



1

# Incredible India



## Learning Objectives

- Understanding different components of India
- Analysing the incredibility of our nation.

Incredible India,  
From Kanyakumari to Himalaya,  
Having 29 states and 7 territories,  
That has mountains, plains, coasts and deserts.  
Varied flora and fauna found here,  
That provides it a rich flourishing bio-diversity.  
India had many civilizations,  
As Harrappan, the Aryans, the Mauryans.  
India's economy is ever booming  
And currently the third largest growing.  
India has amity with all the Nations,  
Be it America, China, Africa or Bhutan.  
Indian land has given birth to geniuses,  
Such as Ambedkar, Nehru, Kalam, Gandhi.  
Hindus, Muslims, Christians, Sikhs,  
All inhabit Indian land without any fears.  
India is really incredible  
Through its heart and soul!!





## Exercise Time

### A. Answers the following questions.

1. How many states and territories does India have?
2. Name some ancient civilizations of India.
3. Write about the economy of India.
4. Who are the geniuses written about in the poem?
5. People from which religions live in India?

### B. Find their meaning.

- |                   |                  |
|-------------------|------------------|
| 1. Economy .....  | 2. Amity .....   |
| 3. Geniuses ..... | 4. Inhabit ..... |

### C. Fill in the blanks.

1. The poem Incredible India is written by .....
2. The poem ..... the nation's rich and varied heritage.
3. The poem tells us about the birth of .....
4. India is incredible through its heart and .....

### D. Tick (✓) the right options.

1. India is incredible from Kanyakumari to .....  
(i) Delhi  (ii) Gujarat  (iii) Himalaya
2. India has a ..... bio-diversity.  
(i) narrow  (ii) flourishing  (iii) diminishing
3. India has ..... largest growing economy.  
(i) second  (ii) fourth  (iii) fifth
4. Hindus, Muslims, Christians, Sikhs ..... Indian land.  
(i) inhabit  (ii) survive  (iii) work

**E. Match the following**

**Column 'A'**

1. booming
2. incredible
3. flourishing
4. civilization

**Column 'B'**

- a. unbelievable
- b. growing well
- c. type of culture and civilization
- d. suddenly increasing

**LET'S ENJOY THE POEM**

Work on India's fact file and find out the factual information given below.

**Fact File**

1. Capital City .....
2. Population .....
3. Currency .....
4. Sanskrit name of India .....
5. Neighbouring Countries .....



**Communication**

**Writing Skills**

An acrostic poem is a type of poetry where the first letters of each line spell out a word or a phrase. This is usually the same as the topic of the poem. The poem below is an example.

Winter wonderland  
Ice is slippery  
Nothing is hot

The weather is cold  
Everything you touch is cold  
Really cold.



Write another acrostic poem in the space given below.



## Reading Skills

Read the national anthem of our country and find out its meaning discuss a few questions on it.

1. Who composed the national anthem?
2. When was the national anthem adopted by the constitution?
3. How many spokes are there in the Ashoka Chakra?
4. What is the recital time of the National Anthem?



## Listening & Speaking Skills

Listen to the poem your teacher is going to recite in the class and discuss a few reasons why you think India is incredible.





2

# The Magic Pearls



## Learning Objectives

- ✿ Identifying weaknesses and strengths of the individuals.
- ✿ Appreciating the unconditional love of parents.

### Warm-up

**The Magic Pearls, a story of Hindu mythology, is all about a princess' Swayamvara. The king puts a difficult condition for the princes to marry Renuka, her daughter.**

Use the crystal ball to imagine what will happen in the story. Colour the crystal ball and underneath the space, write your prediction of what kind of condition would have been implied by the King.



## About Mythological Stories

*Myths and legends are an integral part of human existence. They have been around us all the time. Though their validity is ambivalent, nobody seems to mind as they stand as a proof of the human belief in divine powers. Indian mythology is one of the richest elements of Indian cultures, which enriches it further and makes it a unique one in the world. Through generations, different stories in Indian mythology have been passed from generation to generation either by word of mouth or through carefully stored scriptures. The stories of Indian mythology are a great medium for people especially parents to inculcate interest in Indian culture in the younger generation and to impart values of Indian culture to them.*

---

Many years ago, there was a king named Ronak Singh who ruled over a small kingdom. His only daughter Renuka was very beautiful. She was very kind and generous. She was also a great athlete. Nobody could beat her in a race. The king was proud of her daughter.

In course of time, Renuka grew up into a beautiful maiden. Now the king and the queen began to think of her marriage. Ronak Singh decided to marry his daughter to the prince who would beat her in a race. The king asked his minister to make an announcement informing everybody about his condition. The news spread far and wide and many princes came to win her hand. However, none could beat her in the race and, therefore, went back disappointed.

One day, the young and handsome prince of the neighbouring kingdom came to the capital of King Ronak Singh. He had also heard the condition of the king about his daughter's marriage.

The prince went to the king's court and expressed his desire to marry Renuka. The king liked the young prince but told him that it would be possible only if the prince could beat his daughter in the race. He would then gladly allow him to marry Renuka. The prince agreed and a date was fixed for the competition.

The prince was a great devotee of Lord Shiva. Early in the morning of the race, he went to the ancient temple of Lord Shiva, worshipped with great devotion and begged for his blessings.



Lord Shiva was much pleased with his devotion. He appeared before the prince and blessed him for his victory. Then He gave three big pearls to the prince and said, "Princess Renuka is much fond of pearls. Keep these pearls and when she runs past you, throw one of these pearls on her way. When she stops to pick up the pearl, you at once run fast and overtake her." The prince bowed before the God and came out.

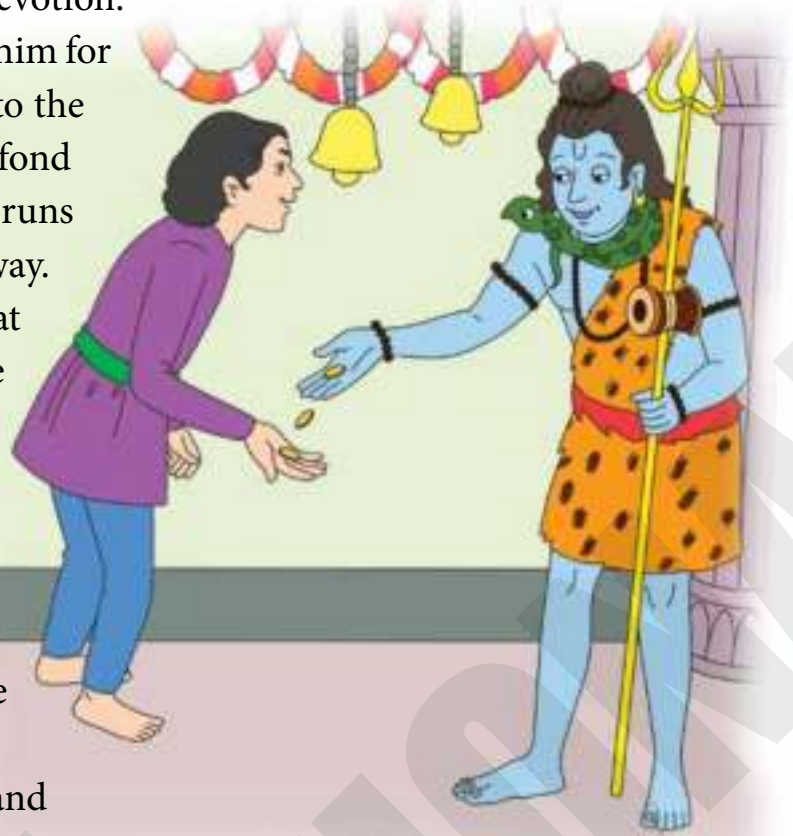
On the day of the competition, a large crowd gathered to witness the race. As soon as the race began, Princess Renuka got ahead of the prince. The prince, at once, threw one of the pearls on her way and he himself continued running.

