Desiree right after she was found in the shadow of the stone pillar. Listen to what they are saying and answer these questions.

1. Why is Ellaine going to the dairy farm?
2. Why does Ellaine think that Madame Valmonde is overjoyed?

3. What are Alex's ideas on the parentage of the baby?
4. How does Alex justify his theory?
5. Is Alex able to convince Ellaine about his suspicions? Substantiate your answer with dialogues from the conversation.



Writing Junction

Desiree is the protagonist of the story. There are many ways in which the author reveals her personality to the readers. When we want to analyse a character in a story, we should look for certain clues such as:

- Description of the character
- The character's thoughts, feelings, and actions
- Others' reactions to the character's actions, speech, etc.
- The writer's direct statements about the character
- Does the character play a major or a minor role in the story?
- Does the character change as the story progresses or remains the same?

Let's look at Desiree again. She is a beautiful young woman who has just become a mother. There are certain qualities that describe her well. Let's look at what those qualities are and what evidence we can find in the story to prove them.

1. She is gentle, affectionate and sincere.
2. She loves her family dearly as is seen in her devotion towards her husband, and affection towards her baby. She is also a loving daughter.
3. She is kind towards her subordinates as she becomes miserably disturbed when Armand mistreats them. However, she is not bold enough to stop him from mistreating them.
4. She is a very dignified lady. When Armand accuses her of not being white, her self-esteem is hurt and instead of arguing or pleading with him, she walks away with her head held high.

Choose a character from any of the stories that you have read. Write a short paragraph analysing the character. Pick any three adjectives or traits that describe the character and support those with evidence from the story.



Refer to the Teacher Manual for a character analysis map.



Author note

Edgar Albert Guest (1881–1959), a British-born American writer, is widely known for his sentimental verses. He began his career at the Detroit Free Press in 1895, where he first worked as a copy boy. His topical verses were published under the column 'Breakfast Table Chat' in over three hundred newspapers throughout the United States.

A prolific writer, Guest became the People's Poet in the first half of the twentieth century. His poems were often fourteen lines long and presented a deeply sentimental view of everyday life.



Get Set

From early childhood, we are always told what to do and what not to do. As we grow up, we are expected to learn what is right and what is wrong. How do we decide that? What kind of rules and instructions are given to you by your parents and teachers to help you in the process?



Work in pairs and make a list of situations in which you follow instructions

- because there is always someone around to check.
- only when it is easy for you to follow them.
- because of rewards and benefits promised.
- even when there is no one around to check.
- no matter how difficult it is for you to follow.
- because you are scared of the consequences of your action.





Let us read a poem about what it means to persevere and to have courage.

How much **grit** do you think you've got?
Can you quit a thing that you like a lot?
You may talk of **pluck**; it's an easy word,
And where'er you go it is often heard;
But can you tell to a jot or guess
Just how much courage you now possess?

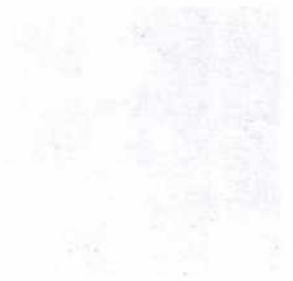
You may stand to trouble and keep your grin,
But have you tackled self-discipline?
Have you ever issued commands to you
To quit the things that you like to do,
And then, when tempted and sorely swayed,
Those rigid orders have you obeyed?

Don't boast of your grit till you've tried it out,
Nor **prate** to men of your courage **stout**,
For it's easy enough to retain a **grin**
In the face of a fight there's a chance to win,
But the sort of grit that is good to own
Is the stuff you need when you're all alone.

How much grit do you think you've got?
Can you turn from joys that you like a lot?
Have you ever tested yourself to know
How far with yourself your will can go?
If you want to know if you have grit,
Just pick out a joy that you like, and quit.

It's bully sport and it's open fight;
It will keep you busy both day and night;
For the toughest kind of a game you'll find
Is to make your body obey your mind.
And you never will know what is meant by grit
Unless there's something you've tried to quit.

– Edgar Albert Guest



Who is bullying whom in the 'bully sport'? Why is it an 'open fight'?



grit: courage and resolve

pluck: spirited and determined courage

prate: talk foolishly about something at length

stout: strong and thick

grin: broad smile



Get Going

- A. Let us find the answers from the poem.
1. When is it tough to obey rigid orders?
 2. Why should one not boast about their courage to others?
 3. When is it easy to 'retain a grin'?
 4. What is the best way to test if you have grit?
 5. What is the 'toughest' kind of game?
- B. Let us read between the lines.
1. State the message of the poem in one or two sentences.
 2. Which words are repeated throughout the poem? What is the significance of this repetition?
 3. There is no main character or persona in the poem. Who do you think is talking and who is being addressed?
 4. What is the tone of the poem?
- C. Let us go beyond the poem.

Did you ever try quitting something that you liked doing? If yes, what was it? Why did you quit it and how did you manage to do so?



Vocabulary Junction

Read the lines from the poem.

How much **grit** do you think you've got?
Can you quit a thing that you like a lot?
You may talk of **pluck**; it's an easy word,
And where'er you go it is often heard;

Look at the words in bold.

Grit means courage and resolve.

It also means small loose particles of sand or stone.

Pluck is used in this sentence as a noun meaning spirited and determined courage.

It also means to take hold of something and remove it from its place.

'Grit' and 'pluck' are homonyms.

Homonyms are words that share the same pronunciation and spelling but have different meanings. In other words, homonyms are words that have more than one meaning.

Let's look at some examples of homonyms.

bear	an animal to tolerate	trip	a journey to stumble or fall
left	past tense of leave (to depart) opposite of right	circular	form of a circle a letter or notice
fair	just; without discrimination carnival	spring	a season a piece of metal

1. Read the sentences and tick the correct meaning of the underlined homonyms.

- Megha waved at me before sitting in her car.
 - move your hand from side to side
 - a raised line of water
- The Indian government issued a tender to build the museum.
 - gentle or kind
 - a written or formal offer
- I can beat you in the swimming race.
 - rhythm of music
 - to defeat
- The Principal addressed the chief guest at the annual function.
 - a formal speech
 - the particulars of a place
- My English teacher asked me to use bullets in my presentation slides.
 - a small symbol used to indicate each item in a list
 - a metal object shot from a gun

2. Make two sentences with each of the following words showing two different meanings.

- | | | |
|------------|----------|----------|
| (a) bright | (b) rock | (c) well |
| (d) strike | (e) head | (f) bank |



Read out the lines from the poem.

Have you ever tested yourself to know
How far with yourself your will can go?
If you want to know if you have grit,
Just pick out a joy that you like, and quit.

Spoken words sound different from the way they are written. When we speak, we do not pause before pronouncing every word. Speech is a stream of sounds. Therefore, fluent speech needs a rhythm, where the words flow into each other naturally.

We know that elision is the omission of one or more sounds (such as a vowel, a consonant or a whole syllable) in a word or a phrase. It is a feature of spoken English.

While speaking, we join the sound at the end of a word with the sound of the beginning of the next word. It is commonly referred to as **connected speech**.

Vowel and Vowel

Let's look at what happens when a word ending in a vowel comes before a word starting with a vowel.

Read the first line 'Have you ever tested yourself to know ...'

It will read aloud like 'Have yu wever tested yourself to know ...'

The word 'you' ends in a vowel sound and the word 'ever' starts with a vowel sound. When you say these lines, the words get blended and you can hear the /w/ sound.

When a word ends in a vowel sound and the next word starts with a vowel sound, they usually form either a /w/ or a /y/ sound in the middle. Let's look at a few more sentences to see how a vowel sound links to another vowel sound.

- *Who is your favourite artist?*
Who wis your favourite artist?
- *Do all the questions.*
Do wall the questions.
- *He does it all too often.*
He does it all too wof ten.

- *He asked for you.*
He yasked for you.

Consonant and Vowel

Read the line given below.

‘Just pick out a joy that you like, and quit.’

While pronouncing the first few words, we can see an example of connected speech. We say, ‘Just pi ckout a joy ...’

When a word that ends in a consonant sound is followed by a word that begins with a vowel sound, the consonant sound is typically moved forward to the next word. Here are a few examples of linking a consonant sound to a vowel sound in connected speech.

- *Turn off your phone.*
Tur noff your phone.
- *He should stop it.*
He should sto pit.
- *I will read a book.*
I will ree da book.
- *Bring water and a towel.*
Bring water an da towel.



Read the sentences using connected speech.

1. Could you buy two eggs for me?
2. Do we know them?
3. They are here so soon.
4. You and I need to talk.
5. I am coming tonight.
6. I want to eat.
7. Please do it.
8. For that you need to go out of the room.
9. Go away and never come back.
10. Which is the lesser of the two evils?



Grammar Junction

Read the line from the poem.

Have you ever tested **yourself** to know

In this sentence, 'you' is the subject. The object is 'yourself'. The subject and the object in this sentence refer to the same person. 'Yourself' is a special kind of a pronoun. It is called a reflexive pronoun.

Reflexive pronouns are used when the subject of a sentence is the same as the object of the sentence.

Let us look at another example.

Yash cut himself while shaving this morning.

The subject and the object both refer to Yash.

Yash cut himself.

↓ ↓
subject object

Note: Certain verbs such as wash, shave, dress, concentrate, relax and meet never take a reflexive pronoun.

Reflexive pronouns make it clear that the subject is acting on itself, instead of acting upon another object.

The table would help you understand the use of reflexive pronouns vis-a-vis personal pronouns.

Personal Pronoun	Reflexive Pronoun
I	myself
you (singular)	yourself
you (plural)	yourselves
he	himself
she	herself
it	itself
we	ourselves
them	themselves

Let's look at a few examples of reflexive pronouns in sentences.

*Don't pay for me. I will pay for **myself**.*

*They patted **themselves** on the back for their extraordinary victory.*

*She had a great holiday. She really enjoyed **herself**.*

*Riya and Suraj stood in front of the mirror and looked at **themselves**.*

Reflexive pronouns are also used for emphasis.

'Who baked this cake for you?'

*'Nobody. I baked it **myself**.'*

'I baked it myself' means 'I baked it, nobody else. Here, myself is used to emphasise the pronoun 'I'. Such pronouns are called **emphatic pronouns**.

Let's look at another example.

*The cat opened the door **itself**.*

The emphatic pronoun 'itself' is used to emphasise that the cat opened the door on its own, not with anybody's help.

1. Tick (✓) the sentences in which reflexive pronouns have been used correctly.

(a) Please don't hesitate to contact myself.

(b) She made herself some coffee.

(c) You have to address the letter to yourself.

(d) Mohit doesn't want to commit itself to the cause.

(e) Mary cut herself while cooking dinner.

2. Select the correct option to fill in the blanks.

(a) Julia had a great holiday. She enjoyed _____ (*herself/yourself*).

(b) What I did was wrong. I am ashamed of _____ (*myself/itself*).

(c) 'Can I take one more biscuit?' 'Of course. Help _____' (*yourself/myself*).

(d) Don't worry about Tara and me. We can take care of _____ (*themselves/ourselves*).

(e) Grover hurt _____ while shaving in the morning. (*himself/myself*).

3. Fill in the blanks using appropriate reflexive pronouns.

- (a) Please calm _____ down.
- (b) They gave _____ a twenty-minute break to cool off.
- (c) You have assigned _____ a difficult task.
- (d) I promised _____ that I would complete this task.
- (e) She whispers to _____ when she is alone.



Speaking Junction

In the poem, the speaker is urging us to choose something we enjoy doing, and quit it. This is a mode of persuasion – to stir someone’s emotions with bold and confident arguments to convince them to do something.

When we strongly believe something and want others to believe it as well, we try to convince them through our arguments. This act is called **persuasion**.

Here are a few key guidelines for an effective persuasive speech.

- The body language should be relaxed and confident.
- The opening line should establish the topic and its importance.
- The arguments must be supported by strong evidence.
- The speech should be well-researched and credible.

Let’s look at an example of a persuasive speech.

One can’t stress enough the importance of exercise. We all know that exercising is important. No one can argue against it. However, I am not so sure all of us are exercising. We have a million reasons for not doing it. The excuse given by most people is that they don’t have time. But, if you think about it, isn’t that just your laziness talking? If something becomes your priority, you make time for it.

Our inactivity now will lead to a lot of problems later in life. We don’t act upon it because instead of worrying about future, we want to enjoy the present. We are hurtling towards a tough and uncertain future because of this careless attitude.

If you think about it, exercising is not a very large investment, but it pays rich dividends. Exercising doesn’t mean spending hours on the treadmill or lifting weights in the gym. Exercise can take as little as 15 minutes a day. Even that little bit will go a long way. It will make you feel better and more efficient. Statistics say that the more you exercise, the less sleep you need. This means you will end up becoming more productive. You will feel more energetic and

positive in life. So, we should all get into the habit of exercising regularly. If all of us begin a routine of staying in shape, keeping in mind that it will make us healthier and give us a better state of mind and body, we can make the future years of our lives more rewarding. Why wait for tomorrow? Start today!

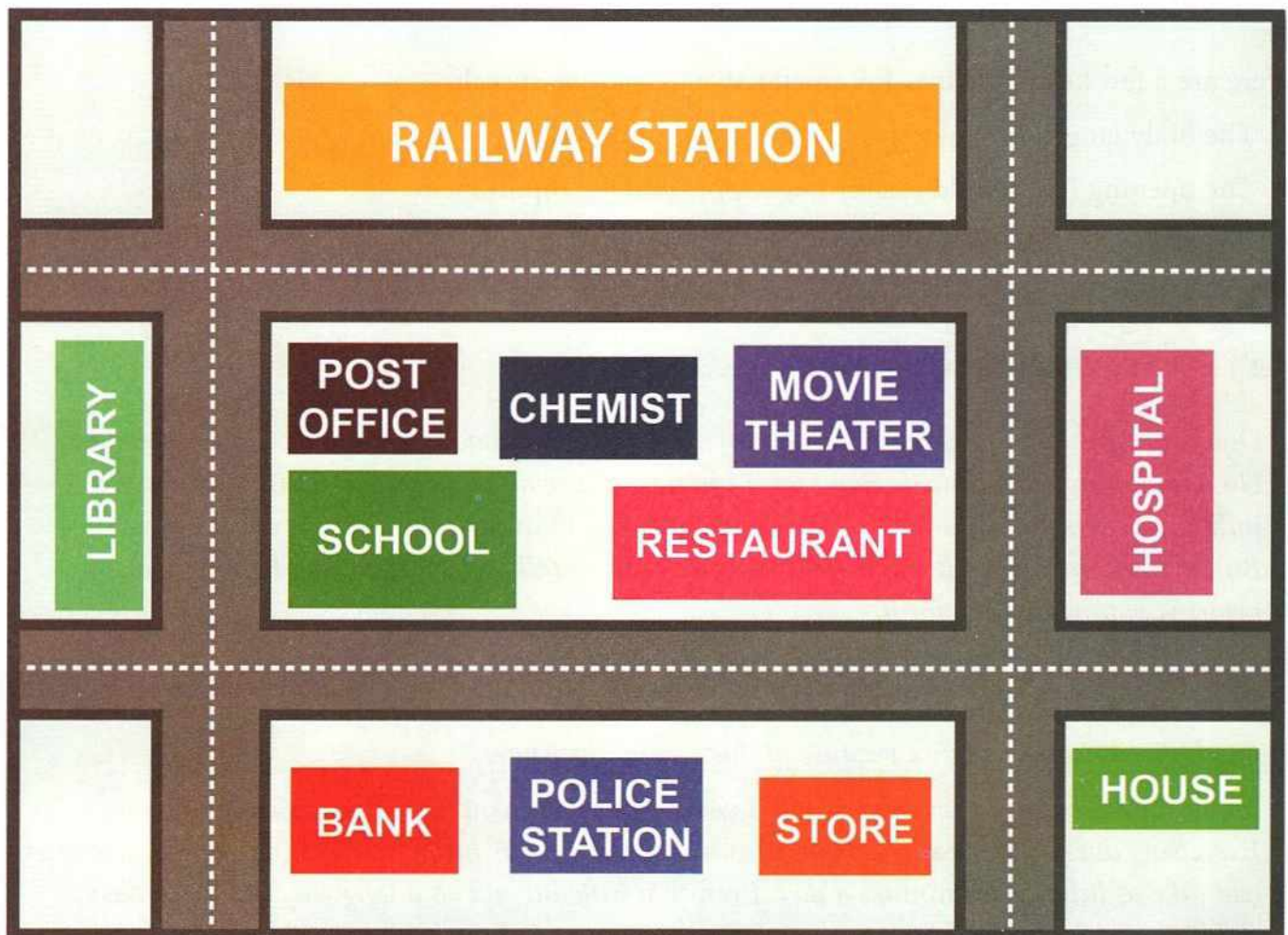
Note: An advertisement is an instance of persuasion. It persuades the audience to buy a certain product by making them believe it is the best choice.

Breakfast is considered the most important meal of the day. Write a speech persuading your friends never to skip breakfast and convincing them of its benefits.



Listening Junction

Listen to the route Aman took to reach the railway station to pick up his friend. Mark the route on the map and tick the buildings he crossed on his way to the station.





Writing Junction

Read this letter written by Sam to his nephew who is suffering from exam anxiety.

¹C-42

Model Town

Ring Road

Darjeeling

²12 March 2019

³Dear Shikhar,

⁴I hope this letter finds you in the best of health. I heard that your exams are approaching and you are feeling very nervous and out of sorts. I thought I should send you a few words of encouragement.

⁵You have worked hard all through the year and now is the time to shine. A person is not supposed to quit before reaching his goal. There might be a lot of hindrances on the way, but one must persevere and overcome them. They say when the going gets tough, the tough gets going. So, be strong, and I'm sure you have already prepared thoroughly for the exams. Revise whatever you have learnt based on the suggestions your teachers have given you. Take ample rest and stay fit.

⁶I am sure you will do remarkably well in your exams. All the best.

⁷Lots of love,

⁸Uncle Sam

This is an informal letter. An informal letter is a personal letter written to communicate with friends and family.

Let's look at the main components of an informal letter.

1. Sender's address in the top left-hand corner
2. Date
3. Salutation
4. Introductory paragraph: wishes to the recipient, brief idea of the topic
5. Body of the letter: expansion on the main idea
6. Concluding sentence
7. Closing line: 'Yours lovingly', 'Yours affectionately', 'Lots of love', or 'Best wishes'
8. Signature

Imagine that your cousin has scored excellent marks in an exam for which they had worked diligently. Write a letter to your cousin to congratulate and to invite them to your house for summer vacation.



Get Set

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all people and nations. It was set out, for the first time, that fundamental human rights must be universally protected.

According to this declaration, humans all over the world have certain fundamental rights: right to life, right to education, right to own property, right to a fair public hearing, right to freedom from slavery or any kind of torture, right to freedom of movement and expression, and so on.