The princess was astonished at the beauty and size of the pearl. As she stopped to pick it up,

the young prince got time to run past her. But the princess was a fast runner; she soon overtook him and got ahead of him. This time, the prince threw the second pearl on her way. Once again she stopped to pick up the pearl and the prince again went past her. But this time, Renuka ran faster than before and soon came just beside the prince. The target was

quite near. The prince threw the last pearl in front of her and continued running even without looking back. Renuka thought that she could win the race even after picking up the pearl. So, she once again stopped to pick it up. But this time she proved to be wrong and the prince reached the victory spot before her.

Everybody was happy at the outcome. They clapped with joy and cheered the young prince. Renuka happily married to the wise and handsome prince.





## Find Meaning

**generous** - liberal  
**maiden** - young girl  
**far and wide** - everywhere  
**disappointed** - saddened  
**handsome** - good-looking

**desire** - wish  
**devotee** - follower  
**appeared** - came into view  
**astonished** - surprised  
**outcome** - result

## EXERCISES

### Creative Expression

*Tell Your Story*

King Ronak Singh put up a condition for the marriage of his daughter. Can you think of an incident where you put up a condition for doing something for your parents?

Write the dialogues in the empty spaces given bellow.



### CROSS-CURRICULAR CONNECT

### Learning by doing

Lord Shiva was much pleased with Prince. He appeared before the prince and blessed him for his victory. Imagine Lord Shiva is in front of you, what will be your wish? Write any four wishes you would want for yourself, your family, the world, and your friend from Lord Shiva.

A wish for my family:  
 .....  
 .....  
 .....  
 .....

A wish for my family:  
 .....  
 .....  
 .....  
 .....

A wish for my family:  
 .....  
 .....  
 .....  
 .....

A wish for my family:  
 .....  
 .....  
 .....  
 .....

 **Critical Thinking**

*Let's Play a Game!*

In this story, despite being a great athlete, Princess Renuka lost the competition. Do you think she was overconfident?

Divide the class into two halves. One half of the class should argue for the topic (i.e., She was overconfident) and the other half should argue against it (i.e., Princess Renuka as a great athlete). Justify your view by stating the reason.



## Logical Thinking

Princess Renuka was much fond of pearls. She was shocked to see them on her way to the race. What will you do if you see anything which you are fond of in the race competition?

- a. You will ignore, continue running
- b. You will stop and pick up the thing.



## Exercise Time

### A. Answers the following questions.

1. What was the name of the king's daughter? Why was he proud of her?
2. What condition was put for the prince by the king to marry his daughter?
3. Where did the young prince go in the morning of the race?
4. How did Lord Shiva bless the young prince?
5. What did Princess Renuka think before picking up the last pearl? What was the result?

### B. Find their meaning.

- |                     |                   |
|---------------------|-------------------|
| 1. Ambivalent ..... | 3. Divine .....   |
| 2. Scriptures ..... | 4. Devotion ..... |

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

1. With the ..... of time, Renuka grew up into a beautiful maiden.
2. The prince agreed and a date was ..... for the competition.
3. On the day of the competition, a large crowd ..... to witness the race.
4. The princess was ..... at the beauty and size of the pearl.
5. Renuka happily married to the ..... and ..... prince.

**D. Match the following.**



a. Renuka happily married the wise man.



b. Lord Shiva appeared before Prince



c. The prince went to the King's Court

**E. Tick (✓) the right options.**

1. What was the name of King Ronak Singh's daughter?

(i) Princess Renuka

(ii) Princess Monika

(iii) Princess Menaka

2. Which of the following qualities did the princess have?

(i) She was very beautiful.

(ii) She was very kind and generous.

(iii) Both of these

3. The prince was a great devotee of which God?

(i) Lord Krishna  (ii) Lord Shiva  (iii) Lord Rama

4. Who won the race competition?

(i) The prince  (ii) Princess Renuka  (iii) Both of these

## Conceptual Understanding

Describe the favourite character of the story in a way that captures the reader's interest.

- ✿ Use words that create vivid images, use imagination.
- ✿ Use describing words.
- ✿ Be consistent in whatever tense you use.
- ✿ The description should be systematic and based on facts.



## Communication

### Writing Skills

Princess Renuka was a great athlete. Nobody could beat her in the race. Everybody was sure that she would win the race. But the young prince of the neighbouring country defeated her. Write in your own words, the reasons behind her defeat.

.....

.....

.....

.....

.....

.....

.....

.....

### Reading Skills

Based on your reading of the chapter, tell us which lines in the story tell us about the unconditional love of parents.

Write the lines and also mention the name of the speaker.



Lines	Speaker



## Listening & Speaking Skills

Your teacher will tell you about some precious gems. Listen to him/her carefully and write down in your notebook.



## Let's Learn Spellings

Underline the words that are spelt correctly.

1. ancient, ansient	9. community, comunity
2. cultooore, culture	10. departmant, department
3. extablish, establish	11. folowing, following
4. importance, Importence	12. independance, independence
5. experience, ecsperience	13. performance, performence
6. descendent, descendant	14. potatoes, potatos
7. accidentally, accidentelly	15. remarkable, remarkable
8. capacity, capacity	16. nashunality, nationality
9. community, comunity	17. polution, pollution
10. departmant, department	18. respectful, respektful



## Vocabulary Time

Of the words given in the brackets, choose the one that you think is appropriate.

1. As long as the operation was going on, the members of the patient family were in a state of ..... (suspension/suspense)
2. On account of an accident somewhere, our train had to change its ..... (rout/route).
3. Newton ..... the principle of gravity. (invented/discovered)
4. I have hired a ..... in a Delhi hotel at the rate of two hundred rupees per day. (suit/suite)
5. I have always found him a most ..... fellow. (amiable/amicable)
6. He decided to ..... terrible vengeance upon his old foe. (wreak/wreck)
7. From this shop, he bought only a ..... of shoes. (couple/pair)

## Life Skills

Self Awareness Building

Imagine you are participating in a sports event at school. You have just finished a race where you could have won, had you not slowed down at the last bend in the track. You are feeling unhappy as you did not win the gold medal. You had worse feeling because your friends were in the crowd. How will you overcome your emotions?

You can start like this.

I shall overcome my sense of defeat by





3

# A Tiger In A House



## Learning Objectives

- ❁ Learn to be sensitive toward animals.
- ❁ Understand the relationship between animals and humans.