1. What is meant by the term 'human rights'?
2. What would you do if someone forcefully tried to take away one of your fundamental rights?
3. What would you risk to protect your fundamental rights?



Reading Junction

On 6 August 1945, the world witnessed the highest number of deaths on a single day in a man-made disaster in history. On this day, the United States dropped a nuclear bomb on Hiroshima, and three days later another one on Nagasaki, which led to the eventual surrender of Japan and an ignominious end to the Second World War.



Let us read a news article about a girl, Sadako Sasaki, who became one of the most widely known *hibakusha*, a Japanese term for the surviving victims of the two atomic bombings.

At midnight on January 7, 1943, a Japanese family, the Sasaki of the Sasaki Barber shop, had a girl. She was named 'Sadako'.

Sadako's father, Shigeo, had to join the military service and was assigned to the Army Hospital in Hiroshima.

6 August, 1945, was a dark day for Japan and the world. The first use of a nuclear weapon in war against civilian population took place, when an atomic bomb was dropped on Hiroshima. It was a hot summer morning when it happened.

On August 6, the air-raid sirens sounded as usual. But just after 7 a.m. there was an 'all-clear' announcement and people stepped out. Sadako, her grandmother, her mother, and brother Masahiro were having breakfast. Then all of a sudden, there was a blinding flash, and a thunderous blast. The walls **collapsed**. They managed to get up and rush out to the river outside. In the middle of the rush, the grandmother decided to return to the house to retrieve something. That was the last time they saw her.

There was fire everywhere. People were **panic-stricken**, and someone helped the Sasaki into a boat to escape. Though only four years old at that time, Masahiro remembered it to be a leaking boat.

They had hardly begun their journey when they were caught in black rain. Sadako's clothes soon had dark stains that the rain left.

After the bombing, Shigeo returned to Hiroshima as a rescue squad member. On

August 9, he managed to locate his home only to find that his mother was no more.

It was 1949. Sadako was an energetic child, a student in 'Bamboo Class' at the Nobori-cho Elementary School, and exceptional in singing and sports.

It was 1954. Nine years had passed after the horrific atomic bombing. One day, on the Spring Field Day, the school conducted a relay race. The 'Bamboo Class' team was there, but **fumbled** the baton pass, and was placed last. At the end of the day, there was a review and the class decided that Sadako must take part in the race. Every day after class, there was relay-race practice.

Soon, it was time for Fall Field Day, and another relay race. 'Bamboo Class' was confident of a win because it had Sadako in the team.

Sudden turn of events

The races finished and 'Bamboo Class' emerged victorious. Sadako had made them champion. But her classmates and the others soon noticed that something was wrong with her. She was exhausted and had a very stiff neck. Later, she had a swollen face.

She was admitted to a hospital. After tests, doctors told Shigeo that Sadako had **leukaemia** and just a year to live. Sadako was sent to the Hiroshima Red Cross Hospital. News spread

collapsed: suddenly fell down

panic-stricken: too frightened to think clearly or calmly

fumbled: handled unskillfully

leukaemia: a cancer of the blood cells

and everyone in the school decided to support Sadako and regularly visit her.

In August, the high school students in Nagoya thought of an idea. They folded 1,000 paper cranes and sent them to her hospital. Sadako received the cranes, in many colours and sizes. It was graduation day at Nobori-cho School and the hospital allowed Sadako to attend a farewell party for 'Bamboo Class'.

On October 25, Sadako died. She was 12. It was also a year since 'Bamboo Class' won the relay race.

'Bamboo Class' was in tremendous shock. Many, like Sadako, had experienced the bombing. After discussing many possibilities, they decided to build a monument for all the children who were affected by the bombing. They also decided to take a pledge to try and rid the world of atomic bombs.

Soon people began to raise funds for the monument. Nearly 3,000 schools in and around Japan responded and sent money and letters of support.

In January 1957, the official declaration came to build the Children's Peace Monument at the Hiroshima Peace Memorial Park. A statue of Sadako holding a golden crane was installed on 5 May, 1958, three years after Sadako's death.

An inscription read:

'Let no more children fall victim
to an atomic bombing.

This is our cry. This is our prayer:
For building peace in the world.'

Sadako had a short life, but her story has touched millions of hearts around the world.



Even today, just before the dawn on August 6 and 9, the world remembers the terrible tragedies. Letters of support and paper cranes continue to be sent to the Children's Peace Monument at Hiroshima.

One thousand cranes

The U.S. carried out two atomic bombings against Japan: Hiroshima on August 6, 1945, and Nagasaki on August 9, 1945.

Within the first two to four months of the attacks, the victims included 90,000–1,66,000 people in Hiroshima and 60,000–80,000 in Nagasaki. People were killed instantly, or suffered lasting burns. Most were affected by diseases due to radiation exposure.

The Children's Peace Monument is located at the Hiroshima Peace Memorial Park, in the city of Hiroshima. A representation of Sadako is atop the structure where she holds a crane.

After the statue was completed, her story began to gain popularity and became known as the story of Sadako and the paper cranes. This happened after the Austrian journalist Robert Jungk visited Hiroshima in 1956 and heard her story, **prompting** him to retell the story in a book.

The jazz fusion band, 'Hiroshima' wrote a song called 'Thousand Cranes' inspired by Sadako's story as a tribute to the suffering that Hiroshima **underwent**.

In the city of Nagasaki too, there is a Nagasaki Atomic Bomb Museum and a peace statue.

Make a wish

The story goes that if a person folded 1,000 paper cranes, their wish would come true. In the hospital, Sadako began to fold paper cranes hoping to make a thousand of them to fulfill her wish of recovery.

– By Murali N. Krishnaswamy, published in
The Hindu on 01-08-2017

prompting: encouraging
underwent: experienced



Get Going

A. Let us find the answers from the text.

1. How did Sadako and her family escape on 6 August 1945?
2. What happened to Sadako after 'Bamboo Class' won the race?
3. When and where were the two atomic bombings carried out?
4. Why did Sadako begin folding paper cranes?
5. How did Sadako's story gain popularity?
6. What did the people pledge when they decided to build the monument?

B. Let us read between the lines.

1. Why did the students send a thousand paper cranes to Sadako?
2. What does Sadako's statue at Hiroshima Peace Memorial Park represent?
3. In the text, we see that Sadako's story gained immense popularity. Name some ways in which this happened.

C. Let us go beyond the text.

1. How did Sadako's death inspire people?
2. What do you think are the effects of war on the economic conditions of a country?





Vocabulary Junction

Read this sentence from the text.

Sadako had **made** them champion.

Now, look at this sentence.

She hired a **maid** to help her with the chores.

The two words in bold are spelt differently and have different meanings, but they share the same pronunciation.

Made means to cause something.

Maid means a female domestic help.

Words that sound the same but have different spellings and different meanings are called **homophones**.

Let us look at some examples.

flour flower	ingredient to bake with the seed bearing colourful part of a plant with petals
sun son	a celestial body around which the planets revolve a male child
witch which	a fantasy character a question word
scene seen	a part of a film or play to have looked at something
him hymn	used to refer to a male person or animal a song sung in praise of God

1. Look at the following pairs of words and their meanings. Identify whether they are homonyms or homophones.
 - (a) dough (*used to make pizza*) _____
doe (*female deer*) _____
 - (b) dessert (*something sweet eaten after a meal*) _____
desert (*dry land*) _____

- (c) face (*front part of the head*) _____
 face (*confront*) _____
- (d) break (*a pause in something*) _____
 brake (*a device to slow down or stop a vehicle*) _____
- (e) kind (*generous*) _____
 kind (*a group with similar characteristics*) _____

2. Fill in the blanks with correct options.

- (a) The father of the bride is walking her down the _____ (*isle/aisle*).
- (b) The table is made of the best _____ (*wood/would*) in the market.
- (c) The _____ (*weather/whether*) is supposed to be pleasant tomorrow.
- (d) I want to buy a black _____ (*pair/pear*) of jeans.
- (e) The postman just delivered some _____ (*male/mail*) for you.



Pronunciation Junction

Read out the following words.

blogging

dramatic

garment

Now, read out the first letter of each word.

When you pronounce these letters, you would experience that the air from the mouth is released in the manner of a mini-explosion. Place a sheet of paper in front of your mouth, and when you produce these sounds, you will notice that the paper moves as the air is released. These consonant sounds are called plosives.

A **plosive** or a **stop consonant**, is a consonant sound produced by stopping the airflow in the mouth followed by a sudden release of air.

Note: Voiced consonants, when uttered, cause the vocal cords to vibrate.

Voiceless consonants do not cause the vocal cords to vibrate.

This can be easily tested by placing your finger on your throat.

While /p/, /t/ and /k/ are voiceless consonants, /b/, /d/, and /g/ are voiced consonants. The paper should move more with the voiceless consonants /p/, /t/ and /k/ than with the voiced equivalents /b/, /d/, and /g/.

Let's look at how these pairs of plosives are produced.

Consonant	Name	Organ used to stop the airflow
/p/ or /b/	bilabial	Airflow is interrupted by closing the lips.
/t/ or /d/	alveolar	Airflow is interrupted by the tongue touching a part of the roof of the mouth.
/k/ or /g/	velar	Airflow is interrupted by the back of the tongue touching the soft part of the roof of the mouth farthest from the front teeth.

It is important to pronounce these consonant sounds clearly as the sounds in each pair can be easily confused with each other. For example, the sound /p/ could be confused with the sound /b/; the sound /t/ could be confused with the sound /d/; and the sound /k/ could be confused with the sound /g/.

Let's look at examples of voiceless plosives in the first syllable of a word.

peach	post	pair	publicity
time	tome	trash	training
king	kite	kill	cupboard

Let's look at examples of voiced plosives in the first syllable of a word.

beach	boast	bare	backward
dime	dome	dash	damage
going	guide	gill	garden

Read out the following sentences. Underline the words with plosives in the first syllable.

1. Pilgrims go to the temple with their offerings every day.
2. The sculptures are made of bronze and copper.
3. Barking dogs seldom bite.
4. Kangaroos live in groups called mobs.
5. The girls were baking a big cake for the couple on their golden anniversary.

6. I am sure you will not be disappointed with this product.
7. Be sure to write your name on top of your answer script.
8. I climbed all the way to the top of the mountain in the least time.
9. Be careful about how you pronounce your plosives.
10. My favourite games are cricket and basketball.



Grammar Junction

Read these sentences from the text.

Let us read a news article about a girl, Sadako Sasaki, who became one of the most widely known hibakusha ...

A **relative clause** is a type of a subordinate or dependent clause that acts as an adjective. The whole clause functions as an adjective. It modifies a noun. It is also known as an adjective clause or an adjectival clause.



Adjective: modifies a noun or pronoun

Clause: a group of words with a subject and predicate

Subordinate clause: a clause that cannot stand alone and is dependent on another clause

A relative clause meets three requirements.

- It contains a subject and a verb.
- It begins with a relative pronoun or a relative adverb.

Relative pronoun	<i>who, whom, whose, that or which</i>
Relative adverb	<i>when, where or why</i>

- Finally, it functions as an adjective, answering the questions, such as ‘What kind?’, ‘How many?’, or ‘Which one?’

The happy child walked across the street.

Happy is an adjective modifying the noun child.

The child who looked happy walked across the street.

*In this sentence, the clause who looked happy modifies the noun *child*.*

Let's look at some more examples of relative clauses.

The lady who lives across the street is my aunt.

Students who work hard get good marks.

I do not like people who are mean to animals.

The building where she works is on the main road.

Autumn is the season when the leaves of many trees change colour.

1. Underline the relative clauses in the following sentences.

- (a) A kangaroo is an animal that lives in Australia.
- (b) My aunt, who is 53 years old, still takes the bus to work.
- (c) That's the dog which bit me yesterday.
- (d) I remember the day when we first met.
- (e) I don't know the man who was talking to me.
- (f) My friend Raquib, whose father is a bureaucrat, knows a lot about politics.

2. Fill in the blanks with correct relative pronouns.

- (a) Those _____ couldn't show their passports were not allowed inside.
- (b) December is that time of the year _____ most people go on a vacation.
- (c) The umbrella _____ I bought last week is already broken.
- (d) This is the man _____ I saw stealing your stuff last week.
- (e) They live in Udaipur _____ is the city of lakes.

3. Complete the following sentences with appropriate relative clauses.

- (a) Yesterday, I met someone _____
- (b) A museum is a place _____
- (c) A dentist is a person _____
- (d) This is the film _____
- (e) What's the name of the man _____



Speaking Junction

Like Sadako, Malala Yousafzai is a brave girl. In September 2008, Malala gave a speech in Peshawar, Pakistan. The title of her speech was 'How dare the Taliban take away my basic right to education?' Malala had an opinion, and through her speech she wanted to express her opinion

and try to get others to agree with her. This is an example of an argumentative speech, in which the speaker takes a stand on an issue and provides arguments justifying why her position is better than the opposing one.

Here are the steps involved in writing an argumentative speech.

- Select an arguable topic. You will be more effective in arguing your position if you are interested in the topic.
- Look at both the positive and negative aspects of an issue carefully and then decide which position you want to take. Do not sit on the fence.
- Gather proper evidence to support your arguments. Look for examples, anecdotes and statistics that support your argument.
- Make your speech interesting by including quotations and facts. Humour is always a good way to grab the attention of your audience.
- Elaborate on the topic to ensure that the audience understands it.
- Conclude your speech by restating the main points.

Prepare an argumentative speech expressing your thoughts on the topic ‘What is more important for society’s progress – Education or Wealth?’



Listening Junction

Listen to five people saying what they think would make the world a better place. Each speaker uses one word each from Column A and Column B. Listen and match the pair of words to the speaker.

Name of the Speaker	Column A	Column B
John	listen	dialogue
Amanpreet	oil	multitasking
Saira	women	water
Afzal	guns	exhaust
Amrita	cars	unhappy



Recently, after reading another story about Malala Yousafzai, an extraordinary girl who took a stand against the Taliban to defend her right to education for which she was awarded the Nobel Peace Prize, 14-year-old Shruti from Delhi has written an email to Malala. Let's read it.

The screenshot shows an email client window with a purple header. At the top, there are buttons for 'Send', 'Save Now', and 'Discard'. The 'To:' field contains 'malalayousafzai@gmail.com'. The 'Subject:' field contains 'More power to you!'. Below the subject, there is an 'Attach a file' button and a 'Check Spelling' button. The main body of the email contains the following text:

Hi Malala,

First of all, I was thrilled to hear the wonderful news of you winning the Nobel Peace Prize. Please accept my hearty congratulations for becoming the youngest Nobel laureate ever. You totally deserved it. I am Shruti, a high school student from Delhi, India. I am writing to tell you that you have been a source of inspiration to thousands, probably millions of people, especially young people all around the world.

I feel honoured to tell you that your fight for the right to education has spurred many of the teenagers like me into action against child labour. We have started a campaign to spread an awakening about the need to educate girl children in Delhi. By we, I mean about a dozen of prominent schools in Delhi. We are an all-student group guided by Bachpan Bachao Andolan, the NGO founded by Mr Kailash Satyarthi, your co-laureate for 2014 Nobel Peace Prize.

As a part of this campaign, we want to bring your voice and mission to our city and its under-privileged populace. So, I cordially invite you for a video conferencing or a telephonic interview, as it suits you. We want children here to become a part of the global movement for child education. I hope you don't mind taking some time out for this, as it would mean a lot to all of us.

Please find attached our group's poster and mission statement 'Education for All'. I hope to hear from you soon.

Yours sincerely,
Shruti Kulkarni

At the bottom right of the email body, there is a small cartoon owl logo and a text box that says: "The email ID given is not real."

An informal letter or email is usually exchanged between people who know each other fairly well. However it can also be sent to someone you don't know personally. An email has many advantages over a letter. It can be sent in a matter of seconds whereas a letter may take a few days to reach its destination. Moreover, in an email, a copy of the message is retained even after sending it and the chain of responses can all be seen in one place.

Imagine that you got a chance to meet Sadako and discuss her life and struggles. Write an email to her after your meeting, talking about your experience and how you felt after meeting her.



Author note

William Blake (1757–1827) was a famous poet, painter and engraver in the late 18th century and early 19th century. Blake was a radical and an anti-authority figure who wrote against all kinds of tyranny. His paintings and poetry have been characterised as a part of the Romantic movement and are 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 understand by the word 'childhood'? How do you think children should spend their childhood? What should be their prime duties and responsibilities?

Now, look at the pictures given below. Do you see anything wrong in these pictures? Discuss.





Reading Junction

Let us read a poem about a chimney sweeper. It is set in England in the late 18th century, when child labour was prominent in the country.

When my mother died I was very young,
And my father sold me while yet my tongue
Could scarcely cry 'weep! 'weep! 'weep! 'weep!'
So your chimneys I sweep and in soot I sleep.

There's little Tom Dacre, who cried when his head
That curled like a lamb's back, was shaved, so I said,
'Hush, Tom! never mind it, for when your head's bare,
You know that the soot cannot spoil your white hair.'

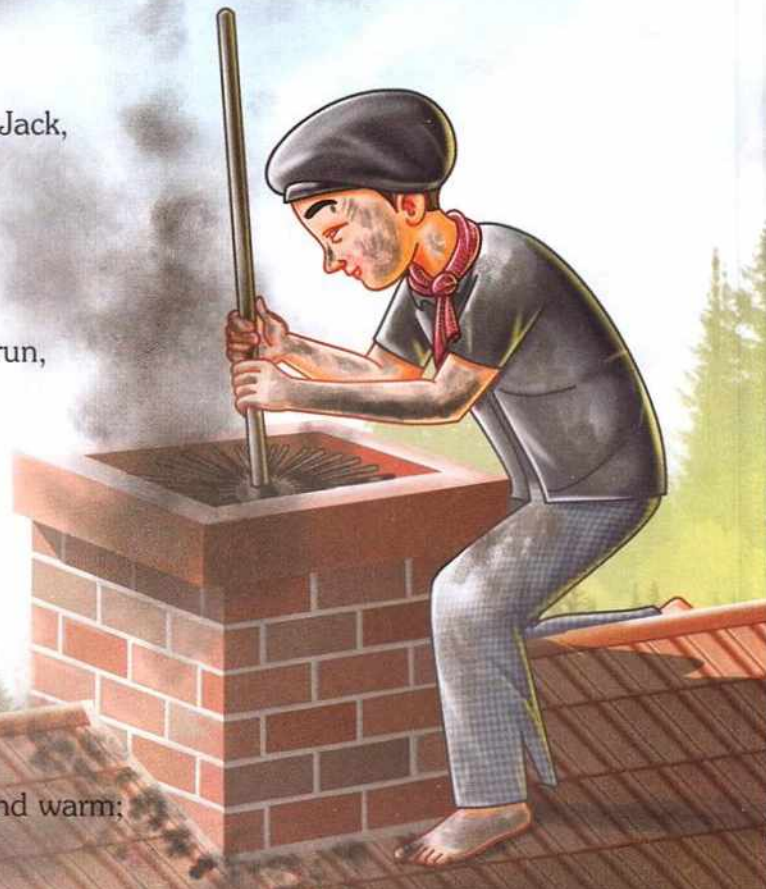
And so he was quiet, and that very night,
As Tom was a-sleeping he had such a sight!
That thousands of sweepers, Dick, Joe, Ned, and Jack,
Were all of them locked up in coffins of black;

And by came an Angel who had a bright key,
And he opened the coffins and set them all free;
Then down a green plain, leaping, laughing they run,
And wash in a river and shine in the Sun.