### Warm-up

Have you ever owned an unusual pet? If so what were some of its unique attributes? Did it pose any problems for you or your family members? Can you imagine what it might be like to have a tiger in the house?

Look at the pictures of the animal carefully. Identify the animal and think of the things this animal will need to have his tummy full.



Write down the name of the things that this animal will need.





*Ruskin Bond (1934 –) is considered as one of the great Indian authors of the English literature. His wide array of short stories, novels, essays, poems and articles in newspapers and magazines have inspired many aspiring writers in past six decades. Best known as a children’s story writer, Ruskin Bond has dabbled in a variety of genres, from ghost stories to ‘to odes to nature’ to unrequired love stories. His writing career brought him fame, honour and a number of awards including the Sahitya Academy Award (1992) Padma Shri (1991) and Padma Bhushan (2014).*

Grandfather was no shikari, but he knew the forest of the Shivalik Hills better than most people. He was persuaded to accompany a party to advise on the terrain and the direction the hunter should take once a tiger had been spotted. The party insisted of several Very Important Persons from Delhi.

The camp itself was very luxurious and dinner was very good, as Grandfather admitted afterwards; it was not often that one saw hot water, plates, finger - bowls and seven or eight courses in a tent in the jungle ! But that was how things were done in the days of viceroys.... . There were also some fifteen elephants, four of them with howdahs for the shikaris, and others specially trained for taking part in the beat.

The sportsmen never saw a tiger, nor did they shoot anything else, though they saw a number of deer, peacock and wild boar. They were giving up all hope of finding a tiger and were beginning to shoot at jackals, when grandfather, strolling down the garden path at some distance from the rest of the party discovered a little tiger about eighteen inches long, hiding among the intricate roots of a banyan tree.

Grandfather picked him up, and brought him home after the camp had broken up. He had the distinction of being the only member of the party to have bagged any game, dead or alive. At first the tiger cub, who was named Timothy by Grandmother,



was brought up entirely on milk given to him in a feeding-bottle by our cook, Mahmoud. But the milk proved too rich for him, and he was put on a diet of raw mutton and cod liver oil, to be followed later by a more tempting diet of pigeons and rabbits.

Timothy was provided with two companions - Toto the monkey, who was bold enough to pull the young tiger by the tail, and then climb up the curtains if Timothy lost his temper; and a small mongrel puppy, found on the road by Grandfather.

At first Timothy appeared to be quite afraid of the puppy, and darted back with a spring if it came too near. He would make absurd dashes at it with his large forepaw, and then retreat to a ridiculously safe distance. Finally, he allowed the puppy to crawl on his back and rest there !

One of Timothy's favourite amusements was to stalk anyone who would play with him, and so, when I came to live with Grandfather, I became one of the tiger's favourites. With a crafty look in his glittering eyes, and his body crouching, he would creep closer and closer to me, suddenly making a dash for my feet, rolling over on his back and kicking with delight. He would then pretend to bite my ankles.

He was, by this time, the size of a full grown retriever. When I took him out for walks, people on the road would give us a wide berth. When he pulled hard on his chain, I had difficulty in keeping up with him.

His favourite place in the house was the drawing room. He would make himself comfortable on the long sofa, reclining there with great dignity and snarling at anybody who tried to get him off.

Timothy had clean habits and would scrub his face with his paws, exactly like a cat. He slept at night in the cook's quarters and was always delighted at being let out by him in the morning.

One of these days, declared Grandmother in her prophetic manner, 'We are going to find



Timothy sitting on Mahmoud's bed and no sign of the cook, except his clothes and shoes!'

Of course, it never came to that, but when Timothy was about six months old, a change came over him; he grew steadily less friendly. When out for a walk with me, he would try to steal away to stalk a rat or someone's pet Pekingese. Sometimes at night, we would hear frenzied cackling from the poultry house and, in the morning, there would be feathers lying all over the verandah. Timothy had to be chained up more often. And finally, when he began to stalk Mahmoud about the house with what looked like villainous intent, Grandfather decided it was time to transfer him to a zoo.

The nearest zoo was at Lucknow, two hundred miles away. Reserving a first class compartment for himself and Timothy—no one would share a compartment with them— Grandfather took him to Lucknow, where the zoo authorities were only too glad to receive as gift a well-fed and fairly civilized tiger.

About six months later, when my grandparents were visiting Lucknow, Grandfather took the opportunity of calling at the zoo to see how Timothy was getting on. I was not there to accompany him, but I heard all about it when he returned to Dehra.

Arriving at the zoo, Grandfather made straight for the particular cage in which Timothy had been kept. The tiger was there, crouched in a corner, full grown and with a magnificent striped coat.

'Hello, Timothy !' said Grandfather and, climbing the railing with ease, he put his arm through the bars of the cage.

The tiger approached the bars and allowed Grandfather to put both hands around his head. Grandfather stroked the tiger's forehead and tickled his ears, and, whenever he growled, Grandfather smacked him across the mouth, which was his old way of keeping Timothy quiet.

He licked Grandfather's hands and only sprang away when a leopard in the next cage snarled at him. Grandfather 'shooed' the leopard away, and the tiger returned to lick his hands: but every now and then the leopard would rush at the bars and he would slink back to his corner.

A number of people had gathered to watch the reunion, when a keeper pushed his way through the crowd and asked Grandfather what he was doing.

'I am talking to Timothy,' said Grandfather. 'Weren't you here when I gave him to the zoo six months ago ?'

'I haven't been here very long,' said the surprised keeper. 'Please continue your conversation. But I have never been able to touch him myself; he is always bad-tempered.'

‘Why don't you put him somewhere else?’ suggested Grandfather. ‘That leopard keeps frightening him. I'll go and see the superintendent about it.’

Grandfather went in search of the superintendent of the zoo, but found that he had gone home early ; and so, after wandering about the zoo for a little while, he returned to Timothy's cage to say goodbye. It was beginning to get dark.

He had been stroking and slapping Timothy for about five minutes when he found another keeper observing him with some alarm. Grandfather recognized him as the keeper who had been there when Timothy had first come to the zoo.

‘You remember me,’ said Grandfather. ‘Now why don't you transfer Timothy to another cage, away from this stupid leopard ?’

‘But–sir,–’stammered the keeper, ‘It is not your tiger.’

‘I know, I know,’ said Grandfather testily. ‘I realize he is no longer mine. But you might at least take a suggestion or two from me.’

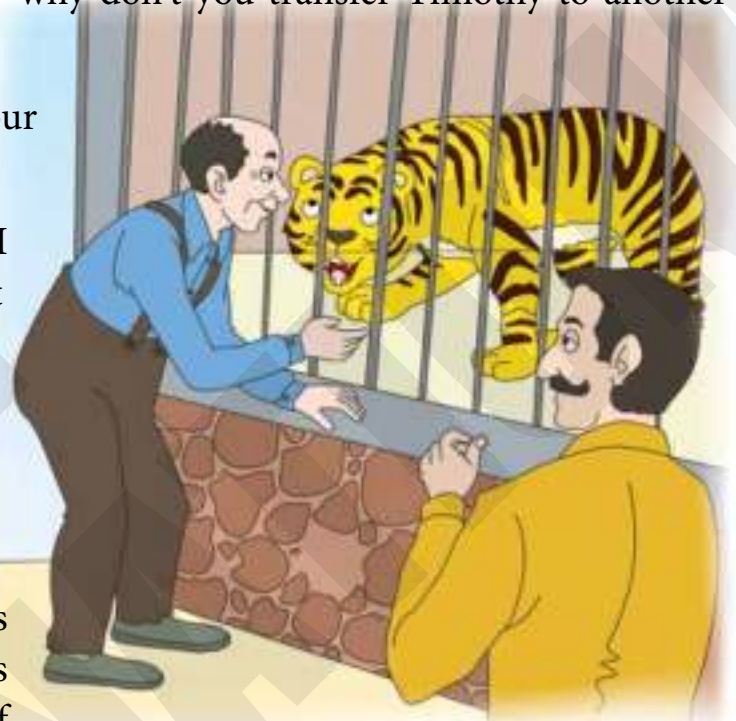
‘I remember your tiger very well,’ said the keeper. ‘He died two months ago.’

‘Died !’ exclaimed Grandfather.

‘Yes, sir, of pneumonia. This tiger was trapped in the hills only last month. He is very dangerous !’ Grandfather could think of nothing to say. The tiger was still licking his arm, with increasing relish. Grandfather took what seemed to him an age to withdraw his hand from the cage.

With his face near the tiger's he mumbled, ‘Goodnight, Timothy,’ and giving the keeper a scornful look walked briskly out of the zoo.

– (Ruskin Bond)



## Find Meaning

<b>terrain</b>	– area
<b>luxurious</b>	– comfortable
<b>beat</b>	– hunt
<b>strolling</b>	– walking leisurely
<b>intricate</b>	– dense

<b>absurd</b>	– illogical; awkward
<b>ridiculously</b>	– surprisingly
<b>frenzied</b>	– uncontrolled excitement
<b>villainous</b>	– bad
<b>civilized</b>	– good-mannered

## EXERCISES

### Creative Expression

*Tell Your Story*

Imagine you have a pet at home. Think of what you love the most about your pet. Share an incident where you spent all the time together. You could include the following.

- What made you laugh?
- How did they make you laugh?
- What was the best thing about them?
- What do you miss about them?



### CROSS-CURRICULAR CONNECT

### Learning by doing

Create an interesting Fact File on Tiger. First research the below-mentioned points.

- What type of animal is it?
- Where does it live?
- What does it eat?
- What does it look like?
- What can it do?

FUN FACTS:

### ANIMAL FACT FILE:

Name:		
Type:		
Home:		
Habitat:		
Food:		
Body:		
Life span:		
Family:		
It can:		
It can't:		

## Critical Thinking

Make a group of two. Enact a role play based on the situation of your pet's birthday. You are going to be the host of the birthday party. You want to invite your partner.

Here are some common expressions you can use to invite or accept the invitation.



### Inviting.

We would be delighted to have you over for a party at our place on Sunday evening.  
How about coming over to my place on Sunday evening for a party?

### Accepting.

This is very kind of you, thanks. I will be there.  
That sounds great! Of course, I will come.

## Logical Thinking

Imagine that you are at Grandfather's house, and Timothy is right in front of you. What would you do?

- Being friendly with the tiger
- Afraid and ran away from the house.



## Exercise Time

### A. Answer the following questions.

- Why did the party take grandfather with them while going for hunting?
- Why did grandfather admit that the camp was luxurious?

3. Who were the two companions of Timothy?
4. What was the favourite amusement of Timothy?
5. What change came over Timothy when he was about six months old?
6. When did grandfather decide to send Timothy to a zoo?
7. What did grandfather do on visiting the zoo again after having left Timothy there?
8. Why did grandfather go to meet the superintendent?

**B. Find their meaning.**

- |            |       |                  |       |
|------------|-------|------------------|-------|
| 1. noticed | ..... | 3. act           | ..... |
| 2. wholly  | ..... | 4. entertainment | ..... |
| 5. slapped | ..... | 6. roaming       | ..... |

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

1. The sportsmen did not see a tiger. They saw only

.....

2. Grandfather was the only member of the party

.....

3. At first when Timothy saw the puppy

.....

4. Timothy had clean habits and

.....

5. Grandfather look Timothy to a zoo which

.....

6. The keeper told grandfather that

.....



**D. Match the following.**

**Lines**

**Speaker**

- |                                     |             |
|-------------------------------------|-------------|
| 1. I realise he is no longer mine.  | Keeper      |
| 2. I remember your tiger very well. | Grandfather |
| 3. I am talking to Timothy          | Timothy     |
| 4. I haven't been here very long    | Mahmoud     |

**E. Tick (✓) the right options.**

1. Grandfather discovered Timothy hiding
  - (i) inside the zoo
  - (ii) among the intricate roots of a banyan tree
  - (iii) inside a jungle
2. Timothy's first food consisted of
  - (i) milk
  - (ii) raw mutton
  - (iii) pigeons and rabbits
3. Timothy's favourite place in the house was
  - (i) the drawing room
  - (ii) the kitchen
  - (iii) the garden
4. When Timothy was about six months old
  - (i) he became ferocious
  - (ii) he became sick
  - (iii) he became less friendly
5. The zoo authorities were happy to receive Timothy because
  - (i) he was the only tiger in the zoo
  - (ii) they wanted a tiger to attract people to the zoo
  - (iii) he was well fed and fairly civilised





## Conceptual Understanding

When you use clues in the story to figure out the events of the story, that is known as contextual clues. Did any clues prepare you for the unexpected ending? Mention the clues which made you understand the unexpected twist at the end of the story.

### Contextual Clues



## Communication



## Writing Skills

Were you completely surprised by the story's ending? Why or why not?

.....

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## Reading Skills

1. When I took him out for walk, people on the road would give us a wide berth.
  - (a) To whom does 'I' refer to in the above sentence?
  - (b) To whom does 'him' refer to in the above sentence?
  - (c) Why did the people give them a wide berth?
2. A number of people had gathered to watch the reunion.
  - (a) What do you mean by the word 'reunion'?
  - (b) Who came to meet whom?
  - (c) Did both of them know each other? How?



## Listening & Speaking Skills

Your teacher will read out a paragraph from the story. Listen to him/her carefully and write down the adjectives in the space provided below.

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



## Let's Learn Spellings

Circle the correctly spelt word in each pair.

1. lagzurious (a) luxurious
2. favourite (b) faburit
3. oportunity (c) opportunity
4. megnifisent (d) magnificent



## Let's Learn Grammar

There are two types of voices - active voice and passive voice

**Active voice** : When the verb shows that the subject has done something, it is known as active voice.

**Example** : The cat chased the mouse.

**Passive voice** : When the verb shows that something has been done to the subject, it is known as passive voice.

**Example** : The mouse was chased by the cat.

## Vocabulary Time

Change the following nouns into adjectives. The words are from the story.