Then naked and white, all their bags left behind,
They rise upon clouds, and sport in the wind.
And the Angel told Tom, if he'd be a good boy,
He'd have God for his father and never want joy.

And so Tom awoke; and we rose in the dark
And got with our bags and our brushes to work.
Though the morning was cold, Tom was happy and warm;
So if all do their duty, they need not fear harm.

— William Blake



soot: the black powder which forms and sticks at the sides of a fireplace or a chimney



Get Going

- A. Let us find the answers from the poem.
1. Who is the speaker in the poem?
 2. Where are the speaker's parents?
 3. Who is Tom Dacre and why did he cry?
 4. What does the speaker say to make Tom Dacre feel better?
 5. Describe the dream that Tom Dacre had.
 6. What did Tom feel about the dream the next morning?
- B. Let us read between the lines.
1. What is the theme of the poem?
 2. Point out one instance of alliteration and one instance of simile.
 3. Why do you think the language and structure of the poem is simple?
 4. Irony is a figure of speech in which the intended meaning of a word is usually opposite to its literal meaning. Point out one instance of irony in the poem.
 5. What is the tone of the poem?
- C. Let us go beyond the poem.



Recap 'tone' and 'irony' with examples.

1. Many children are forced at a very young age to work and earn money. How does that make you feel?
2. Do you personally know or have seen any child who has to work for a living? What can you do to help them?



Vocabulary Junction

Read the following line from the poem.

They rise upon clouds, and sport in the **wind**.

Now look at the following sentence.

You can operate this machine by **winding** this lever.

Look at the words in bold.

These words are spelt the same but have different meanings and pronunciations.

Wind /wind/ means a current of air,

Wind /waɪnd/ means to turn or cause something to turn.

Words that are spelt the same but have different pronunciations and meanings are called **homographs**.

Let's look at a few more examples of homographs.

bow /bəʊ/	a weapon used for shooting arrows
bow /baʊ/	bending one's head as a sign of greeting, respect or shame
bass /bas/	a fish
bass /beɪs/	a low-pitch voice
desert /dɪ'zə:t/	to abandon
desert /'dezət/	a waterless patch of land
minute /'mɪn.ɪt/	one of the 60 parts that an hour is divided into
minute /maɪ'nju:t/	extremely small
produce /'prɒdʒ.u:s/	food or any other substance
produce /prə'dʒu:s/	to make something

1. Identify the homographs in the following sentences. Write another sentence using the same homograph showing its other meaning.
 - (a) Dinesh's family bought Polish furniture for their new house.
 - (b) The doctor told me that the wound will heal in a few days.
 - (c) We had to stand in the row to buy movie tickets.
 - (d) I looked at the records dating back to the 19th century for my class assignment.
 - (e) The winners of the debate competition were presented with medals.
2. Make two sentences with each of the following homographs containing two different meanings.
 - (a) second
 - (b) learned
 - (c) advocate
 - (d) lead
 - (e) tear



Pronunciation Junction

Read the following lines from the poem.

And by came **a**n Angel who had **a** bright key,
And he opened **the** coffins and set them all free;
Then down **a** green plain, leaping, laughing they run,
And wash in **a** river and shine in the Sun.

Read the words with the letters in bold.

The letters in bold sound the same. This is one of the most common vowel sounds in the English language. It is so common that it even got itself a name – schwa. The symbol for schwa looks like an inverted e (ə).

The **schwa** (ə) is a short and weak vowel sound that sounds like **uh**. It occurs in unstressed syllables.

Let's look at a few words that contain the schwa sound.

a bout	p o lice	a mazing
dr i ver	sat u rday	fam i ly

Underline the syllables with the schwa sound in the following sentences.

1. Move the sofa.
2. This is my teacher.
3. Use a pencil for this task.
4. Where is the school campus?
5. Is the party on Saturday?
6. When does the train arrive?
7. This is my testimony.
8. Switch on the computer.



Grammar Junction

Read the following lines from the poem.

'Hush, Tom! never mind it, for when your head's bare,
You know that the soot cannot spoil your white hair.'

... And the Angel told Tom, if he'd be a good boy,
He'd have God for his father and never want joy.

In both the instances, we have someone saying something to someone else. In the first case, it is the poem's speaker speaking to Tom Dacre. In the second case, it is the Angel talking to Tom.

In the first case, we know exactly what the speaker said. In the second case, what the Angel said is being reported as something that happened in the past.

There are two ways in which we can talk about what someone said.

- By repeating the words spoken, exactly the way the speaker said them.

He said, 'I speak English.'

- By reporting the words spoken, by talking about it as a past event.

He said that he spoke English.

The first method is called direct speech. The second method is called indirect or reported speech.

Direct speech repeats or quotes the exact words of a speaker. When we use direct speech in writing, we place the words between quotation marks (' ') without making any changes in the words.

Reported or indirect speech is usually used to report what someone said. So we normally change the tense of the words spoken. The pronoun used is also changed. We use reporting verbs such as 'say', 'tell', and 'ask', and we may use the word 'that' to introduce the reported words. Quotation marks are not used in reported speech.

Let's take a look at how pronouns change when we convert a sentence from direct speech to indirect speech.

Direct Speech	Indirect Speech
I/you (subject)	she/he
we/you (subject)	they
me/you (object)	him/her
us/you (object)	them
my/your	his/her
mine/yours	his/hers
our/your	their
ours/yours	their

Now, let us look at the words denoting the change in time and place when we convert a sentence from direct speech to indirect speech.

Direct Speech	Indirect Speech
this	that
these	those
today	that day
now	then
tonight	that night
last	the ... before / the previous ...
yesterday	the day before
ago	before
last week	the week before
next year	the following year
tomorrow	the next day / the following day
here	there
will	would
can	could

This table shows how the tenses change when we convert a sentence from direct to indirect speech.

Direct Speech	Indirect Speech
Simple Present <i>'I travel a lot,' said she.</i>	Simple Past <i>She said that she travelled a lot.</i>
Present Continuous <i>'I am waiting for Ann,' said Hemant.</i>	Past Continuous <i>Hemant said that he was waiting for Ann.</i>
Present Perfect <i>'I have watered the plants,' said he.</i>	Past Perfect <i>He said that he had watered the plants.</i>

Direct Speech	Indirect Speech
Present Perfect Continuous <i>She said, 'I have been waiting for a long time.'</i>	Past Perfect Continuous <i>She said that she had been waiting for a long time.</i>
Simple Past <i>'I ate it all,' she said.</i>	Past Perfect <i>She said that she had eaten it all.</i>
Past Continuous <i>She said, 'I was waiting for you.'</i>	Past Perfect Continuous <i>She said that she had been waiting for me.</i>
Past Perfect <i>She said, 'I had written my sister a letter.'</i>	Past Perfect (no change) <i>She said that she had written her sister a letter.</i>
Past Perfect Continuous <i>My boss said, 'I had been interviewing a lot of candidates.'</i>	Past Perfect Continuous (no change) <i>My boss said that she had been interviewing a lot of candidates.</i>
Modal <i>He said, 'I will be in Delhi on Monday.'</i>	Modal <i>He said that he would be in Delhi on Monday.</i>

Examples:

Direct: *Yasha said, 'I really like this dessert!'*

Indirect: *Yasha said that she really liked that dessert.*

Direct: *'I will see you later,' she said.*

Indirect: *She said that she would see me later.*

Direct: *Partha said, 'I eat rice.'*

Indirect: *Partha said that he ate rice.*

Direct: *'I am baking a cake for tomorrow,' said Mary.*

Indirect: *Mary said that she was baking a cake for the next day.*

Direct: *'We can swim,' they said.*

Indirect: *They said that they could swim.*

1. Here are some sentences in direct speech. Punctuate them correctly.

(a) I work in Italy he said.

- (b) They were already there when I arrived she said.
- (c) He asked have you posted the letter?
- (d) This is such wonderful news she exclaimed.
- (e) Marty said my dad was a teacher.

2. Rewrite the following sentences in indirect speech.

- (a) 'I don't want to come,' she said.
- (b) He said, 'I am watching a movie.'
- (c) 'We have finished the assignment,' they said.
- (d) 'A burglar broke into my house last night,' she said.
- (e) 'I had never met an architect before,' she said.



Explain the difference between the verbs 'to tell' and 'to say'.



Speaking Junction

Rima and her friends have been given a topic to discuss. They all have different opinions about it. The topic is 'Should we give money to beggars?' Read what Rima and her friends have to say about this.



Rima: I think we should give money to beggars as it is a wise thing to do and it makes us feel good.



In my opinion, most of the beggars we see aren't really needy. They would rather beg than work. So, we shouldn't waste our money on them. In fact, the more we help them, the more dependent they become.



I see your point. However, there is also something called compassion. We must be compassionate to those less fortunate than us. They are also humans. They could be in dire need of money.



How would we know whether they are really needy and not just lazy?



What about little children selling pencils and toys to pay for school? Shouldn't we give them money?



I think what we are all trying to say is we must be compassionate but our actions must be for the right cause. We could give food, clothes and other things to the needy. Just the fear of our aid being misused shouldn't stop us from reaching out.

Group discussions could also solve a problem, help take a decision or brainstorm to create something.

It is important to listen to others' opinions carefully. You may disagree politely or agree and add on to their points. Always support your opinions with facts and credible evidence. You may also state your assumptions and ask others in the group for their opinion. You may ask questions for more information or explanation and add to the information shared by others.

Here are some useful phrases you can use during group discussions.

- **Agreeing:** You're absolutely right about that.
- **Disagreeing:** I'm sorry, I don't agree with you.
- **Interrupting:** Sorry, do you mind if I say something here?
- **Dealing with interruptions:** Could I just complete what I'm saying?
- **Asking for an explanation:** Would you mind telling us what exactly you mean?
- **Asking for more information:** Would you mind adding more detail to your statement?
- **Adding more information:** Another point I'd like to make is ...

To sound polite and respectful, use words such as please, thank you, I'd like to ... May I ... ? Would you mind ... ? Could you ... ?



Explain the difference between a group discussion and a debate.

Gather your friends and have a short group discussion on any one of the following topics.

1. Celebrities make bad role models.
2. Video games should be banned as they promote only violence.



Listening Junction

A reporter went to investigate a case of fraud. He spoke to some people, who knew about the case, and made notes. He made some errors while taking notes. Listen to the report on the case and edit the notes of the reporter given below.

Woman got away with fraud

Obtained some papers for writing letters that had the Government's logo printed on the top Wrote to people living in South Africa, England, Canada, etc. where a lot of Indians have emigrated.

He wrote, We, the Indian Government, if you send us one thousand rupees, will trace your lineage and find out your family tree. If we find out that anybody in your family going back over the generations was famous or of some interest, we will let you know and send you your family

picture. A lot of people received this letter and sent him the money. A few months later he would send them a letter saying nothing was found in their family history.

He got greedy and started sending more letters than he could reply to.

People started complaining about the fact that they were receiving nasty replies.

Investigation led to the discovery that he had made a fortune out of this.

He was never caught and continues to fool people.



Writing Junction

Read this diary entry written by Tom Dacre describing the dream he had and how it affected him.

14 March 1887, Monday

Dear Diary,

I had a very interesting dream last night.¹ I dreamt that thousands of chimney sweepers, including my friends Dick, Joe, Ned, Jack and I, were all locked up⁴ in black coffins. It was very scary. It reminded me of what a horrible day I had. They had shaved off all my hair.

Suddenly, an angel came and opened the coffins with a bright key.³ He set us all free. It was such a joyful moment to be let out of that coffin. Then, down a green plain, we ran, leaping and laughing. We washed our dirty bodies in a river. Our bodies were shining and glistening afterwards.²

We were clean and white and rose upon clouds, and played with the wind. The Angel's voice was so soothing and peaceful. Then the Angel told us stories of kings and princes. His words affected me deeply. When I woke up, his words were still ringing in my head.

Today, I did my work quietly and diligently. I know I shall be rewarded for that.⁵ What do you say, Diary?

A diary is a kind of a personal document. It records an individual's account of a day of their life.

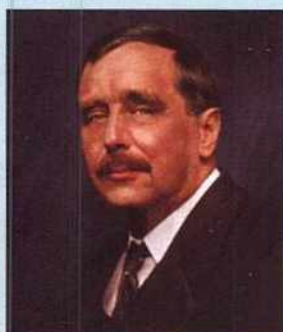
You have already learnt about the main parts of a diary entry. Now let us look at the steps involved in writing a diary entry.

1. Begin with a general sentence, describing the day or your feelings.

2. In the body of the diary entry, you may discuss an event and/or your feelings about it.
3. Since we talk about our experiences and feelings, we use first person pronouns in a diary entry.
4. We generally use Simple Past, Present Perfect and Future tense in a diary entry.
5. Conclude with a final remark and future course of action.

Do you remember the main parts of a diary entry? Read the sample again and identify them.

Imagine you went to a local restaurant and saw children doing the dishes and serving food. They wore tattered clothes and looked dirty and unkempt. Write a diary entry describing the day and talk about how you felt when you saw them. Also, write about what you could do to help them.



Author note

Herbert George Wells (1866–1946) was a prolific English novelist. He is considered by many as the ‘Father of Science Fiction’. Some of his works include *The Time Machine*, *The Island of Doctor Moreau*, *The Invisible Man* and *The War of the Worlds*. Several of his works have been made into films in recent years. He was nominated for the Nobel Prize in Literature four times.



Get Set

- Many technological innovations that are in use now had been visualised and predicted by science fiction writers long before they were invented. Look at the images given in Column A and match them with the descriptions of their origin given in Column B.

A



B

In Jules Verne’s novel *Twenty Thousand Leagues Under the Sea*, published in 1870, Captain Nemo travels around the world’s oceans in an electric submarine, the *Nautilus*.

Edward Bellamy’s novel *Looking Backward*, published in 1888, shows that people in the future carry a card that allows them to draw money on credit from banks without using paper money.

George Orwell, in his novel *1984*, published in 1949, introduced the concept of monitoring citizens by an interconnected web of surveillance cameras.



A



B

Ray Bradbury, in his novel *Fahrenheit 451*, published in 1953, describes earpieces as ‘little seashells ... thimble radios ...’ that brought an ‘electronic ocean of sound, of music and talk and ...’

Arthur Clarke’s manuscript *The Space Station: Its Radio Applications*, published in 1945, talked about how satellites can be used in telecommunication.

2. Given an opportunity, where would you like to travel in a time machine – into the past or the future?

3. Why would you like to travel to the past or the future? What changes would you like to make there?



Reading Junction

Let us read a play about a time traveller who invents a time machine.

Scene 1

Location: Time Traveller’s house.

Characters: Time Traveller, Filby, Medical Man, Provincial Mayor, Psychologist, Young Man, Writer

The Time Traveller’s grey eyes shone and twinkled, and his usually pale face was flushed and animated. The fire burned brightly, and

the soft radiance of the incandescent lights flashed as we sat around listening to him intently.

flushed: excited or elated

animated: full of interest and energy

incandescent: very bright

intently: with great interest and attention

Time Traveller: Clearly, any real body must have extension in four directions: it must have Length, Breadth, Thickness, and – Duration. There are really four dimensions, three of which we call the three planes of Space, and a fourth, which is our understanding of time. We make a distinction between the first three dimensions and the fourth dimension, because our **consciousness** moves in one direction across the duration of our lives.

Young Man: That ... that ... is very clear indeed.

Time Traveller: Now, it is very remarkable that this is so overlooked. The Fourth Dimension is only another way of looking at Time. There is no difference between Time and any of the three dimensions of Space except that our consciousness moves

along it. But some foolish people have got hold of the wrong side of that idea. You have all heard what they have to say about this Fourth Dimension?

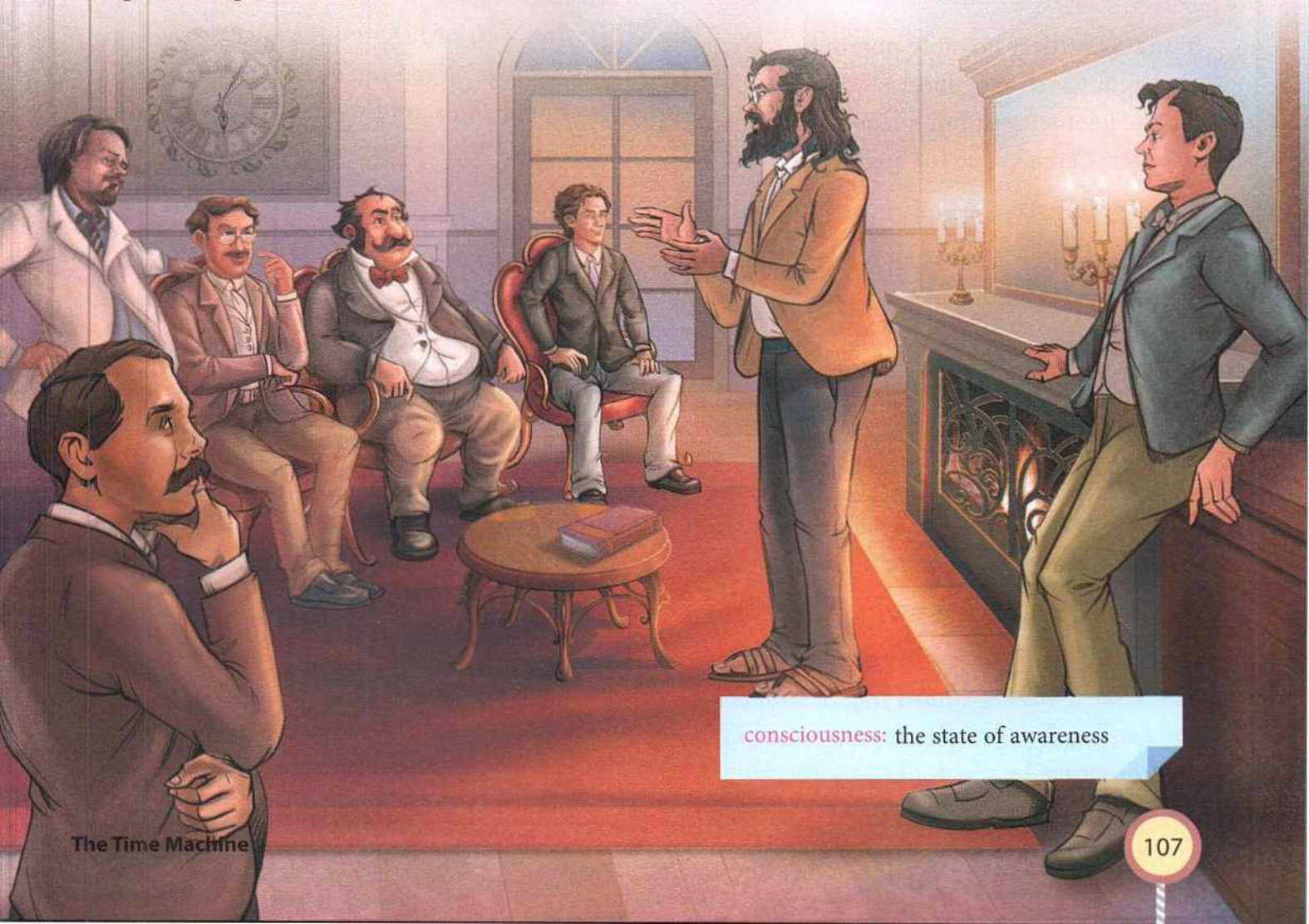
Provincial Mayor: I have not!