- |            |   |       |             |   |       |
|------------|---|-------|-------------|---|-------|
| 1. luxury  | : | ..... | 2. friend   | : | ..... |
| 3. craft   | : | ..... | 4. prophecy | : | ..... |
| 5. comfort | : | ..... | 6. villain  | : | ..... |

## Life Skills

Self Awareness Building

Many times, you see stray animals needing help. Suppose, on your way back from school. You see an injured stray animal in your locality. What is the first thing that you will do to help an animal?

**Tick the correct option.**

- Ignore the animal and walk away.
- Request an elder to clean the animal's wound and take it to a veterinary doctor.
- Immediately inform the animal help group working in your area for its rescue.





4

# The School Boy



## Learning Objectives

- ❁ Difference between the natural world and formal education.
- ❁ The unjust ways of a cruel society.

I love to rise in a summer morn,  
When the birds sing on every tree;  
The distant huntsman winds his horn,  
And the skylark sings with me:  
O what sweet company!

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

And then at times I drooping sit,  
And spend many an anxious hour;  
Nor in my book can I take delight,  
Nor sit in learning's bower,  
Worn through with the dreary shower.



How can the bird that is born for joy  
Sit in a cage and sing?  
how can a child, when fears annoy,  
But droop his tender wing,  
And forget his youthful spring!

Oh father and mother if buds are nipped,  
And blossoms blown away;  
And if the tender plants are stripped  
Of their joy in the springing day,  
By sorrow and care's dismay,—

How shall the summer arise in joy,  
Or the summer fruits appear?  
Or how shall we gather what griefs destroy,  
Or bless the mellowing year,  
When the blasts of winter appear?



*William Blake (1757–1827) was an English poet, painter and printmaker. Largely unrecognised during his lifetime, Blake is now considered a seminal figure in the history of the poetry and visual arts of the Romantic Age. His writings have influenced countless writers, poets and artists through the ages, and he has been deemed both a major poet and an original thinker.*



## Exercise Time

### A. Answers the following questions.

1. How does the child feel in the morning?
2. What does the child feel at school?
3. Why does the child compare himself to a caged bird?
4. What does the child appeal to the parents?

### B. Find their meaning.

- |                  |                  |
|------------------|------------------|
| 1. Grief .....   | 2. Anxious ..... |
| 3. Dismay .....  | 4. Shower .....  |
| 4. Distant ..... | 6. Nipped .....  |

### C. Fill in the blanks.

1. The ..... poem is about an unhappy schoolboy.
2. He likes ..... mornings.
3. He is fond of seeing the .....
4. He has the obligation to go to close space ....., but he wants to go outside.

### D. Tick (✓) the right options.

1. The child in the poem loves to rise in a summer .....  
(i) evening  (ii) morning  (iii) night
2. In this poem, learning bowers means .....  
(i) house  (ii) office  (iii) school



**E. Match the following**

Match the words and phrases with their meanings in the box below.

- |                     |          |
|---------------------|----------|
| 1. Blasts of winter | Stanza 6 |
| 2. Dismay           | Stanza 5 |
| 3. Springing days   | Stanza 5 |
| 4. Learning bower   | Stanza 3 |



cold and heavy winds, the days of spring, concern, and distress, school

**LET'S ENJOY THE POEM**

Think about people around you (at home, school, and other places) who encourage you to keep working hard. Write the name of these people who are hard-working and also inspire you to work hard.

.....  
.....  
.....  
.....  
.....  
.....  
.....



**Communication**

**Writing Skills**

Madhav does not go to school. He helps his father to wash cars. How would you convince Madhav's father to send him to your school? Write a letter to Madhav's father to convince him to send him to your school.



Dear Uncle,

.....

.....

.....

.....

.....

.....

.....

Regards,

.....



### Reading Skills

Read the extracts given below and answer the questions that follow each.

I love to rise in summer morn when the birds sing on every tree;  
The distant huntsman winds his horn,  
And the skylark sings with me  
O! what a sweet company

Now answer the following questions –

- a) Who is 'I' in the above lines?
- b) When does he arise?
- c) Find a word from the above stanza which is opposite of 'near'.
- d) Name the poet of these lines.



### Listening & Speaking Skills

There are many children around the world who cannot attend school because of difficulties at home. Discuss the ideas about how we can help such children.





# Swimming Across the English Channel



## Learning Objectives

- ❁ Understand that swimming in the English Channel is a test of mind and body to overcome multiple challenges.
- ❁ Develop our character by overcoming obstacles in life.

## Warm-up

Doing adventure is the most exciting experience of life. It contains lots of joy and happiness however full of risk. People are great who try adventures in life for unknown outcome. Have you ever done any adventurous activities in your life so far? Can you name some people who are famous for their adventurous activities?

Look at the pictures carefully and write the name of the personalities in the given space.





*Arati Saha (1940–1994) was the first Asian woman to swim across the English Channel on 29th September 1959. Born in Calcutta (Kolkata), West Bengal, British India, Arati was initiated in swimming at the early age of four. Her talent was spotted by Sachin Neg. She was inspired by Indian Swimmer Mihir Sen to try to cross the English Channel.*

Let's read the chapter to know about the first Asian woman to swim across the English Channel.

The English channel separates England from Europe. The English Channel, connects the North Sea to the Atlantic, is one of the world's busiest shipping route.

Swimming across the English channel is compared to climbing Mount Everest. This is because swimming across the channel is not free from dangers. The choppy ice cold water is shark infested. Stinging jelly fish and strong tides all make the adventure extremely dangerous. Sheer exhaustion caused due to swimming the great length also can prove fatal. Its width is approximately 33 km at the Strait of Dover where most swimmers attempt the Channel crossing.

On September 29, 1959 Arati Saha, aged just nineteen became the first Asian woman to overcome this daunting task. She swam from Cape Gris Nez, France to Sand Gate, England.

She was born in 1940 in Kolkata, West Bengal. She was interested in swimming right from her childhood. She was encouraged by her coach Sachin Nag to participate in various competitions. She won 22 State competitions between the period 1945 to 1951. This included an All-India record in 1949.

She was motivated to swimming the English Channel by an Indian swimmer, Mihir Sen. He accomplished a feat which no swimmer had done before. He swam across the seven seas of the five continents in a single calendar year. He was also the first Asian to swim across the Channel.

She began training at a young age. She used to put in long hours of training to build up stamina. Sea swimming is totally different from pool swimming. To do it one needs both mental and physical strength. She used to practice in natural environments such as rivers and seas, instead of a swimming pool to get used to tides, waves and sea creatures. She



also needed mental preparation to develop mental toughness to stay motivated even after swimming for hours.

She was accompanied by a pilot team who helped her in directing her through the Channel. She made her own record of swimming a distance of 42 miles in 16 hours and twenty minutes. She hoisted the Indian flag at Sand Gate. She also participated in the Helsinki Olympics in the year 1952. In recognition of her achievements she was awarded the Padma Shri in 1960.

Arati died of jaundice on August 23, 1994. A stamp was issued by the Indian Postal Department in her memory in 1999. Her achievements motivated and inspired many other Indian and Asian swimmers.



### Find Meaning

<b>choppy</b>	- having many waves	<b>exhaustion</b>	-	tired
<b>stinging</b>	- causing wound due to sharp teeth	<b>fatal</b>	-	causing death
<b>daunting</b>	- seeming difficult to deal with	<b>accomplished-</b>		expert; skilful
<b>feat</b>	- achievement			

## EXERCISES

### Creative Expression

Imagine that you have witnessed a television program about a sports event. Use your imaginative details about the host, and participants of the sports event. You may use the clues below to help you.

Five challengers- swimmers- red costumes-display of courage- winner will receive award- common tournament

*Tell Your Story*



## CROSS-CURRICULAR CONNECT

### Learning by doing

A. Ask these questions to know more about your partner.

What is the strength?

What do they do to overcome fear?

Who is the role model



### Critical Thinking

E. Use the clues to complete the cross word

Across

1. Superlative form of busy
2. Dangerous
3. Arati swam to this place
4. Games held every four years

*Let's Play a Game!*

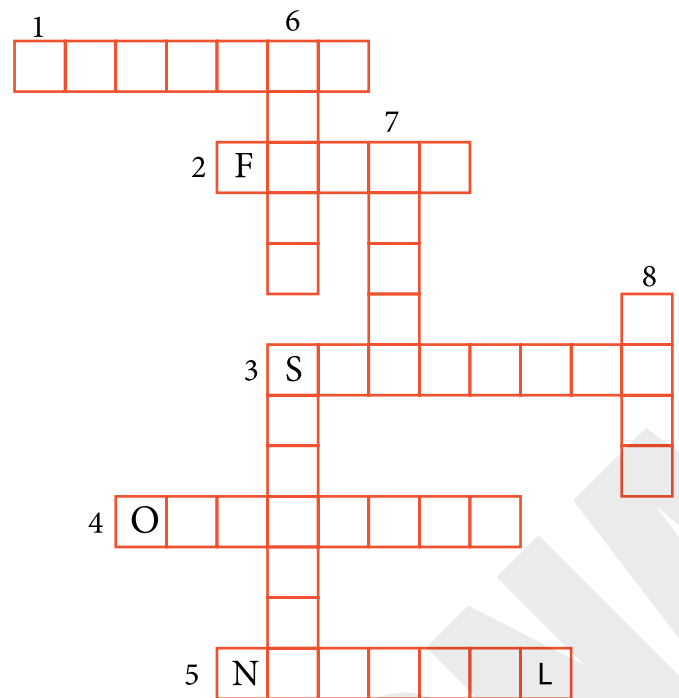
5. Opposite of artificial

Down

6. Big dangerous fish

7. Person belonging to Asia

8. Homophone of feat



## Logical Thinking

What do you do when you overcome your fear? Tick the correct answers.

You will say ‘I am the best.’

You will be polite and thankful to God for fostering strength.



## Exercise Time

A. Answers the following questions.

1. Who was Arati Saha?
2. Where is the English Channel situated?
3. Why is swimming across the English Channel dangerous?
4. What was the unique feat performed by Arati Saha in 1959?
5. Who motivated Arati Saha? Why?
6. What did the Government do to acknowledge her achievements?

**B. Find their meaning.**

1. Recognition ..... 4. Initiated .....  
2. Dangerous ..... 4. Accompanied .....

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

Sachin Nag, Jaundice, Stamp, Pilot, Mihir Sen

1. Arati died of ..... on Aug 23m 1994.  
2. A ..... was issued by the Indian Postal Department in her memory in 1999.  
3. She was accompanied by a ..... team who helped her in directing her through the Channel.  
4. .... was the first Asian to swim across the Channel.  
5. She was encouraged by her coach .....

**D. Match the following.**

**Column A**

She has won 22

Mihir Sen swam across the

The English channel

She swam from

**Column B**

five continents in a single calendar year

State competitions between the period 1945-51

France to England

width is 33km

**E. Tick (✓) the right options.**

1. The English Channel separates

(i) England from Asia

(ii) England from Europe

(iii) England from Australia

2. Arati Saha belonged to

(i) Kolkata

(ii) Chennai

(iii) Delhi

3. Arati Saha set an All India Record in

(i) 1945

(ii) 1949

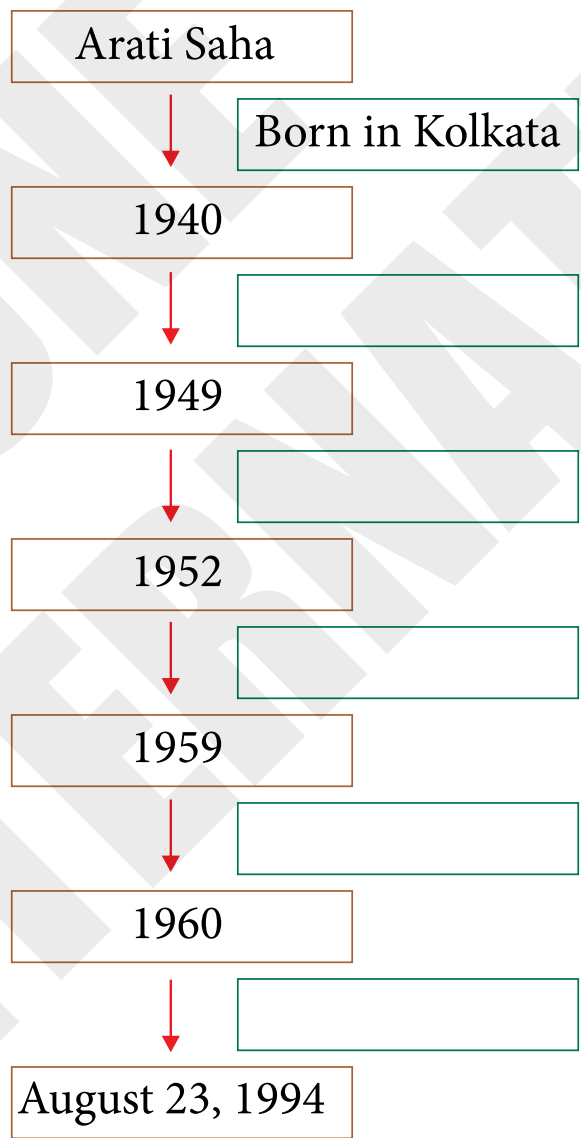
(iii) 1951



4. Mihir Sen was the first person to
- (i) swim across the English Channel.
  - (ii) swim across the seven seas.
  - (iii) to swim across the seven seas of the five continents in a single year.
5. Arati Saha covered a distance of ..... while swimming across the English channel.
- (i) 33 miles
  - (ii) 42 miles
  - (iii) 42 kms

**Conceptual Understanding**

Write the events in Arati's career associated with the following years.



## Writing Skills

Your sports teacher announced in class that tomorrow all class VI students will start to learn swimming. It is compulsory. You do not know swimming. What will be your reaction? Write a paragraph.

.....

.....

.....

.....

.....

## Reading Skills

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

1. Swimming across the English channel is compared to climbing Mount Everest.
2. Arati Saha crossed the English Channel at the young age of 14 years.
3. Arati Saha was encouraged by her coach Mihir Sen to swim.
4. Sea swimming is more difficult than pool swimming.
5. Arati Saha participated in two Olympics.