Time Traveller: It is simply this. Time is only a kind of Space.

Medical Man: But, if Time is really only a fourth dimension of Space, why has it always been regarded as something different? And why cannot we move in Time as we move about in the other dimensions of Space?

The Time Traveller smiled.

Time Traveller: My dear sir, that is just where you are wrong. We are always moving in



consciousness: the state of awareness

Time. We are constantly getting away from the present moment. Our mental state is always passing along the Time-Dimension with a uniform speed from our childhood till the time we die.

Psychologist: But the great difficulty is this, you can move about in all directions of Space, but you cannot move about in Time.

Time Traveller: That is the germ of my great discovery. But you are wrong to say that we cannot move about in Time. For instance, if I am recalling an incident very vividly I go back to the specific time when it happened: I become absent-minded, as you say. I jump back for a moment.

Filby: This is all against reason. You will never convince me.

Time Traveller: Possibly not, but now you begin to see the object of my research into the geometry of Four Dimensions. Long ago I had a vague **inkling** of a machine—

Young Man: To travel through Time!

Time Traveller: That shall travel indifferently in any direction of Space and Time, as the driver determines.

Filby contented himself with laughter.

Time Traveller: But I have experimental verification.

Writer (getting brain-weary): Experimental verification! You are going to verify that?

Psychologist: Let's see your experiment anyhow, though it's all **humbug**, you know.

The Time Traveller smiled round at us. Then, still smiling faintly, and with his hands deep in his trouser pockets he walked slowly out of the

room, and we heard his slippers shuffling down the long passage to his laboratory.

Psychologist: I wonder what he's got?

Medical Man: Some **sleight-of-hand** trick or other.

*Filby tried to tell us about a **conjurer** he had seen at Burslem; but before he had finished his preface the Time Traveller came back, and Filby stopped talking.*

Scene 2

*The thing the Time Traveller held in his hand was a glittering metallic framework, **scarcely** larger than a small clock, and very delicately made. There was **ivory** in it, and some transparent **crystalline** substance.*

*He took one of the small tables that was scattered about the room, and set it in front of the fire, with two legs on the hearth-rug. On this table he placed the mechanism. Then he drew up a chair, and sat down. The only other object on the table was a small shaded lamp, the bright light of which fell upon the model. There were also perhaps a dozen candles about, two in brass candlesticks upon the **mantel** and several in **sconces**, so that the room was*

inkling: an idea or a feeling about something likely to happen

humbug: nonsense

sleight-of-hand: skillfully deceptive

conjurer: magician

scarcely: barely, hardly

ivory: hard white substance made of the tusks of elephants

crystalline: having the structure of a crystal

mantel: a shelf above a fireplace

sconces: objects attached to the wall used to hold candles

brilliantly illuminated. I sat in a low armchair that was nearest the fire, and I drew it forward so as to be almost between the Time Traveller and the fireplace. Filby sat behind him, looking over his shoulder. The Medical Man and the Provincial Mayor watched him in profile from the right, the Psychologist from the left. The Young Man stood behind the Psychologist. We were all on the alert. It appeared incredible to me that any kind of trick could have been played upon us under these conditions.

The Time Traveller looked at us, and then at the mechanism.

Psychologist: Well?

Time Traveller: This little affair is only a model. It is my plan for a machine to travel through time. Also, here is one little white lever, and here is another. Now I want you to clearly understand that this lever, being pressed over, sends the machine gliding into the future, and this other reverses the motion. This **saddle** represents the seat of a time traveller. Presently I am going to press the lever, and off the machine will go. It will vanish, pass into future Time, and disappear. Have a good look at the thing. Look at the table too, and satisfy yourselves there is no trickery. I don't want to waste this model, and then be told I'm a **quack**.

The Medical Man got up out of his chair and peered into the thing.

Medical Man: It's beautifully made.

Time Traveller: It took two years to make. Then the Time Traveller put forth his finger towards the lever.

Time Traveller (looking at the Psychologist):
No. Lend me your hand.

He took the Psychologist's hand in his own and told him to put out his forefinger, so that it was the Psychologist himself who sent forth the model Time Machine on its **interminable** voyage. We all saw the lever turn. I am absolutely certain there was no trickery. There was a breath of wind, and the lamp flame jumped. One of the candles on the mantel was blown out, and the little machine suddenly swung round, became indistinct, was seen as a ghost for a second perhaps, as an **eddy** of faintly glittering brass and ivory; and it was gone—vanished! Save for the lamp the table was bare. Everyone was silent for a minute.

The Psychologist recovered from his **stupor**, and suddenly looked under the table.

Time Traveller (getting up to the tobacco jar on the mantel to fill his pipe): Well?

Medical Man: Look here. Are you in **earnest** about this? Do you seriously believe that machine has travelled into time?

Time Traveller (pointing towards his laboratory): Certainly! What is more, I have a big machine nearly finished in there, and when that is put together I mean to have a journey on my own account.

Filby: You mean to say that machine has travelled into the future?

saddle: leather seat for a rider

quack: a person who claims to have special skills and knowledge in medicine but does not possess any qualifying certificates or degree

interminable: endless

eddy: circular movement of air, dust or water

stupor: state of shock or near unconsciousness

earnest: sincere and serious in intention

Time Traveller: Into the future or the past—I don't, for certain, know which.

We sat and stared at the vacant table for a minute or so. Then the Time Traveller asked us what we thought of it all.

Medical Man: It sounds **plausible** enough to-night but wait until tomorrow. Wait for the common sense of the morning.

Time Traveller: Would you like to see the Time Machine itself?

*And therewith, taking the lamp in his hand, he led the way down the long, **draughty***

*corridor to his laboratory. I remember **vividly** the flickering light, his **queer**, broad head in **silhouette**, the dance of the shadows, how we all followed him, puzzled but **incredulous**, and how there in the laboratory we beheld a larger edition of the little mechanism which we had seen vanish from before our eyes.*

*Parts were of **nickel**, parts of ivory, and some parts had certainly been filed or sawn out of rock crystal.*

The thing was generally complete, but the twisted crystalline bars lay unfinished upon the bench beside some sheets of drawings, and

plausible: reasonable

draughty: uncomfortable because of cold air blowing through

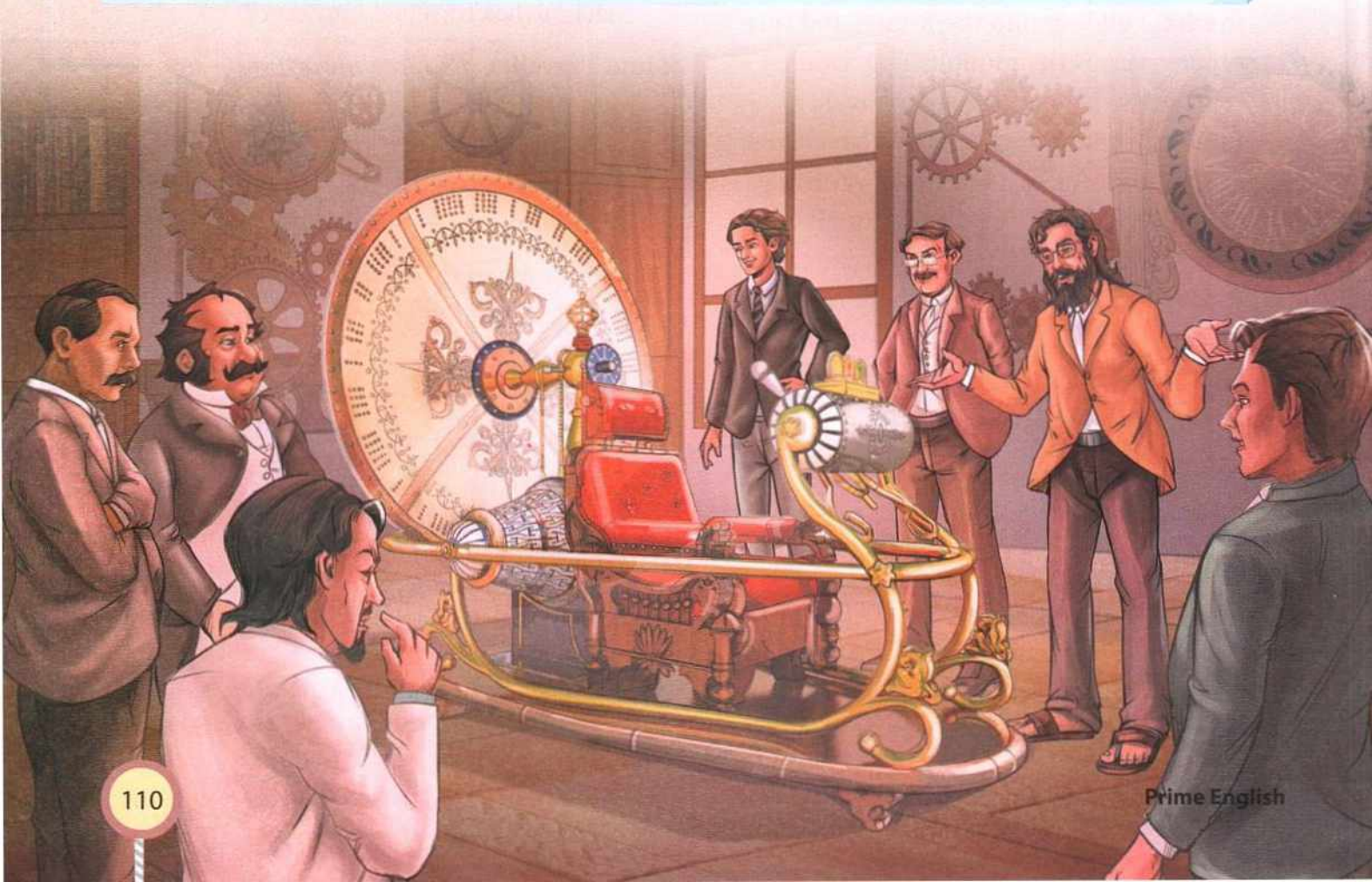
vividly: clearly

queer: strange or unusual

silhouette: dark shape of someone or something against light

incredulous: unwilling to believe something

nickel: a hard silver-white metal



I took one up for a better look at it. Quartz it seemed to be.

Medical Man: Look here. Are you perfectly serious? Or is this a trick – like that ghost you showed us last Christmas?

Quartz: a mineral used to make electronic equipment

Time Traveller (holding the lamp aloft): Upon that machine I intend to explore time. Is that plain? I was never more serious in my life.

– Adapted from *The Time Machine*
by H. G. Wells

Get Going

A. Let us find the answers from the text.

1. 'Clearly any real body must have extension in four directions'. What are the four dimensions of a body according to the Time Traveller?
2. Describe the model time machine that the Time Traveller presented before his guests.
3. What happens if the little white levers in the time machine are pressed?
4. State whether the following statements are true or false.
 - (a) The Time Traveller took the idea of the time machine from one of his guests.
 - (b) The guests were convinced that the time machine would work.
 - (c) The Time Traveller was playing a trick on his guests.
 - (d) The Time Traveller showed his guests the actual time machine in his laboratory.

B. Let us read between the lines.

1. 'Are you perfectly serious? Or is this a trick—like that ghost you showed us last Christmas?' Was the Time Traveller playing a trick, or was he serious? Give reasons from the text.
2. 'Look here. Are you in earnest about this? Do you seriously believe that machine has travelled into time?' Do you think the machine has travelled into time? Give reasons for your answer.
3. 'The Psychologist recovered from his stupor, and suddenly looked under the table.' Why do you think the Psychologist looked under the table?

C. Let us go beyond the text.

If you were one of the guests at the Time Traveller's house, what would your reaction be to the time-travelling machine? Give reasons.





Vivid verbs

Read the following line from the play.

The Time Traveller's grey eyes shone and **twinkled**, and his usually pale face was **flushed** and **animated**.

Look at the words in bold.

They are vivid verbs. Vivid verbs are verbs that tell us more about an action. They create a sharp mental picture in the minds of the reader. They are descriptive, dramatic and vibrant.

Vivid verbs:

- give a clear picture of the action or process taking place in a sentence.
- create interest, as a reader can visualise these verbs in a story.
- exhibit movement in a sentence.
- make the writing come alive.

For example, we can replace a common verb, such as 'like' in a sentence, with vivid verbs, such as 'adore' or 'admire'.

Priya *likes* her niece, Diya.

Priya *adores* her niece, Diya.

Priya *admires* her niece, Diya.

It is difficult to create images in a reader's mind using common verbs, whereas vivid verbs make visualisation easy.

Let us look at some examples of vivid verbs.

Hearing (Loud)	Hearing (Soft)	Movement (Fast)	Movement (Slow)
crash	whisper	spring	crawl
blare	murmur	stride	stalk
thud	rustle	bolt	slouch
boom	hum	zoom	waddle
explode	sigh	dash	creep

Hearing (Loud)	Hearing (Soft)	Movement (Fast)	Movement (Slow)
roar	giggle	rush	drift
yell	mutter	race	slink
scream	hiss	whisk	tiptoe
bawl	buzz	swoop	sneak

Rewrite the following sentences by replacing the underlined words with vivid verbs.

1. Jenny and Jiya were walking in the garden.
2. The baby cried loudly.
3. Dusty air moved the leaves.
4. It's really raining outside!
5. The frightened squirrel ran up the tree.

Vivid adjectives

Like vivid verbs, vivid adjectives also intensify descriptions of nouns in a sentence.

Now, read the following line from the play.

The thing was generally complete, but the twisted **crystalline** bars lay unfinished upon the bench beside some sheets of drawings ...

Look at the word in bold.

'Crystalline' is an adjective. It gives us an idea about how the bars looked.

Adjectives are important because they:

- describe, modify or quantify a noun or a pronoun.
- make descriptions more vivid.
- give a clear idea of what a noun or pronoun smells, sounds, tastes, feels and looks like.
- make sentences more interesting.

Look at the sentences given below.

A man entered the room.

A young man, wearing a blue trench coat, entered the room.

Notice the difference in the sentences.

The first sentence does not give readers any clue about the physical appearance of the man, and makes it difficult for them to imagine anyone in particular. But, the second sentence provides specific details and helps readers form a clear picture of the person in their mind.

Look at another example.

The large fish struggled as the boy pulled it out of the river.

Now, read about the same scene described using vivid verbs and adjectives.

*The **slimy** fish thrashed about violently, in **desperate** attempts to escape the lad's **firm** grasp, to return to the swiftly flowing stream caressing the boy's **tanned** legs, the **life-giving** water from which it was being forcibly removed and that was the only thought on the now slowly **dying** creature's mind.*

Note: The vivid verbs are underlined and the vivid adjectives are in bold.

The first sentence only gives a sketchy image, whereas the second helps the reader visualise the scene more vividly.

Here are some more examples of vivid adjectives.

Taste	acrid	palatable	tart	savoury	bland
	insipid	peppery	goosey	luscious	tangy
Touch	satiny	fluffy	prickly	bumpy	jagged
	lumpy	slushy	gritty	grimy	grainy
Weather	chilly	frosty	warm	damp	arid
	baking	scorching			
Sound	faint	melodic	purring	raspy	deafening
	screeching				

1. When do we need to use vivid verbs and adjectives for writing? Discuss with your friends.
2. Make the following sentences vivid and interesting by using suitable adjectives.
 - (a) A lady came into my office.
 - (b) I went into the room and saw a puppy on the bed.
 - (c) I love that car which is always parked at the end of the street.
 - (d) Look at my sleeping bag!
 - (e) Beware of the monster!



Pronunciation Junction

Read these lines from the play.

There is no difference **between** Time and any of the three dimensions of Space ...

It must have Length, Breadth, Thickness, and – **Duration**.

Now, look at the words in bold.

The stress varies in each of these words. The last syllable is stressed in the word be'tween as it is a preposition with two syllables.

The second from last syllable is stressed in the word du'ration as it ends with -tion.

While speaking, it is important to lay stress on the correct syllables in each word to communicate the meaning clearly.



Each word has a certain syllable which is stressed more than the others while speaking. This is known as the 'stressed syllable'. The stress in a word is shown by a stress marker (').

Let us look at the rules of word stress.

Rule	Stress	Examples
Adjectives and nouns with two syllables	First syllable is stressed.	'basic, 'happy, 'student, 'Paris
Prepositions and verbs with two syllables	Second syllable is stressed.	be'gin, de'cide, a'mong, be'low
Words ending in -sion, -tion and -ic	The second from the last syllable is stressed.	re'vision, am'bition, te'rrific
Words ending in -cy, -ty, -phy, -gy and -al	The third from the last syllable is stressed.	de'mocracy, responsi'bility, bio'graphy, ide'ology, e'lectrical
Compound nouns	The first part of the word is stressed.	'sunrise, 'seafood, 'blackboard
Compound adjectives	The second part of the word is stressed.	rock-'solid, bad-'tempered
Compound verbs	The second part of the word is stressed.	over'estimate, over'flow

Underline the stressed syllables in the following words.

export	example	hypertension	geological
inefficient	dependability	misspoke	receive
prearrange	toothpaste	Iceland	two-metre



Grammar Junction

Read this line from the play.

I sat in a low armchair that was nearest the fire, and I drew it forward so as to be almost between the Time Traveller and the fireplace.

This sentence is an example of a compound sentence.

A **compound sentence** contains two independent clauses which are connected by a coordinating conjunction and a comma.

Compound sentence = **independent clause** + **coordinating conjunction** + **independent clause**

↓
(for, and, nor, but, or, yet and so)

I sat in a low armchair that was
nearest the fire,

and

I drew it forward so as to be
almost between the Time
Traveller and the fireplace.