## Listening & Speaking Skills

Look at the picture carefully. Your teacher will tell about some adventurous people of India. Listen to him/her carefully and write the correct name below each picture.



.....

.....

.....

.....

## Let's Learn Spellings

Choose the correct option and fill in the blanks.

1. The English Channel ..... (sperates/separates) England from Europe.
2. Arati was ..... imitated/initiated) in swimming at the early age of four.
3. Mihir Sen accomplished a ..... (feet/feat) which no swimmer has done.
4. She used to practice in ..... (nautial/natura) environment such as rivers and seas.
5. She has mentally prepared herself to stay motivated even after swimming for ..... (hours/ours).

## Let's Learn Grammar

**Simple present** tense is used to express:

an action in the present

to state something that exists or is generally true

a regular habit.

We go to school everyday.

**The present continuous tense** shows that the action is incomplete and is still going on.

**The present perfect tense** shows that the action has just been completed. **The present perfect continuous** tense shows that an action has been going on for sometime.

## Life Skills

Discover Yourself!

Answer the question 'Who am I?'

Write five good things about yourself.

In this chapter, Arati Saha is inspired by Mihir Sen.

Write about any one person who has inspired you.

Self Awareness Building




# The Village School



## Learning Objectives

- ✿ Understand the importance of schools.
- ✿ Analyse the values of a village school.

### Warm-up

Work in pairs. Imagine you are going to a village and will be teaching in a small school. What are the things that you think are very important for the classroom? Write them below in the given space.



.....

.....

.....

.....

.....

Now take a look at what your classmates have written.



## A GLIMPSE

All the children have the right to education, still many of them don't even receive elementary education. This is the story about a young boy, Totaram, who secretly goes to school and later brings about a change in his parents' opinion about it. Let's read the story and know how he gets education.

Something new had come to the village of Indora in India. The people sat in front of Totaram's house and talked about it until the moon rose and touched the tips of the bamboo branches with silver shine.

Totaram and his friend, Bala, who should have gone to bed, crept behind the circle of grown-up people and listened to them.

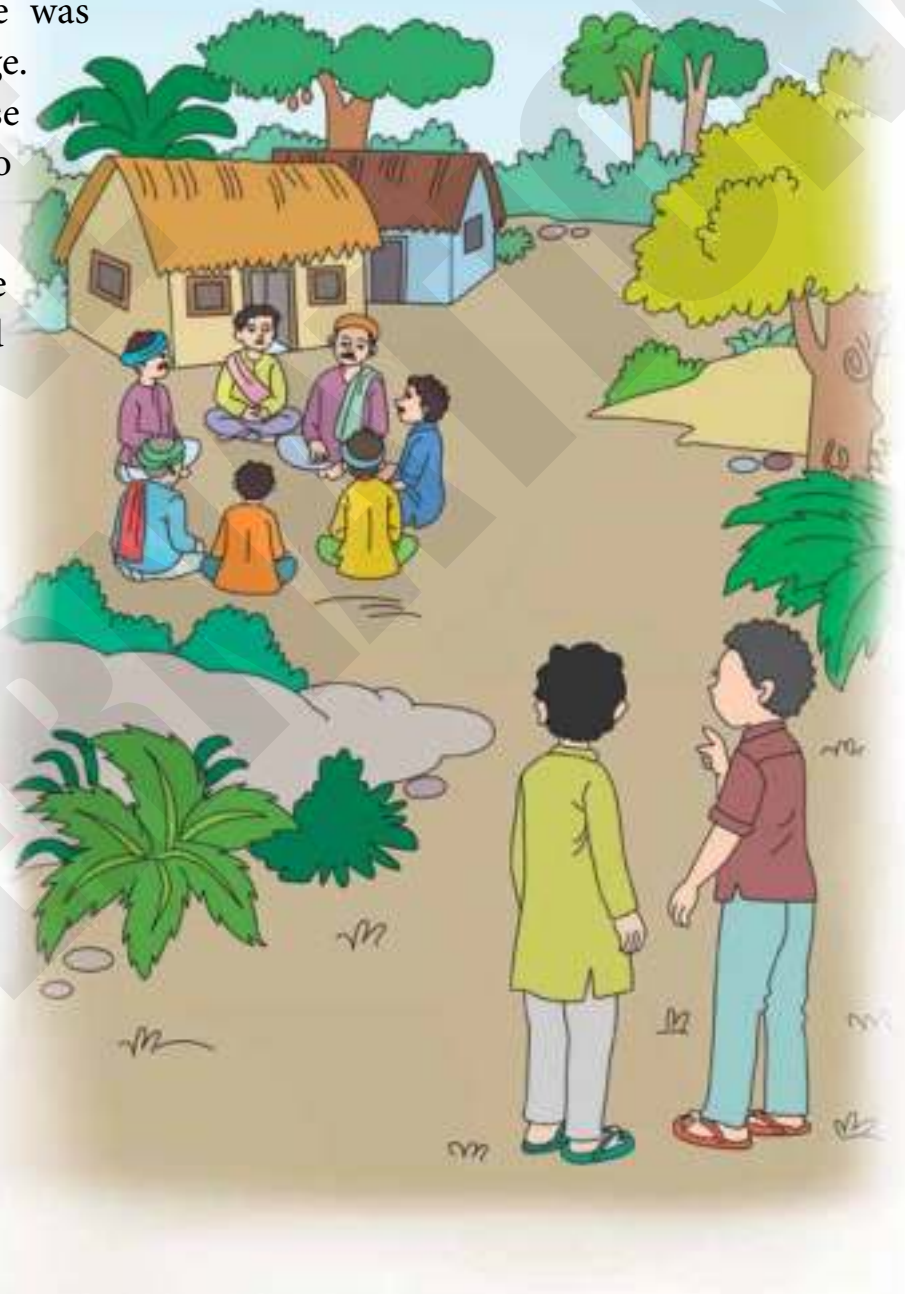
They heard that, for the first time, a school teacher had come from the city and she was going to start a school in the village. That day, she had gone from house to house asking the village people to send their children to school.

Totaram was afraid of that strange place called 'school'. Then he heard his father say, "I need my son in the fields." Totaram felt relieved.

But the next morning, the village-crier beat the big drum down all the seven roads of Indora

to tell the people about the school. Totaram watched the other boys and girls go into the new house just outside the village. He wished he knew what it was all about.

Later in the day, when he went to take the cattle into the fields, he looked through the walls of the school house. The walls were made of bamboo sticks, loosely woven together and Totaram



could peep through the holes.

Inside he saw a strange sight. The boys and girls were sitting in rows, and the teacher was making strange marks on a big blackboard with a small white stick. Totaram saw Bala and made faces at him, but Bala was interested in the marks and did not see him.

School, thought Totaram,



'Must be better than staying at home or looking after cows, else Bala would not like it so much. So one day when his mother was busy, he slipped away and crept into the school.