↓
independent clause

↓
coordinating conjunction

↓
independent clause

Examples:

*The children went to the zoo, **but** they did not go to the park.*

*She did not want to go to the dentist, **yet** she went anyway.*

*Ravi's car broke down, **so** he had to walk to the library.*

*I really want to go to the party, **but** I am too tired.*

Now, read the following line from the play.

We make a distinction between the first three dimensions and the fourth dimension because our consciousness moves in one direction across the duration of our lives.

This is an example of a complex sentence.

A **complex sentence** contains an independent clause and one or more dependent clauses.

Here are some characteristics of a complex sentence.

- The dependent clause starts with a subordinating conjunction.
- A dependent clause can follow an independent clause or an independent clause can follow a dependent clause.

Complex sentence = **independent clause + subordinating conjunction + dependent clause**

Or

Complex sentence = **subordinating conjunction + dependent clause + independent clause**

Subordinating conjunctions: although, after, before, because, even though, if, since, though, until, unless, while, when, wherever, whenever, whereas

We make a distinction between
the first three dimensions and the
fourth dimension

because,

our consciousness moves
in one direction across the
duration of our lives.

↓
independent clause

↓
subordinating conjunction

↓
dependent clause

Examples:

***Because** the girls went to the zoo, they did not go to the movie.*

*It started to rain heavily, **after** they left for school.*

***When** Priya was younger, she had many dolls.*

*Tom went to school **even though** he was unwell.*

1. Look at each of the sentences given below. Determine if it is a complex or a compound sentence.
 - (a) Jiya made the cookies and Harry baked the cake. _____ .
 - (b) I looked for Ravi and Tom at the school playground, but they had already left for home. _____ .
 - (c) Although I was afraid, I climbed the ladder carefully. _____ .
 - (d) Navya put on her raincoat because it was raining. _____ .
 - (e) He returned the mobile after he noticed that it was damaged. _____ .
 - (f) The oranges weren't selling very well, so the shopkeeper decided to have a sale. _____ .

2. Convert the following sentences to compound sentences by using appropriate conjunctions.
- (a) Rob went to the carnival. Rob rode on all the rides.
 - (b) There was no ice cream in the fridge. They had no money to go to the shop.
 - (c) They wanted to go to India. They wanted to see the Taj Mahal.
 - (d) I am on a diet. I want to go to a restaurant and have some yummy food.
 - (e) I like apples. My brother loves mangoes.



Speaking Junction

Here is an image of the site of a flyover collapse. Imagine yourself to be a news correspondent. Report the incident from the site of the mishap.



The report must include all the crucial information about the accident.

1. Find the facts:
 - Date, time and specific location of the incident
 - Number of people affected
 - Names and accounts of witnesses

- Events that led to the incident
 - Specific injuries of the wounded
 - Damage to equipment and loss of property, if any
2. Determine the sequence:
 - Events leading to the incident
 - The incident
 - Events just after the incident
 3. Analyse – primary cause, secondary cause and any other contributing factors
 4. Recommend – immediate and long-term corrective actions



Listening Junction

Read the line.

Tick-tock, seven o'clock, time to get up, time to get up, seven o'clock!

Seven-nine, breakfast time, seven-nine!

Now, listen to these railway announcements. Write down the main contents of the announcements in the table below.

Train Number	Train Name	Route	Departure Time	Platform



Writing Junction

Read the following line from the play.

So that it was the Psychologist himself who sent forth the model **Time Machine** on its interminable voyage.

Time machine is an unusual gadget in the story. Even though it has not been invented yet, people from across the ages have been fascinated by a machine that can travel in time. The world we live in is constantly changing. With new gadgets being invented every now and then, our lifestyle is being constantly modified by these technological innovations and inventions.

Let us read a magazine article about some gadgets that have been developed in the recent past and are going to change our lives radically.

Some Innovative Gadgets that will Change our Tomorrow

by Apurva Kulkarni

Technology rules the world! There is not one area of life unrelated to technology. Every aspect of human life relies on one or more forms of technology.

Here are two gadgets or technological innovations that will find their way to our homes in the not-so-distant future and change our lives radically.

Driverless Cars: These cars have the potential to solve many of the transport-related issues we are facing today. The cars could also reduce the accident rates and would be a probable solution to the problem of drunken driving. They would also run much faster than the cars available today.

3D Printers: These printers create 3D objects using a digital file. With a 3D modelling program, a virtual design of the object is created. A digital copy of the object is made with the help of a 3D scanner, and then the image is printed in 3D.

These are just two of the things we can look forward to in the delightful world of technology. Gadgets have already ingrained themselves completely into our lives, and these innovations only add to the huge array of indispensable machines already at our disposal.

Let us look at the various parts of a magazine article.

1. A title or a heading
2. Byline to mention the correspondent's name
3. Body
4. Conclusion

There are a few points to keep in mind while writing a magazine article.

- Keep your language crisp and concise.
- Include all relevant details.
- You may include personal opinions in a magazine article.
- Include quoted comments and mention the sources of the data you provide in the article.

Write a magazine article on five more innovative gadgets that are likely to find their way to our daily lives over the next few years.



Author note

Celia Berrell (b. 1950) is an internationally-published Australian poet and writer born in England. She is famous for her series of science rhymes that are also part of Irish and Australian high school curriculums. She also contributes regularly to Australia's CSIRO children's magazine. Thirty-four of her famous poems have been published in the book titled 'Celia Berrell's Science Rhymes.'



Get Set

Look at these items. They have multiple uses. Write down at least two uses of each.



Screw



Zip



Button cell



Velcro





Reading Junction

Let us read a poem that talks about the different meanings of the word 'spring' and the many different uses of a 'spring'.

Sprrr-ing is such an active word.
You can hear it gathering up its force.
Ready to burst out a kind of ping.
Releasing its energy on a course.

It's the name we give to the season when
all living things gear up to **abound**.
We use it to label a water source
that's pushing its way through the spongy ground.

It's also the name we give a device
that bends and moves but will not crack.
It's often metallic and flexible.
If it's pushed or pulled, it does the same back.

A spring isn't always a coiled-up wire.
It could be a curve or a V-shaped bend.
Like a bow that shoots arrows through the air
or a pair of **tweezers** with open ends.

A spring can be made from a plastic mould.
a blister or mound or a curvy dome.
They're hidden in keyboards for typing things
or used on the pad of a mobile phone.

A pen you can click, a used paper-clip.
A clock that goes tick, a peg you can grip.
A doorknob that twists. A bike bell that rings.
It's likely they've all got some kind of Sprrr-ing!

– Celia Berrell



abound: abundant

tweezers: a tool used for picking up small things or plucking out hair



Get Going

A. Let us find the answers from the poem.

1. Tick (✓) the things mentioned in the poem that have a spring device in them.

keyboard	
doorknob	
pencil	

hair-clip	
clock	
peg	

bike bell	
toy	
wristwatch	

2. List the different meanings of the word 'spring' mentioned in the poem.

3. 'If it's pushed or pulled, it does the same back.' What does the speaker mean by, 'it does the same back'?

4. Match the objects with their associated sounds.

Object
pen
bike bell
clock

Sound
rings
ticks
clicks

B. Let us read between the lines.

Do you think the speaker considers the spring to be a versatile tool? How can you say so?

C. Let us go beyond the poem.

1. Spring is the name of a season. Do you think it is an appropriate name for the season? Give reasons for your answer.

2. Which do you think came first: the name of the object or the name of the season? Give reasons for your answer.



Vocabulary Junction

Read these lines from the poem.

A spring isn't always a coiled-up wire.

It could be a curve or a V-shaped **bend**.

Like a bow that shoots arrows through the air

or a pair of tweezers with open ends.

A pen you can click, a used **paper**-clip.

A clock that goes tick, a peg you can grip.

A doorknob that twists. A bike bell that rings.

It's likely they've all got some kind of Sprrr-ing!

Look at the words in bold. They have multiple meanings.

One meaning of **bend** is to form a curve and another is to change direction. Here, it has been used as a curved or angled part of an object.

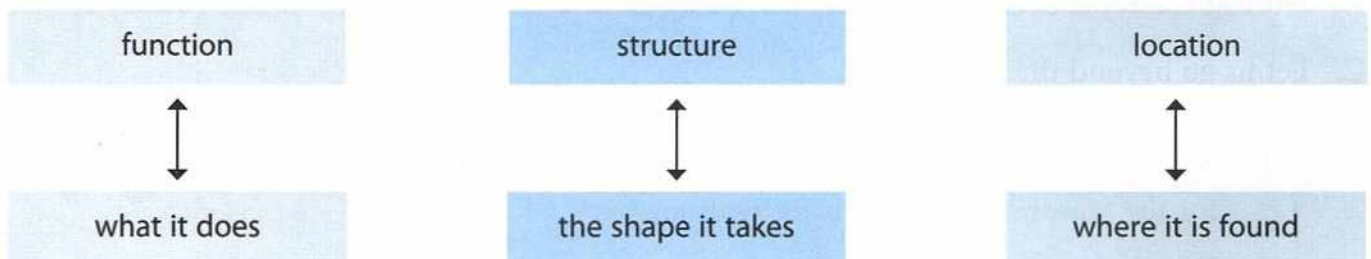
Similarly, the word **paper** has multiple meanings. Originally, the word referred to writing material or paper made from the papyrus plant. Later, it was referred to other writing materials and now, newspapers, scientific reports and government documents are all referred to as paper.

Words used to express different but related meanings are called **polysemous words**.

The word 'polysemy' is made up of 'poly' meaning 'multiple' and 'semy' which means 'meaning' (from the word 'seme').

Polysemous words or polysemes:

- are related either in terms of function, structure or location.
- do not have to be related in all three aspects.
- can be related in either one or two aspects.



Example:

*Ritam is holding a pencil in his **hand**.*

*This clock does not have a seconds **hand**.*

In the first sentence, the word **hand** refers to the body part, and in the second, it refers to a part of a clock or watch. Your hand may point to an object and a clock's hand points to hours and minutes.

The two meanings of the polysemous word 'hand' are thus related both in terms of function and structure. Such words are also known as **homonyms**.

Now, look at the words in bold in these lines from the poem.

A **pen** you can click, a used paper-clip.

A clock that goes tick, a peg you can grip.

A doorknob that twists. A bike bell that rings.

It's likely they've all got some kind of **Sprrr-ing!**

The words **pen** and **spring** have multiple meanings.

- A pen is a writing instrument with a pointed end through which ink flows.
- A pen also refers to an enclosure used for confining livestock.
- Spring is the name given to a season, a water source and a device.

Words like pen and spring are **homonyms**.

Homonyms

- are words that have the same pronunciation or spelling, or both.
- have different meanings.

Examples:

*The school is situated beside the newly-constructed **bank**.*

*The river **bank** is polluted.*

In the first sentence, **bank** refers to a place where valuable items or money is deposited and in the second, **bank** refers to the land alongside a river.

The word 'bank' in both the sentences has the same spelling and pronunciation but different meanings. It is a homonym.

Now, look at these sentences.

*You should climb one **stair** at a time.*

*Sally, don't **stare** at me.*

In the first sentence, **stair** refers to one of a series of steps for going from one level to another and in the second, **stare** refers to looking at someone or something for a long time.

The words **stair** and **stare** are homophones. They sound the same but have different spellings and meanings.

Polyseme-Homonym Relation:

A polyseme is a word that has many related meanings, while homonyms are words that look or sound the same but have completely different meanings.

1. Identify polysemes and homonyms in the following sentences and write P or H in the box.
- (a) The baby crawled on the floor.
 The holiday traffic crawled along the highway.
- (b) Rahul gifted Ria a diamond ring.
 The cup left a ring on the dining table.
- (c) She bought a bar of soap from the store.
 Age is no bar for education.
- (d) The cat tried to lap the water in the bowl.
 The infant sat in his mother's lap.
- (e) She is a bright student.
 The lights are really bright in this room.

2. Look at the words and their meanings in the table below. Determine if the words are examples of homonymy or polysemy and tick (✓) in the correct column.

Word	Meanings	Homonymy	Polysemy
blind	<ul style="list-style-type: none"> sightless a protective covering that obstructs vision 		
row	<ul style="list-style-type: none"> an arrangement of things or people in a line to move propel a boat using oars 		
trunk	<ul style="list-style-type: none"> the thick main stem of a tree a large sturdy box used for storing things 		
tail	<ul style="list-style-type: none"> the extension at the end of an animal's body follow someone closely 		
head	<ul style="list-style-type: none"> the upper part of the human body separated by a neck a person who is in charge of an organisation or institution 		



Pronunciation Junction

Read this line from the poem.

... If it's **pushed** or **pulled**, it does the same back.
 ... or **used** on the pad of a mobile phone ...

Look at the word in bold.

The three verbs are in Simple Past tense and end with 'ed'.

Some verbs end with 'ed' in their past form 'ed', in those verbs, is pronounced in three different ways: /t/, /d/ or /ɪd/, and the pronunciation is decided by the ending sound of the verb in its base form.

The pronunciation of 'ed' in:

- pushed is /t/
- pulled is /d/
- graded is /ɪd/

Let us look at some examples.

/t/			/d/			/ɪd/		
Final sound of verb in base form	Example	Simple past	Final sound of verb in base form	Example	Simple past	Final sound of verb in base form	Example	Simple past
/p/	help	helped	/b/	grab	grabbed	/t/	object	objected
/k/	talk	talked	/g/	hug	hugged	/d/	fade	faded
/θ/	froth	frothed	/ð/	breathe	breathed			
/f/	laugh	laughed	/v/	pave	paved			
/s/	miss	missed	/z/	please	pleased			
/ʃ/	crush	crushed	/ʒ/	massage	massaged			
/tʃ/	reach	reached	/dʒ/	bridge	bridged			
			/m/	roam	roamed			
			/n/	sign	signed			
			/ŋ/	bang	banged			
			/r/	fear	feared			
			/l/	call	called			
			Vowel Sounds	stay	stayed			

Now, look at the underlined words from the poem.

... It's also the name we give a **device**
that bends and moves but will not **crack**.

... A **spring** can be made from a plastic mould ...

When the words in bold are in the plural form, they are pronounced differently from each other. Just like the 'ed' ending, there are three ways of pronouncing the plural 's' ending: /s/, /z/ or /ɪz/.

The pronunciation of the plural 's' in:

- devices is /ɪz/
- cracks is /s/
- springs is /z/

Let us look at some examples.

/s/			/z/			/ɪz/		
Final consonant sound	Singular	Plural	Final consonant sound	Singular	Plural	Final consonant sound	Singular	Plural
/p/	sleep	sleeps	/b/	web	webs	/s/	slice	slices
/t/	fit	fits	/d/	head	heads	/z/	maze	mazes
/k/	back	backs	/g/	rag	rags	/ʃ/	fish	fishes
/f/	cliff	cliffs	/v/	cave	caves	/ʒ/	massage	massages
/θ/	booth	booths	/ð/	lathe	lathes	/tʃ/	batch	batches
			/l/	well	wells	/dʒ/	bridge	bridges
			/r/	bar	bars			
			/w/	straw	straws			
			/m/	dream	dreams			
			/n/	can	cans			
			/v/	glove	gloves			
			/ŋ/	wing	wings			
			Vowel Sounds	day	days			

1. Read the words aloud and circle the correct ‘-ed’ ending for each one. When you are done, check with a dictionary to see how many you have got right.

- | | | | | | | | |
|---------------|-----|-----|------|-------------|-----|-----|------|
| (a) walked | /t/ | /d/ | /ɪd/ | (b) cleared | /t/ | /d/ | /ɪd/ |
| (c) dedicated | /t/ | /d/ | /ɪd/ | (d) claimed | /t/ | /d/ | /ɪd/ |
| (e) ended | /t/ | /d/ | /ɪd/ | (f) loved | /t/ | /d/ | /ɪd/ |
| (g) brushed | /t/ | /d/ | /ɪd/ | (h) kissed | /t/ | /d/ | /ɪd/ |

2. Write the past tense form of the underlined verbs and identify the ‘ed’ ending sound as /t/, /d/ or /ɪd/.

- | | | |
|--|-------|-------|
| (a) You <u>walk</u> for five hundred metres and turn left. | _____ | _____ |
| (b) Your exam <u>starts</u> at 10:00 a.m. | _____ | _____ |
| (c) My son <u>works</u> in a multinational firm. | _____ | _____ |
| (d) Robin <u>volunteers</u> for a local charity. | _____ | _____ |
| (e) Mary <u>earns</u> a five-figure salary. | _____ | _____ |

3. Circle the correct pronunciation of the plural marker in these words.

- | | | | | | | | |
|----------------|-----|-----|------|-------------|-----|-----|------|
| (a) sandwiches | /s/ | /z/ | /ɪz/ | (b) chips | /s/ | /z/ | /ɪz/ |
| (c) chooses | /s/ | /z/ | /ɪz/ | (d) lights | /s/ | /z/ | /ɪz/ |
| (e) autos | /s/ | /z/ | /ɪz/ | (f) offices | /s/ | /z/ | /ɪz/ |



Grammar Junction

Read these lines from the poem.

It's the name we give to the season when
all living things gear up to abound

We use it to label a water source
that's pushing its way through the spongy ground.

Look at the lines in bold.

They are in the active voice. When a sentence is in the active voice

- the subject does the action stated by the verb.
- the object receives the action of the verb.

Sentences in the active voice are less complicated and easy to understand.

Now look at the following lines from the poem.

A spring can be made from a plastic mould.

... They're hidden in keyboards for typing things.

These lines are in the passive voice.

In these sentences, the object or the person receiving the action is mentioned, but the person or thing performing the action is not mentioned.

In the passive voice

- the subject receives the action of the verb.
- the agent performing the action may or may not be mentioned at the end of the sentence.

We use the passive voice

- when we need to emphasise the subject receiving the action.
- if we do not want to mention who is performing the action.
- if we aren't aware of who is performing the action.

Overview of Active/Passive:

Tense	Active	Passive
Simple Present	I keep the milk on the table.	The milk is kept on the table.
Present Continuous	The maid is dusting the piano.	The piano is being dusted.
Simple Past	Ravi threw the towel away.	The towel was thrown away.
Past Continuous	The child was looking at the toy.	The toy was being looked at.
Present Perfect	The children have kept all the old story books safely.	All the old story books have been kept safely.
Past Perfect	She had kept her books on the shelf.	Her books had been kept on the shelf.
Simple Future	Rita will water the plants.	The plants will be watered by Rita.
Modal	I would place the plants in the balcony.	The plants would be placed in the balcony.

Tense	Active	Passive
Modal	I would have kept your keys safely if you had left them with me.	Your keys would have been kept safely if they had been left with me.
Present Infinitive	I ought to teach him a lesson.	He ought to be taught a lesson.
Perfect Infinitive	Ram needs to have done something about the leaking roof.	Something about the leaking roof needs to have been done.
Present Participle	He is keeping a secret.	A secret is being kept by him.
Perfect Participle	Having kept the milk outside the refrigerator for so long, I completely forgot about it.	The milk, having been kept outside the refrigerator for so long, was completely forgotten about.

Let us look at a few more examples of active and passive voices.

Active Voice	Passive Voice
The instructor teaches the students.	The students are taught by the instructor.
Several tourists have visited the museum.	The museum has been visited by several tourists.
Harry read the novel in two days.	The novel was read by Harry in two days.
Alia ate three pastries at the birthday party.	Three pastries were eaten by Alia at the birthday party.
Ten thousand people attended the rally.	The rally was attended by ten thousand people.

1. Determine if these sentences are in active or passive voice and fill in the blanks accordingly.

- (a) Once a week, Anwar cleans his room. _____
- (b) A tasty breakfast is being prepared by dad. _____
- (c) He sent in his application for the teaching job. _____
- (d) By whom were you taught to play the piano? _____
- (e) They will have repaired your car by 7 p.m. _____

2. Change the voice of these sentences and rewrite them.
- (a) This movie was directed by Avni.
 - (b) I will finish the task by the end of this month.
 - (c) Soni wondered why she hadn't been invited to the party.
 - (d) The town disposes of waste materials in a number of ways.
 - (e) Is this game going to be played at the party?



Speaking Junction

To invent means to create a new device, process, or method. While every invention has its own significance, some inventions have revolutionised our lives.

Find out in detail about an invention that has changed the world and deliver a speech on it.

Cover the following points in your speech.

- The year in which the product or technology was first invented
- Name of the person who invented it
- The uses of the product or technology
- The changes it brought about
- How the invention positively influenced the human race
- The negative effects of the invention, if any
- How the product or technology evolved with further research

A speech has an introduction, a body and a conclusion.

Introduction: consists of a thought-provoking question, pertinent quotation or a relevant joke to capture the attention of the audience.

Body: should contain the key points.

Conclusion: sums up the main points of the topic.



Listening Junction

Listen to the sentences being read out. Note down all the past tense forms of verbs and their ending sounds.

Now, listen to some more sentences and make a list of the plural words and the correct pronunciation of the plural markers.



Writing Junction

In the poem, the speaker first talks about the different meanings of the word 'spring'. She then explains the characteristics of the spring device, followed by its shapes. Finally, she talks about how a spring is made and the various objects that have a spring device in them.

There are a few things to think about when writing a poem based on an invention or a device.

- Think of a simple invention or device.
- Choose a suitable title.
- Note down all the words and phrases that come to mind when you think about the device.
- Collect information about the device (characteristics, structure, uses and so on).
- Choose a rhyme scheme or use free verse.
- Use similes and metaphors to add imagery to your poem.

Now, use these tips to write a poem based on another such device that has multiple uses.



Get Set

1. What do you think your life would have been like if there was no electricity? Discuss.
2. Find out any two resources used to generate electricity.



Reading Junction

Let us read about Earth Hour, a movement that sparked awareness about energy consumption and its adverse effects on Earth.

Earth Hour is an annual movement organised by the World Wide Fund for Nature (WWF), Australia. It was originally titled 'The Big Flick' as the main idea constituted switching off lights for an hour to reduce power consumption. It is conducted on the last Saturday of March every year to spread awareness about the adverse effects of irresponsible utilisation of non-renewable energy sources on the climatic conditions of earth.

The discovery of electricity played an important role in the industrial revolution as it gave rise to numerous inventions that transformed human life on earth. From large industries in big cities to a small house in a remote village, access to and sufficient supply of electricity is deemed essential for both economic growth and human development. In order to meet the consistent rise in power requirement due to the technological advancement and **exponential** increase in human population, the fossil fuels have been exploited to the extent that its adverse

environmental effects have become prominent in the form of global warming.



About 60% of the world's electricity is produced by non-renewable sources, primarily by burning fossil fuels such as coal, natural gas and oil. During this process, harmful greenhouse gases such as carbon dioxide, carbon monoxide, sulfur dioxide, methane

exponential: rapid



et cetera are produced. These gases are one of the primary causes of the gradual rise in the global temperature that triggers a chain of climatic changes, including the extinction of several flora and fauna species.

Therefore, Earth Hour aimed at inspiring individuals to take steps towards reducing the **emission** of greenhouse gases and protecting earth's degrading environment as it had already resulted in the extinction of several species. It was necessary for individuals to recognise that if the trend continued, the earth's ecosystems, along with potable water, clean air and food sources, would diminish due to unstable climate.

Earth Hour was initiated as a campaign in Sydney, Australia on 31 March 2007. Over 2.2 million people and 2100 organisations participated in the campaign by turning off the lights and other power-consuming devices for an hour. The campaign overnight became an iconic symbol worldwide, turning into a global movement as it united individuals to protect earth by taking preventive measures. One hour of darkness resulted in a decrease of 10.2 per cent in energy consumption that even exceeded the expected target of 5 per cent. It was equivalent to eliminating about 24.9 tons of carbon dioxide emissions from the atmosphere; same as the removal of 48000 cars from the road for an hour.

To gain wider recognition, the WWF launched an online platform called 'connect2earth' in collaboration with the International Union for Conservation of Nature (IUCN) and Nokia, in 2008. It is a website that has provided a platform to individuals to express their concerns about biodiversity and nature, such as lack of freshwater resources and renewable energy, and degradation of natural habitat.

Earth Hour

The hashtag connect2earth has brought a large online community of people together on social media sites who are willing to take steps in favour of earth's future, inspiring and encouraging one another to do the same. In addition to this, several Earth Hour slogans have also been introduced over the years to direct people's attention towards major issues. Some of these slogans are Vote Earth! (2009), Beyond the Hour (2011), Change Climate Change (2015), Go More Green (2018) and Reduce, Reuse, Change the Way We Live (2019).

Earth Hour in India



Hundreds of thousands of Indians showed their **unprecedented** support in 2009 by joining this movement. Several corporate and educational organisations collaborated with WWF-India to support the campaign in more than 50 cities and towns across India. The following year, on 27 March 2010, lights at famous locations in India such as India Gate in New Delhi, Gateway of India in Mumbai, Brigade Road in Bangalore, Christ Church in Shimla, Marine Drive in Cochin and several others were switched off. Other initiatives such as installing solar lights, giving up plastic, cleaning the beaches and lakes, using recycled products, travelling by public transport or carpooling and planting more

emission: the production and discharge of gases

unprecedented: never happened or existed in the past

trees were promoted by the WWF to convey the message that the conscious choices we make today decide what happens to earth tomorrow. Every year in the past decade, more and more people in India came forward to contribute towards saving the climatic conditions of earth by making environment-friendly decisions that are beneficial for both the earth and its inhabitants.

The initiative of Earth Hour has progressed over the years and has launched several other projects for the betterment of earth. Since the first Earth Hour was held, 188 countries and billions of people have joined and contributed to the cause. Some of the contributions of Earth Hour are:

- The World Wide Fund for Nature created the world's first Earth Hour Forest in Uganda in 2013, as a measure to rebel against 6000 hectares of deforestation that takes place every month.
- In Madagascar, thousands of wood-saving stoves were distributed among the survivors of cyclone Haruna. These stoves decrease the charcoal consumption by half and hence the emissions and cost.
- Inspired by the campaign of Earth Hour, a senate bill in Argentina was passed to create a Marine Protected Area called 'Banco Namuncura (Burdwood)' in 3.4 million hectares that raised the percentage of sea protection from 1% to 4%.
- Solar-powered lights were installed in electricity-deprived Satjelia village of West Bengal.

Criticisms of Earth Hour

As the movement became popular worldwide, some individuals voiced their concerns

and criticism about its objectives and implementation. The effectiveness of Earth Hour in protecting earth from global warming was questioned by its critics. It was pointed out that an hour of darkness is futile as the power-generating plants are working even during that hour. The decrease in power consumption for an hour always leads to a sudden increase in power consumption as individuals go back to their daily routines. They also use paraffin candles during Earth Hour that emit an equal amount of carbon dioxide as a fluorescent light bulb. Many people also drive to far off places to join the Earth Hour event, exhausting another fossil fuel, petroleum, and causing air pollution. Even with a decline in emissions through a decrease in the usage of electricity, it is equivalent to removing only six cars from the road for a year. Several Earth Hour events are believed to cause more harm to the environment than conserve it.



Earth Hour movement was also criticised for being anti-technology and a deceptive symbolic representation of a dark world. It was described that light and electricity have positive connotations in society as they helped in economic and personal development,

whereas darkness represents **stagnation** and fear. The depiction of both the Earth Hour logo and objectives were considered misleading as they are understood to be leading everyone into the 'dark ages'.

Many critics also highlighted that Earth Hour is a 'feel good' movement wherein people are proud of themselves for contributing to the environment for an hour. However, these people do not reflect on their actions throughout the year but only look at this movement as a way of clearing their guilty conscience rather than making environment-friendly choices throughout the year.

Despite the criticism, Earth Hour continues to spread awareness among people across the globe. It provides every individual an opportunity to contribute to a better future and take responsibility for their **ecological footprint**. It inspires individuals to communicate with their fellow beings and devise solutions for better conservation of the environment beyond Earth Hour.

stagnation: a state of no development

ecological footprint: the amount of natural resources that a person utilises



Get Going

A. Let us find the answers from the text.

1. What is Earth Hour? What is its purpose?
2. How is the generation of electricity impacting the environment?
3. What were the results of Earth Hour in Sydney?
4. Name the slogans used for Earth Hour over the years.
5. What is connect2earth? Why was it launched?
6. How did the Indians show their support for Earth Hour?
7. Mention two contributions of Earth Hour.
8. Why did the critics question the effectiveness of Earth Hour?

B. Let us read between the lines.

1. How do greenhouse gases lead to global warming?
2. Is Earth Hour leading humanity towards darkness? Give reasons.
3. What does the term 'dark ages' signify?

C. Let us go beyond the text.

1. What steps can you take to reduce the ecological footprint?
2. Do you think technology and environment are at loggerheads with each other? Does technological advancement lead to environmental degradation? Discuss.





Read the following sentences from the text.

... planting more trees were promoted by the WWF to convey the message that the **conscious** choices we make today decide what happens to earth tomorrow.

However, these people do not reflect on their actions throughout the year but only look at this movement as a way of clearing their guilty **conscience** rather than making environment-friendly choices throughout the year.

Some words in English appear similar, and we tend to confuse one with another. As a result, we use them incorrectly. Similarly, the word **conscious** is often confused with **conscience**, even though they have completely different meanings.

Conscious means being aware of one's surroundings.

Conscience means a person's moral sense of right and wrong.

Let's look at the examples of some commonly-confused words and their meanings.

Commonly confused word	Meaning
accept except	to agree or receive other than
<i>I always accept my mistakes.</i> <i>Everybody except him was eager to attend the premiere.</i>	
affect effect	to make a difference result or consequence
<i>The present economic crisis in Asia is bound to affect our economy.</i> <i>Cigarettes have a bad effect on the heart and lungs.</i>	
pour pore	to flow or cause to flow a tiny opening / to study something closely
<i>She watched her mother pour hot coffee in her cup.</i> <i>This aloe vera gel is supposed to unclog the pores of the skin.</i> <i>We pored over the coffee table book about wildlife photography.</i>	
practice practise	use of an idea or method to do something regularly to acquire a skill

Commonly confused word	Meaning
<i>The practice of worshipping trees is prevalent in many parts of the country.</i>	
<i>My sister plans to practise salsa every day.</i>	
imply	to suggest indirectly
infer	to draw conclusion
<i>His statement implied that he favoured the opposition.</i>	
<i>You can infer from his statement that he favours the opposition.</i>	
loose	to unfasten; to set free
lose	to be deprived of / to be unable to find
<i>You should let the dog loose once in a while.</i>	
<i>He is always careful so that he doesn't lose his belongings.</i>	
draught	a current of cold air
drought	a period of low rainfall
<i>She shut the windows when she felt the draught in the middle of the night.</i>	
<i>Most parts of the country face drought every year.</i>	
advice	a suggestion
advise	to suggest
<i>I should have taken my friend's advice before investing in the company.</i>	
<i>The doctor will advise you to rest for a week.</i>	
cite	mention as an example
site	an area
<i>The professor cites instances from history to prove his theory.</i>	
<i>The chief minister visited the site of the hydroelectric dam.</i>	
allude	hint at something
elude	to escape
<i>The researcher took the help of the clues that alluded to the location of the cave in the forest.</i>	
<i>The thief was able to elude the police in the crowd.</i>	
counsel	advice given formally
council	an administrative body

Commonly confused word	Meaning
<i>The principal counselled the students and wished them good luck.</i>	
<i>The students' council meets every month to decide the proceedings of the union.</i>	
proceed	to continue
precede	come before something
<i>After visiting Los Angeles, we proceeded to San Diego.</i>	
<i>The introduction of the guests will precede the president's speech.</i>	
miner	a person who works in a mine
minor	lesser in importance
<i>Thousands of miners went on a strike during the revolt.</i>	
<i>He was given a minor role in the movie.</i>	
rational	based on reason or logic
rationale	a set of reasons for a course of action
<i>Your rational responses helped us win the debate.</i>	
<i>The government policy was criticized for its lack rationale.</i>	

- Underline the words that have been incorrectly used in the following sentences.
 - 'Are you trying to infer that I am incompetent?' she asked angrily.
 - This seems to be a good cite for the aluminium plant.
 - Health experts frequently advice against leading a sedentary life.
 - The teacher asked my nephew to do something about his lose uniform.
 - My cat manages to allude me every time it breaks something.
- Choose the option that best completes the following sentences.
 - My daughter loves to buy _____ (*stationary/stationery*).
 - The Hand of the King _____ (*counsels/counsils*) the ruler in taking decisions.
 - The _____ (*troop/troupe*) of actors were appreciated for their incredible performance.
 - In a wedding ceremony, the bridesmaids _____ (*proceed/precede*) the bride down the aisle.
 - The investigating officer tried to _____ (*illicit/elicit*) information about the suspect from the neighbourhood.



Pronunciation Junction

Read the following sentence.

Even with a decline in **emissions** through a decrease in the usage of electricity, it is equivalent to removing only six cars from the road for a year.

The word in bold is an example of words that are often mispronounced. In the word emissions, the letter 'e' is pronounced differently. Look at its transcription: /i'mɪʃ.ən/. Many words in the English language do not sound the way they are written. Some words have silent letters and some have different stress patterns. Some words borrowed from foreign languages retain their native pronunciation.

Let's look at the examples of some such words and their pronunciation.

Commonly mispronounced word	Correct pronunciation
almond	/ˈɑ:mənd/
tomb	/tu:m/
womb	/wu:m/
comb	/kəʊm/
gauge	/geɪdʒ/
debris	/ˈdeɪbrɪ:/
develop	/dɪ'veləp/
sour	/sauə/
dengue	/ˈdɛŋgi/
bury	/ˈberi/
bowl	/bəʊl/
draught	/dra:ft/
salon	/ˈsəlɒn/
plumber	/ˈplʌmə/
greenwich	/ˈɡreɪnɪtʃ/

Read the words given in the table correctly.



Read this sentence from the text.

Earth Hour was initiated as a campaign in Sydney, Australia on 31 March 2007.

Sentences can be analysed after dividing them into two main components: subject and predicate. The words in bold make up the **subject** in this sentence while the underlined words are the **predicate**.

Sentences can also be analysed on the basis of the phrases they contain. The subject of a sentence is a noun phrase, while the predicate is the verb phrase. However, a noun phrase can be in any part of the sentence depending on its function.

Both the noun phrase and the verb phrase may consist of other phrases.

Noun Phrase: A noun phrase has a noun (or pronoun) as the main word (head word). It may also contain other words which tell us more about the noun. These include articles, adjectives, adverbs, possessive pronouns and prepositions.

Examples:

book (noun)

it (pronoun)

someone (indefinite pronoun)

the book (article and noun)

the thick book (article, adjective and noun)

the extremely heavy book (article, adverb, adjective and noun)

his book (possessive pronoun and noun)

the book on the table (article, noun and prepositional phrase)

Verb phrase: A verb phrase is the predicate of a sentence. It consists of the main verb, and it may or may not contain additional components. These include helping verbs, modals, noun phrases, prepositional phrases and adverbial phrases.

Examples:

He drives. (main verb)

He is driving. (helping verb and main verb)

He should drive. (modal and main verb)

He drives a car. (main verb and noun phrase)

He drove a car on a hilly terrain. (main verb, noun phrase and a prepositional phrase)

He drove the car very fast. (main verb, noun phrase and adverb phrase)

Note: The object of a verb is always a noun phrase. So, if the verb phrase consists of a verb and a noun phrase, the noun phrase is the object. However, if the verb is followed by a prepositional phrase, the verb does not have an object.

Prepositional phrase: A prepositional phrase is a group of words that starts with a preposition and ends with a noun or a pronoun. It can be a part of both the noun phrase and the verb phrase.

Examples:

*My aunt lives **near the ocean**.*

*The blue sweater **inside the big box** is mine.*

*I will complete the report **in a few days**.*

Adverbial phrase: An adverbial phrase is a group of words that does the work of an adverb. It is usually a part of the verb phrase.

Examples:

*He **walks slowly**.* (verb phrase = verb and adverb)

*He **spoke with zeal**.* (verb phrase = verb and prepositional phrase. Here, the prepositional phrase functions as an adverbial phrase as it qualifies the verb)

Let us look at some examples.

We **enjoy playing cricket**.

Ramesh **hopes to win the first prize**.

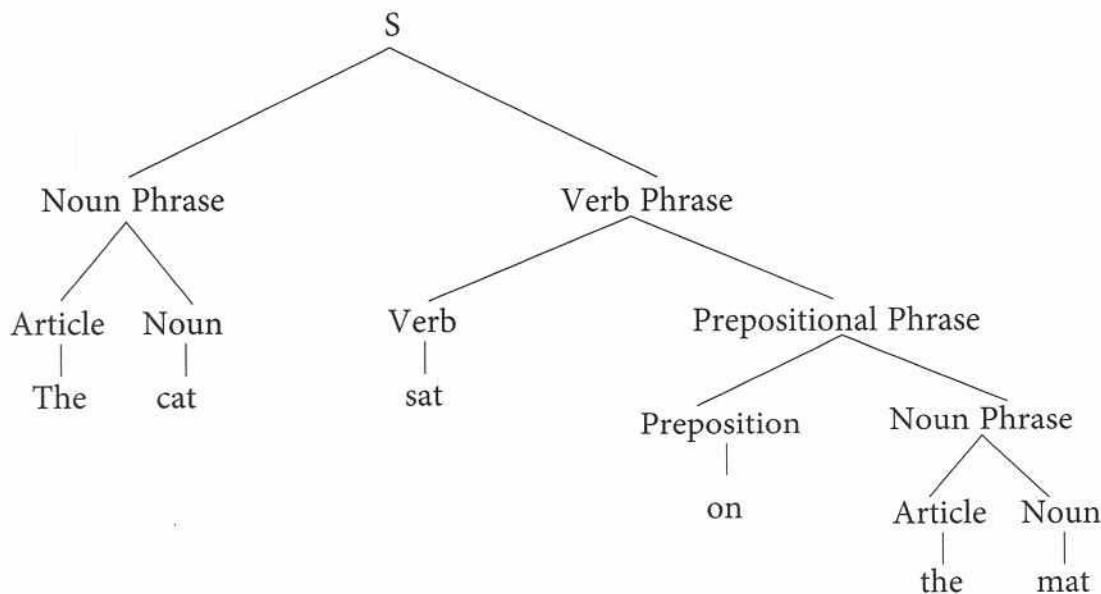
He **is writing a book**.

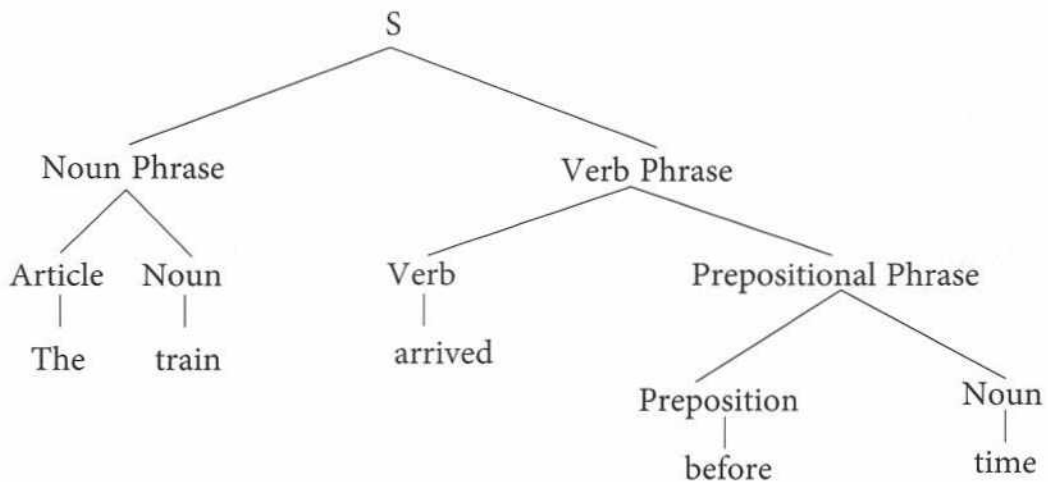
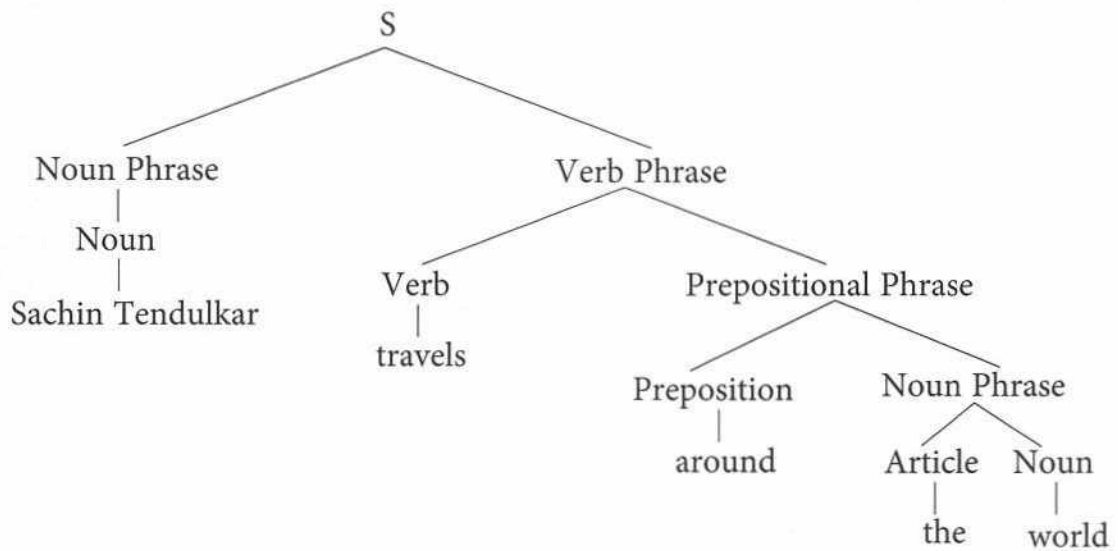
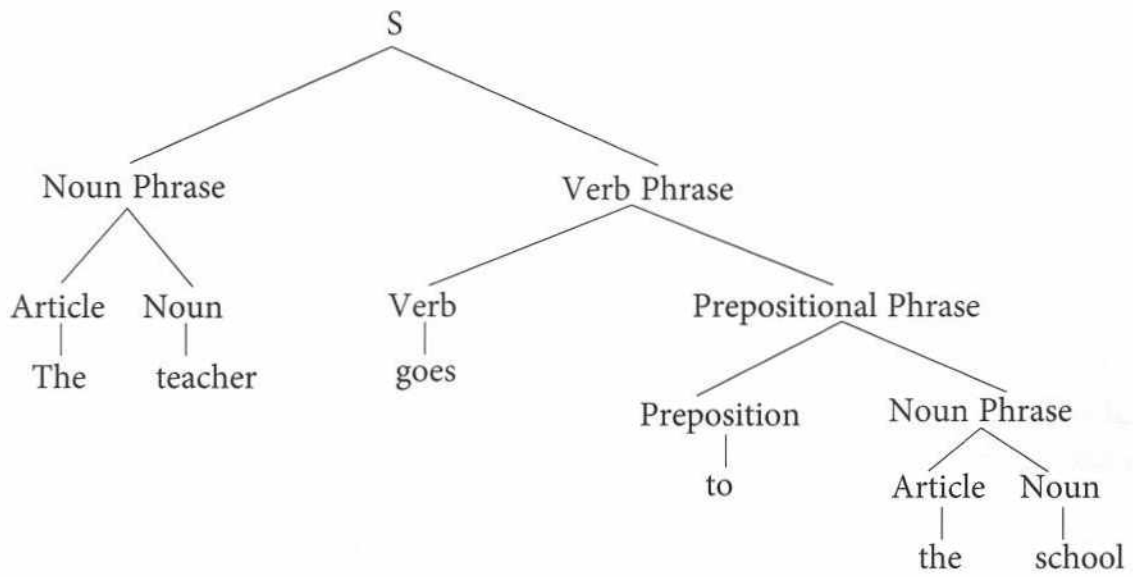
Birds in the forests **build beautiful nests**.

The boy **answered in a very polite manner**.

Note: The words that are not underlined are noun phrases and the underlined parts are verb phrases. The words in bold-italics are the main verbs.

Basic constituent structure analysis of a sentence.





- Read each sentence. Identify the type of phrase in brackets. Write it in the space provided.
 - (My friend) works with her father. _____
 - The men managed to survive without water (for three days). _____
 - I enjoy eating (in Indian restaurants). _____
 - I am (fond of animals) but my sister is not. _____
 - They (transported the car without any question). _____
- Underline the type of phrases mentioned in brackets in the following sentences.
 - I read newspaper to keep abreast of current affairs. (Prepositional phrase)
 - She received a pair of glasses for her birthday. (Noun phrase)
 - Vast areas of wilderness are a part of Alaska's scenic beauty. (Noun phrase)
 - He would have made his parents proud by winning the first prize. (Verb phrase)
 - We all agreed to wait for some more time. (Prepositional phrase)



Speaking Junction

Littering has been a chronic problem in India. Prepare and present a short role play to create awareness against littering.



Listening Junction

Listen to each sentence and underline the correct word.

- | | |
|--------------|-----------|
| 1. accept | except |
| 2. site | cite |
| 3. lose | loose |
| 4. principal | principle |
| 5. advice | advise |



Writing Junction

Now, let's learn about different ways of presenting a text.

Paraphrasing is rewriting someone else's work in one's own words, without changing the meaning. A paraphrase should be succinct and more easily understood than the original text.



You have already learnt about paraphrasing in Chapter 2.

Summarising is condensing the original text into a few lines. While summarising, one needs to absorb and reproduce the meaning of the passage and mention the most important elements of the original text.

Let's look at a few guidelines for summarising a text.

- Skim the source for the main idea.
- Write notes in points.
- Use the notes to write the summary.
- Avoid elaboration and lengthy descriptions.
- Use simple and short words and phrases.
- Be careful not to change the meaning.
- Compare the summary with the original text.

Let's look at an example of a correctly summarised text.

Safety at Home

The way I see it, people need to be made far more aware of safety in ordinary, everyday situations – a classic example, of course, is a child reaching for a bottle of tablets Mum forgot to lock away – and it seems to me that the cinema would be the ideal place in which to get the message across. A short film or advertisement shown at the beginning or end of a movie would then be seen by a large section of the population.

Summary

Short films on everyday safety are a good way of promoting safety awareness. Concern for these small but important issues of domestic safety reaches a large population in this way.

Paraphrase the following passage in about 200 words. Also, write a summary of the passage in not more than 100 words.

A Portuguese navigator named Ferdinand Magellan (muh-JEL-an) joined hands with Spain and set out on a new route to reach the Indies, without going around Africa. In 1519, Magellan set sail with a fleet of five ships. When he reached South America, he began to look for a way past it. He finally reached the southern end and travelled through a narrow passage that is now called the 'Straits of Magellan'. At the other end, he crossed another ocean which he named the Pacific Ocean, because he felt it to be peaceful. Magellan was mostly lucky, because the Pacific

Ocean has as many storms as any other ocean. Magellan sailed through the Pacific Ocean for ninety-nine days. The crew ran out of food and water and nearly died, before they reached the small island of Guam and found relief. The ships then went on to the Philippine Islands, where Magellan was killed in a quarrel with the inhabitants. However, the rest of the expedition continued. Finally in 1522, after three years of voyage, they reached Spain again. Only one ship of the original five made it, and it had only eighteen men left aboard.

Magellan's expedition was the first to go all around the world. His records represented the final proof of how large the sphere of the globe was. Eratosthenes had been correct when he made his calculations from shadows 1800 years ago. The earth is 25,000 miles around. Ptolemy and everyone else who thought the earth was much smaller were wrong. But this mistaken idea that the earth was smaller made Columbus think that it was practical to sail west. Without it, America might not have been discovered for centuries. Even mistakes can be useful.



Author note

Jon Scieszka (b. 1954) is a humorous storyteller, who has collaborated with illustrator Lane Smith to produce a number of bestselling picture books. As a National Ambassador for Young People's Literature, Scieszka encourages children to read and become better students and better humans. Scieszka founded 'Guys Read', a web-based literacy programme 'to help boys become self-motivated, lifelong readers'. He did this in response to his experiences as an elementary school teacher and the United States National Assessment of Educational Progress statistics showing boys consistently scoring worse than girls on federal reading tests every year, at every grade. In 2013, he received the annual University of Southern Mississippi Medallion for lifetime contribution to children's literature.



Get Set

Science tells us that the universe began with the Big Bang. Why do you think it is called so?





Reading Junction

Let us read a funny poem about how the universe began.

'Twas the night before Any Thing, and all through deep space,
Nothing existed – time, matter, or place.
No stockings, no chimneys. It was hotter than hot.
Everything was compressed in one very dense dot.

When out of the nothing there appeared with a **clatter**
A fat guy with reindeer and something the matter.
His nose was all runny. He gave a sick hack.
'Oh, Dasher! Oh, Dancer! I can't hold it back!

He **huffed and snuffled** and sneezed one AH-CHOO!
Then like ten **jillion** volcanoes, the universe blew.
That dense dot exploded, spewing out stars,
Earth, Venus, Jupiter, Uranus and Mars,
The universe expanded. The guy said with a **wheeze**,
'Who will ever believe the world started by sneeze?
So let's call it something much grander, all right?
Merry BIG BANG to all! And to all—**Gesundheit!**'

— Jon Scieszka



clatter: a rattling sound

huffed and snuffled: breathed noisily because of a cold

jillion: a very large number

wheeze: a whistling sound produced due to obstruction in the air passage caused by accumulation of phlegm

Gesundheit: a German word used to wish good health to someone who has just sneezed



Get Going

- A. Let us find the answers from the poem.
1. What was the universe like before the Big Bang?
 2. Who appeared out of the nothing?
 3. What was the matter with the fat guy?
 4. What happened when he sneezed?
 5. What did the guy say with a wheeze?

B. Let us read between the lines.

Do you think the second and fourth lines of the first stanza are contradictory? Justify your answer.

C. Let us go beyond the poem.

Where do you think the fat guy was flying to?



Vocabulary Junction

Read the following lines from the poem.

So let's call it something much grander, all right?

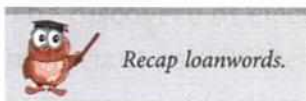
Merry BIG BANG to all! And to all—**Gesundheit**

Look at the word in bold. Do you know its meaning?

Gesundheit is a German expression often used in English to wish good health to someone who has just sneezed. This word is an example of a foreign word that has been adopted into English. When a foreign word or expression is used in English, its meaning and pronunciation remain the same as in the original language.

Foreign words are nothing but loanwords that have been adopted in English in their original forms from other languages.

Some loanwords are adapted to suit the needs of a language. For example, the word 'jungle' is adopted from /jan'gal/ in Hindi. The word 'extravaganza' is adopted from the Italian word *estravaganza*.



Recap loanwords.



You have learnt about loanwords in Grade 7.

Let us look at some examples.

Foreign word	Origin	Meaning	Example
curriculum vitae	Latin	information about one's educational and professional qualifications	<i>The manager asked me to submit a copy of my CV.</i>

Foreign word	Origin	Meaning	Example
fiasco	Italian	total failure	<i>After the political fiasco, the minister was not in the news very often.</i>
per capita	Latin	per person	<i>Industrialisation helped raise the per capita income.</i>
faux pas	French	an embarrassing blunder	<i>Jenny has become famous for her faux pas at get-togethers.</i>
magnum opus	Latin	masterpiece of an artist, writer, etc.	<i>While all his works are par excellence, it is this painting that is considered his magnum opus.</i>
bona fide	Latin	authentic or genuine	<i>The authorities asked for a bona fide certificate.</i>
ad hoc	Latin	created or done for a particular purpose	<i>The department of education has created ad hoc posts to deal with vacancies in colleges.</i>
déjà vu	French	the sense of having experienced the present situation before	<i>I entered the house and had a fleeting sense of déjà vu.</i>

1. Write the place of origin of the following foreign words.

- (a) faux pas _____ (b) ad hoc _____
(c) per capita _____ (d) fiasco _____

2. Fill in the blanks with appropriate foreign words from the box.

fiasco déjà vu loot faux pas bon voyage

- (a) Some of the people who had come to the port to bid farewell to the beloved governor carried banners that said _____.
- (b) The bandits _____ the neighbouring village.
- (c) Shreya was so embarrassed about the _____ she had committed that she never attended a college reunion again.
- (d) He had expected his malicious campaign to give him a political advantage, but it turned out to be a _____.
- (e) No matter how much I tried, I couldn't shake off the strong sense of _____ that enveloped me the moment I entered the cave.



Pronunciation Junction

Read these lines from the poem.

'Twas the night before Any **Thing**, and all **through** deep space

Nothing existed – time, matter, or place.

No stockings, no chimneys. It was hotter **than** hot.

Everything was compressed in one very dense dot.

Look at the words in bold.

They have the letters 'th' in them. This letter combination can make two different sounds which can be represented by the dental fricative phonemes, /θ/ and /ð/.

Fricatives are consonants that are formed by obstructing the flow of air in the mouth, so as to produce friction while speaking.

Examples:

<i>thing</i>	<i>nothing</i>	<i>thank</i>	<i>therapy</i>
<i>thumb</i>	<i>moth</i>	<i>path</i>	<i>thought</i>

The letters 'th' have the sound /θ/ in these words. It is a voiceless sound.

Look at the following words.

<i>than</i>	<i>there</i>	<i>this</i>	<i>weather</i>	<i>other</i>	<i>smooth</i>
-------------	--------------	-------------	----------------	--------------	---------------

In these words, the letters 'th' have the sound /ð/. It is a voiced sound.

Here are some more examples of fricatives.

Voiced fricative /ð/	Voiceless fricative /θ/
<i>the</i>	<i>thorn</i>
<i>them</i>	<i>thankful</i>
<i>together</i>	<i>teeth</i>
<i>bathe</i>	<i>bath</i>
<i>father</i>	<i>thirsty</i>

Voiced fricative /ð/	Voiceless fricative /θ/
<i>although</i>	<i>month</i>
<i>worthy</i>	<i>thumb</i>
<i>breathe</i>	<i>breath</i>

Identify the words with dental fricative sounds in this passage and classify them into voiced and voiceless.

Earth Day is celebrated on 22 April every year, with events held worldwide to demonstrate support for the preservation of the environment.

The fact that the state of the environment has been degrading due to years of misuse can no longer be overlooked. Depleting natural resources, dying birds and animals, increasing temperature and melting glaciers have compelled scientists to think about the causes and effects of human activities on the environment.

Our planet took birth millions of years ago in the form of a dense mass. Scientists and geologists have come up with theories that explain the gradual growth of this planet into its present state. Earth is the only planet that has an atmosphere and provides breathable air, vegetation and precious natural resources. It is our duty to preserve it.



Grammar Junction

Read the following lines from the poem.

That dense dot exploded, spewing out stars,
 Earth, Venus, Jupiter, Uranus and Mars,
 The universe expanded.

Can you spot a grammatical error in these lines?

Did you spot it?

The first two lines make one complete sentence.

That dense dot exploded, spewing out stars, Earth, Venus, Jupiter, Uranus and Mars.

So, it should end with a full stop!

Let us take a look at some common grammatical errors that are made while writing.

1. Incorrect capitalisation

The first letter of a word should be capitalised only if the word appears at the beginning of a sentence, or if it is a proper noun. The pronoun 'I' is always capitalised.

the Boy in Green Shirt is my brother. ✘

The boy in green shirt is my brother. ✔

We went to agra from delhi. ✘

We went to Agra from Delhi. ✔

May i please have another one? ✘

May I please have another one? ✔

2. Sentence fragments

A sentence expresses a complete thought. Fragments are common in speech, but they are unacceptable in writing.

He told us a gripping tale. A tale with wizards, dungeons and magic! ✘

He told us a gripping tale: a tale with wizards, dungeons and magic! ✔

We must fight! For our people! For our rights! For our freedom! ✘

We must fight for our people, for our rights, and for our freedom! ✔

3. Dangling modifiers

When a modifier, due to its placement, appears to describe something or someone else other than what it is supposed to modify, it is called a dangling modifier. Sometimes, the actual word(s) it modifies doesn't even appear in the sentence.

I sold the car to Mr March with leather seats. ✘

I sold the car with leather seats to Mr March. ✔

Running through the field, my pen fell out of the pocket. ✘

While I was running through the field, my pen fell out of the pocket. ✔

4. Subject-verb agreement

The number of the subject should agree with that of the verb.

One of the two are telling a lie. ✘

One of the two is telling a lie. ✔

Of all the subjects, mathematics are my favourite. ✘

Of all the subjects, mathematics is my favourite. ✔

These scissors does not cut properly. ✘

These scissors do not cut properly. ✔

All the toys, including the one you are looking for, is in that box over there. ✘

All the toys, including the one you are looking for, are in that box over there. ✔

5. Pronoun agreement

Each pronoun should agree with the noun it refers to in terms number, gender and form.

When one makes a difficult choice, he must face its consequences. ✘

When one makes a difficult choice, one must face its consequences. ✔

If a person looked into the magic mirror, you would be able to see the future. ✘

If a person looked into the magic mirror, they would be able to see the future.* ✔

*The pronoun 'they' is used to refer to singular noun whose gender is unknown.

6. Omitted commas

Commas are used to indicate logical breaks in thought and show connection between the different parts of a sentence.

My brother who lives in the city is a real lover of football. ✘

My brother, who lives in the city, is a real lover of football. ✔

I love cooking my dog and my family. ✘

I love cooking, my dog and my family. ✔

7. Unnecessary commas

Using commas in places where they are not required break the flow and make a sentence difficult to read.

The toy, that he wanted, was out of stock. ✘

The toy that he wanted was out of stock. ✔

The dark, blue station wagon had been hidden in a garage on a deserted farm. ✘

The dark blue station wagon had been hidden in a garage on a deserted farm. ✔

8. Apostrophe errors

Apostrophes should never be used to mark plural words. They are used to show possession or to indicate a contraction.

Novels and comic book's are available here. ✘

Novels and comic books are available here. ✔

The policeman spoke to the boy who's dog had gone missing. ✘

The policeman spoke to the boy whose dog had gone missing. ✔

9. Frequently confused words

A few words appear similar to other words, but they should not be used interchangeably.

I pressed down on the break, and the car skidded to a halt. ✘

I pressed down on the brake, and the car skidded to a halt. ✔

That shirt compliments your eyes. ✘

That shirt complements your eyes. ✔

Identify the errors in the following sentences and rewrite them correctly.

1. Genghis khan was the founder of the Mongol empire.
2. We will need pens. Lots of pens.
3. Meticulous and punctual, Jason's work ethic is admirable.
4. We thinks that this sentence are not quite correct.
5. If one is good at his job, he will find himself at home here.
6. Let us get one cabbage one cauliflower and a kilo each of potatoes and onions.
7. The Principal praised him for his honesty, perseverance, and determination.
8. Fresh fruit's and vegetable's sold here!
9. We should adopt to the changing times.



Speaking Junction

Read the following lines from the poem.

'Oh, Dasher! Oh, Dancer! I can't hold it back!'

So let's call it something much grander, all right?

Merry BIG BANG to all! And to all—Gesundheit!

These lines are spoken by the 'fat guy with the reindeer'. As you can see, the lines that end with exclamation marks indicate the emotions expressed while speaking. The first exclamatory sentence expresses excitement and the last one expresses happiness.

Let us look at some more examples of exclamatory sentences.

1. *Fantastic, we closed the deal!* (happiness)
2. *Oh, I didn't see you come in!* (surprise)
3. *The rotten tomatoes smell horrible!* (disgust)
4. *Stop the nuisance right now!* (anger)

Imagine you visit a planet that is inhabited by intelligent beings. They are technologically far more advanced than we are and live in perfect harmony with their surroundings. Have a conversation with your partner about the things that you see there, primarily expressing your surprise at how harmoniously they live with their environment. Observe your intonation and voice modulation while expressing your emotions.



Listening Junction

Listen to the information about the history of earth and make a flowchart showing the correct sequence of events.



Writing Junction

An article is a piece of writing through which one can present one's opinions about a social concern, or narrate one's personal experience. Articles are published in newspapers and magazines. Article writing requires knowledge about the topic, creativity, good vocabulary and the skill to organise ideas well.

The format of an article includes:

- a catchy or appealing title,
- byline – name of the author, and
- body.

The body is divided into paragraphs; each paragraph should highlight one main idea.

The first paragraph introduces the topic with a slogan, a question, or a statement. The second paragraph expands the main idea by citing instances, or giving facts. The third paragraph summarises and draws conclusions.

Points to remember

- Come up with a title that arouses the curiosity of the reader.
- Begin with a striking opening sentence.
- Elaborate your ideas with the help of examples and anecdotes.
- Ensure that all your ideas are amply supported by evidence.
- Use the passive voice, linking words and rhetorical questions.
- Revise to weed out any errors that might have crept in.

Earth is home to all kinds of living beings and needs to be conserved. However, human activities have severely deteriorated the condition of the planet. Think of ways to save our planet and present your views in the form of an article.



Projects

Project 1

Life Skills

Empathy is the awareness of feelings and emotions of other people. It is about putting yourself in someone else's shoes and understanding what the other person is experiencing. Conduct a role play in class. Choose one of these characters and enact the difficulties they face on a daily basis.

1. Old people with blurred vision, joint pain and hearing problem
2. Vegetable vendor
3. Children working as labourers in various factories
4. A police constable or a traffic policeman

Multiple Intelligences

A limerick is a funny poem of just five lines and a distinct rhyme pattern of 'AABBA'. This means that the last words of the first, second and the last line rhyme, and the last words of the third and fourth lines rhyme with each other. Let's look at an example of a limerick.

A Clumsy Young Fellow Named Tim

There once was a fellow named Tim (A)
whose dad never taught him to swim. (A)
He fell off a dock (B)
and sunk like a rock. (B)
And that was the end of him. (A)

Now, try writing a limerick. First think of an interesting story or event that happened to someone else. Next, pick a boy or girl's name that has one syllable (like Bill, Tim, or Joe).

There once was a fellow (or young girl) named _____

Next, find words that rhyme with the name you have chosen. That will help you build the second and last line. Add more details using the remaining lines.

Project 2

Life Skills

Everyone has a different notion of what courage is. Courage could just be the little voice inside you that tells you to keep trying despite repeated failures. Organise a Courage Day in the classroom. Prepare a short speech on courage to present in the class.

My idea of courage is _____

An instance where I showed courage _____

Design and create a small badge of courage to give to someone in the class to celebrate an act of bravery.

Remember to help your partner celebrate their failures. Even though they may have failed at something, what is important is that they haven't given up.

Multiple Intelligences

Global warming and the depletion of natural resources have been a cause of grave concern for people all over the world. Communities are now trying to switch to sustainable forms of energy and resources to mitigate the dangerous consequences of industrialisation. The two things that spring to mind are: use of solar energy and rainwater harvesting. The necessary devices are easy to install and effectively solve the problem of over-utilizations of resources.

Conduct a survey in your locality and find out if any of these processes are being used. If yes, find out more about how and where they are being used. Choose any one of these processes and collect detailed information about it. Then, prepare a plan of action to implement the process in your house. For instance, if there is shortage of water in your locality, make a plan to harvest rainwater in your house. Here are some questions to help you.

Which is a greater problem in your household: water or power?

What are the requirements to implement the process of your choice?

Is it cost-effective?

To what extent will it address the shortage of resource?

Is it a sustainable solution?

Substantiate your action plan with images and data.

Listening Texts

Chapter 1: The Velveteen Rabbit

Listening Junction

Rabbit: Hello, Fairy! You had mentioned that you take care of all the playthings that children love. This must mean that you have been taking care of toys for many years! Could you tell me about the history of toys?

Fairy: Sure, Rabbit! For as long as humans have existed, children have always found something to play with. Archaeologists have uncovered toys from as early as eight thousand years ago! You must have heard about the Indus Valley Civilisation. The children of this civilisation used to play with wooden carts and whistles. About five thousand years ago, children of ancient Egypt used to play with toys made of wood, clay or rocks. Around three thousand years ago, children of Greece played with toys made of wax and terracotta. Did you know that in Greece, once the children reached the age of fourteen, they were expected to offer their toys to their Gods as a rite of passage into adulthood?

Rabbit: Oh, poor toys! They had to be separated from their best friends! But I am truly amazed at how resourceful humans are! They have made toys with whatever they could find!

Fairy: I agree! But the history of toys gets more interesting! It was in the eighteenth century that the world's first jigsaw puzzle was invented by a man named John Spilsbury. He created puzzles based on the different continents of the earth, so that children could learn geography as they played. In a different part of the world, in England, the famous rocking horse was designed for children belonging to the richer sections of the society to experience a simulation of riding on an actual horse. Interesting, isn't it?

Rabbit: Yes! Please tell me more!

Fairy: Let us move on to the nineteenth century. This was a glorious time for toys because they were beginning to be mass produced. A rabbit, just like you, was the first stuffed toy to be patented for mass production in 1903. It was based on a book, *Peter Rabbit*, written by Beatrix Potter. During this time, mechanical toys such as cars, trucks and trains also became increasingly popular. I will let you in on a little secret; interestingly, a few of the extremely popular toys were actually created by mistake! For instance, the famous *Play-Doh* was originally created as a wallpaper cleaner. Another example is that of the *Slinky*, the spring-like toy, the idea of which was conceived during military research and later, was marketed and sold as a toy. The twentieth century saw the emergence of the wildly popular *Barbie* and *Lego*, toys that are still extremely popular today. It is truly amazing to see the wide variety of toys that children can choose from in the present time – dolls, stuffed toys, board games, building blocks, etc. I hope you have enjoyed listening to the history of toys!

Rabbit: Yes, I have! What an interesting history! Thank you, Fairy!

Chapter 2: It Was Long Ago

Listening Junction

Reena: Hi Dhanush! I wanted to talk to you. Do you have a minute?

Dhanush: Yes, Reena. I have some time right now. I am taking a break. What's the matter?

Reena: Something horrible happened this morning. I went for a job interview and totally messed it up.

Dhanush: Oh no! What happened?

Reena: I stayed up all night preparing for it. I made notes and practised what I would say to all the questions I could think of. I was really nervous, you see.

Dhanush: Oh dear! It seems that you got absolutely no sleep.

Reena: None at all! I couldn't stop yawning throughout the interview. And I forgot everything that I wanted to say.

Dhanush: That was bound to happen. Lack of sleep does not allow you to concentrate on anything.

Reena: I have surely learnt my lesson.

Chapter 3: A Question of Grammar

Listening Junction

ODE ON SOLITUDE

Happy the man, whose wish and care

A few paternal acres bound,

Content to breathe his native air,

In his own ground.

Whose herds with milk, whose fields with bread,

Whose flocks supply him with attire,

Whose trees in summer yield him shade,

In winter fire.

Blest, who can unconcernedly find

Hours, days, and years slide soft away,

In health of body, peace of mind,

Quiet by day,

Sound sleep by night; study and ease,

Together mixed; sweet recreation;

And innocence, which most does please,

With meditation.

Thus let me live, unseen, unknown;

Thus unlamented let me die;

Steal from the world, and not a stone

Tell where I lie.

— Alexander Pope

Chapter 4: Macavity: The Mystery Cat

Pronunciation Junction

1. What you're doing is completely wrong.
2. She'll never get to the airport in time.
3. This is not what we're here for.
4. They're waiting for us in the foyer.
5. I'm not in charge of the records.
6. They couldn't find his house.
7. Let's do this quickly!

Listening Junction

The fair breeze blew, the white foam flew,
The furrow followed free;
We were the first that ever burst
Into that silent sea.

Down dropt the breeze, the sails dropt down,
'Twas sad as sad could be;
And we did speak only to break
The silence of the sea!

All in a hot and copper sky,
The bloody Sun, at noon,
Right up above the mast did stand,
No bigger than the Moon.

Day after day, day after day,
We stuck, nor breath nor motion;
As idle as a painted ship
Upon a painted ocean.

Water, water, everywhere,
And all the boards did shrink;
Water, water, every where,
Nor any drop to drink.

Chapter 5: Desiree's Baby

Listening Junction

Neighbour Alex: Hello Ellaine! Where are you off to?

Neighbour Ellaine: Hi Alex! I'm going to the dairy farm to get some fresh cream. I'm making some pudding for the Valmondes.

Listening texts

Alex: I see! Is there any special occasion?

Ellaine: Oh, haven't you heard? The Valmondes have adopted the baby that was found abandoned near the pillar.

Alex: Oh yes, the baby! Well, that's really great news! Dear Madame Valmonde must be very happy.

Ellaine: Oh she is! She is overjoyed. You know how she loves children. The almighty has finally blessed her with her own.

Alex: Well, it's not exactly her own. In fact, from what I hear, no one really knows who the baby belongs to.

Ellaine: That is true. I heard some of them say that it had been left behind by a party of Texans.

Alex: I heard that too. But I have my doubts. Why on earth would a party of Texans leave their child in our village? I think it belongs to someone from the village itself.

Ellaine: Someone from the village? That's outrageous! Why would you think of such a thing?

Alex: Well, think about it! Only the people in the village knew that the Valmondes have been wanting a baby of their own. Don't you think it is too much of a coincidence that the baby was found right near the Valmonde farm?

Ellaine: Umm ... I never looked at it that way! Now that you mention it ...

Alex: Exactly! Moreover, we all know that the Valmondes are one of the kindest people in the village. The person who left the baby must have wanted it to be taken care of. So, they left it there.

Ellaine: Oh my, Alex! You have an entire theory in place. It does make me wonder ... But you know what? I'm not going to bother myself with this. I'm just happy for dear Madame Valmonde and as she says, it's indeed a divine providence.

Chapter 6: On Quitting

Listening Junction

I was at home when I received a call from my friend. He requested me to pick him up from the railway station. I left the house early as I had a few things to finish before reaching the station. First, I went to the store. I bought some fruits. I took those fruits and went to the hospital to visit a friend who was admitted there. I stayed there for about half an hour, then I went to the movie theatre to collect the tickets I had booked earlier over the phone. My next stop was the chemist shop where I bought the allergy medicines that my friend had asked me to buy. Then, I went to the library to return a couple of books that were long overdue. I had to pay a heavy fine. Finally, I went to the railway station and reached well in time to pick my friend up. He was very happy to see me.

Chapter 7: Cranes for Sadako

Listening Junction

1. My name is Afzal, and I think the world would be a better place if everyone listened to each other a bit more. I think we just go through life not listening, ignoring how other people feel, what upsets them or if they're unhappy. When we listen to others, we understand them better, and our actions would be less hurtful. We are in harmony with people around, and we are happier ourselves.
2. Hi! I am Amanpreet, and I think the world would be a better place if there was no coal or oil to be used for power. The world is seven-tenths water. This water could quite easily make hydro-power.

- It would be cheaper, cleaner, and it would be using the world's resources and raw materials in a positive way, instead of just burning them and creating more pollution.
3. Hello, friends! My name is Amrita, and I think the world would be a better place if women had equal rights and power as men. This would be an entirely new kind of experience for everyone. I think women would be able to do everything much better than men. Women would use their skills of multitasking and their power of compassion for the betterment of society.
 4. I am John. I think the world would be a much better place if we didn't have so many cars on the road. I think we will be better off using bicycles and public transport. With so many cars, the exhaust, the fumes, it's just getting too polluted and overcrowded. It's just not pleasant to go out for a walk any more.
 5. Hello, everyone! My name is Saira. Well, I think the world would be a better place if there weren't any guns, bombs, tanks, and other such heavy weapons. Just look at how much they have cost mankind. Why fight with each other? We all are humans and we should be able to coexist peacefully on earth. Anything can be resolved through dialogue. Why use guns?

Chapter 8: The Chimney Sweeper

Listening Junction

This was a very interesting case where a man was charged for fraudulence. He somehow managed to obtain some papers that had the Indian Government's logo printed on the top. He used those papers to write letters to some of the Indian emigrants, living in countries, like Australia, England and Canada. In this letter, he was quoted saying, "We, the Indian Government, will trace your lineage and retrieve information about your family, if you send us one thousand rupees. And in case we find that somebody in your family was famous, we will inform you and send you your ancestral history."

A lot of people received this letter and sent him one thousand rupees, hoping to receive some reliable information about their family.

A few months later, he sent them a letter saying, "There's no significant information about your family." Initially nobody did anything about it.

He got away with this for a long time. Eventually, he became all the more greedy and sent out many more such letters. After a point, it became impossible for him to reply to all the letters.

People started complaining about the delay and as more and more complaints were registered in each country, the police started investigating. They discovered that this man had made a fortune out of it. He was caught ultimately.

Chapter 9: The Time Machine

Listening Junction

Announcement 1: May I have your attention please? 9323 Indore-Bhopal Intercity express from Indore via Bhopal to Habibganj is expected to depart at 6 hours 55 minutes from platform number 3.

Announcement 2: May I have your attention please? Fifty two thousand nine hundred fifty three Mau-Ratlam fast passenger from Ratlam to Mau, which is scheduled to arrive at 10 hours 45 minutes, is delayed by 50 minutes. The inconvenience caused is deeply regretted.

Announcement 3: May I have your attention please? 38201 Puri-Sambalpur Intercity Express from Puri to Sambalpur is scheduled to arrive at seventeen hours twenty three minutes on platform number 3.

Chapter 10: Springing to Action

Listening Junction

- Anil answered the question.
 - Ravi and his friends stayed at a hotel last night.
 - The sledge accelerated as it went down the icy mountain.
 - The teacher advised Ria to study well for the exams.
 - The car stopped in front of the school.
- Both my grannies are great cooks.
 - Mamma bought scarves for my sister and me.
 - The matches begin tomorrow.
 - These potatoes are huge!
 - Are your shirts clean?

Chapter 11: Earth Hour

Listening Junction

- He denied all the allegations except the last one which was robbery.
- India's historical sites are famous worldwide for their architecture.
- Some astronomers believed that Pluto was a moon of Neptune that somehow broke loose.
- The Principal of the school has a dynamic personality and is renowned for his work in education.
- They sold their property and left the city against my advice.

Chapter 12: 'Twas the Night

Listening Junction

The earth is thought to have been formed about 4.6 billion years ago by collisions in the giant disc-shaped cloud of material that also formed the Sun. Gravity slowly gathered this gas and dust together to form asteroids and small planets called planetesimals. These objects collided and gradually got bigger, building up the planets in the solar system.

Approximately 4,000 million years ago, the earth was cool enough for land masses to form. The supercontinent Rodinia was formed 1100 million years ago and it broke into several pieces that drifted apart 750 million years ago. Those pieces came back together about 600 million years ago, forming the pan-African mountains in a new supercontinent called Pannotia.

Pannotia started breaking up 550 million years ago to form Laurasia and Gondwana. Laurasia and Gondwana rejoined approximately 275 million years ago to form supercontinent Pangea. The breaking up of Pangea, has contributed to the formation of the Atlantic Ocean. Bacteria, the first life form on earth, appeared 3.5 billion years ago. The cyanobacteria introduced oxygen in the atmosphere through the process of photosynthesis.