At first, he could not understand anything. The other children were ahead of him, and even Bala could write his own name in big

letters. Totaram was ashamed that others were so much wiser than he, so he decided to work hard and catch up with them. The next day he went again, and the next and the next. His mother thought he was out with the cows in the fields as usual and she asked no questions. His father was always at work at this time.

It took him a long time to learn to write. The teacher often called Totaram's letters the tracks of birds and made him do them again and again. After several months, he could read and write a little.

One day when Totaram returned home after school, he found his mother turning a letter over and over in her hand.

The man who read and wrote all the letters for the people of Indora was away. So Totaram's mother sat looking at the letter.

Before Totaram thought of what he was doing, he said, "Give me your letter, Mother, and I'll try to read it to you."

His mother was surprised.

"Since when have you learnt to read?" she asked.

Totaram looked this way and that. He knew that the time had come to tell the truth.

He looked into her eyes and said, "I've been going every day to the school. While you thought I was out with the cows, I have been learning how to read and write." His mother asked. "And what did the cows do?"

He said, "We took turns, and while half of us went to school, the others watched the cows. Then, we watched the cows while the others took their turn at school." His mother said sadly, "You've become a great sorrow to us, and your father will be very angry."



Then she remembered her letter and gave it to Totaram to read to her. And as he read, she wondered more and more. She said, "For years, the letter-writer has written and read my letters for me. Here my own son sits like a scholar and reads to his mother! The times are strange."

She was pleased with the news in the letter. It said her sister had a son. But she did not tell Totaram's father that the boy had disobeyed him and had gone to school.

Some days later, Totaram realised that his father was in trouble. He knew it because his father sat silent and still for many hours.

Totaram's little sister, Jaya, knew it too. When she ran to show him how her brass plate shone in the sunlight after she had polished it with ash, he said, "Go away, child." Totaram remembered that he had seen a stranger talking to his father. He had not liked the look of him.

He called Jaya, and they ran away to the big banyan tree to talk about it. The banyan tree had long roots that hung down till the ground. The brother and sister began to swing on the roots and forgot to talk about their father's troubles. As they were swinging, Jaya looked up and said, "Here comes our father and that strange man. Let's hide."

They climbed up the roots and lay hiding on the branches above.

The two men came and stood under the tree. Totaram held his breath. The strange man

showed a sheet of paper to Totaram's father and said, "All that you have to do is to make a thumb mark here and I will lend you the fifty rupees you need." "What does the paper say?" asked Totaram's father.

The strange man replied. "It says that in return for the fifty rupees I am lending you, you will pay me two rupees a month until you pay back all the money I lend you.

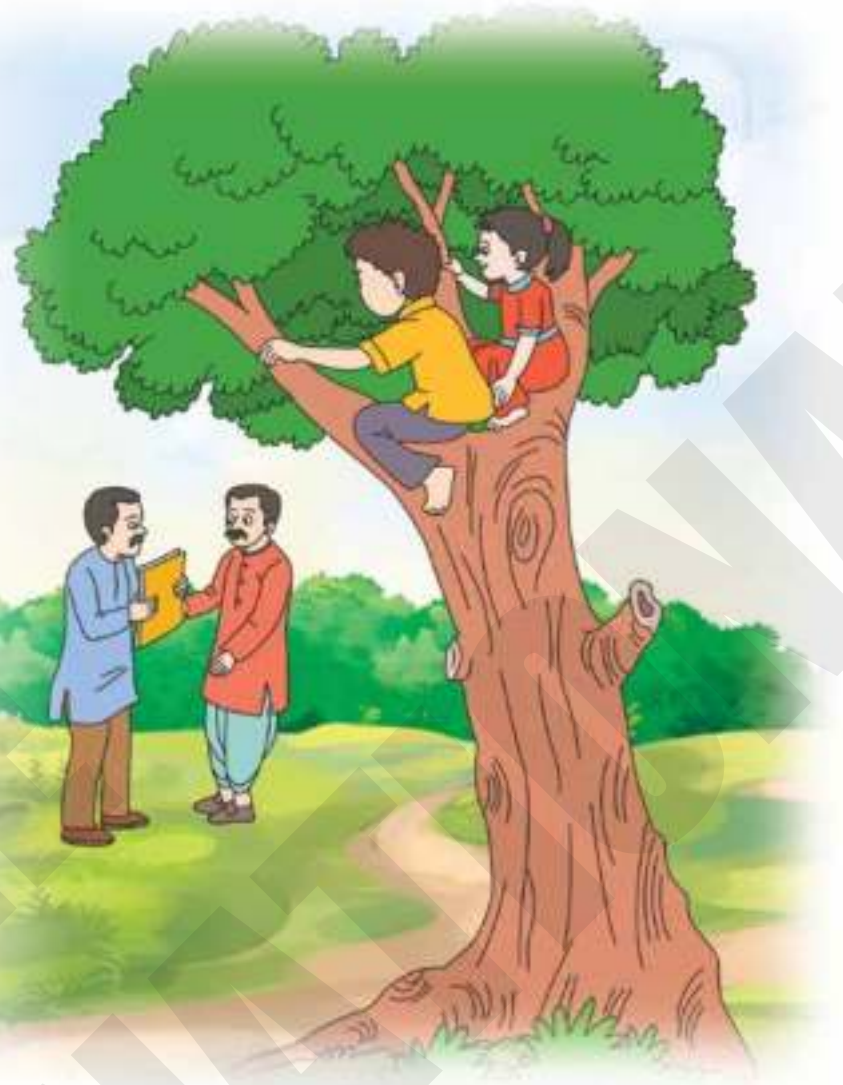
Totaram could see what was written on the paper from where he lay. He jumped down from the tree excitedly and cried out, "Father, father, it's not true!" Both men looked at him, startled.

The moneylender said angrily, "Your son shouldn't interfere with our business!" Father turned to Totaram, "Tota, run home! This is the talk of grown-up people."

But Totaram said, "I've been to school, and I've learnt to read. And this paper says that in return for one hundred rupees, you agree to pay an interest of five rupees a month until you pay back all the money he lends you. I have heard the teacher talk to the older boys about 'interest' and this is ten times too much!"

Totaram's father was very angry, for he could see by the look on the moneylender's face that Totaram's words were true. He was about to be cheated!

The moneylender slunk away. Totaram's father pulled Jaya down and they walked home together.



### Find Meaning

**Crept** – moved secretly to avoid being heard or noticed    **Relieved** – comforted

**Interfere** – intervene in a situation without invitation or necessity.

**Peep** – to look secretly into a narrow opening

**Slunk away** – Depart furtively

## EXERCISES

### Creative Expression

Do you like school and your friends? What do you do at school? Tell me about your feelings toward your classmates.



*Tell Your Story*

### Cross-Curricular Connect

### Learning by doing

Education is a basic right of every human. Find out school percentage in the village as compared to urban areas.



### Logical Thinking

Rimi walks to school with her little brother Alex. But today, she is walking alone as her brother is sick with a cold and on leave. She loves going to school. Help Mili reach her school.



 **Exercise Time**

**A. Answer the following questions.**

1. What was the new thing in the village of Indora?
2. Who went from house to house asking the village people to send the children to school?
3. When does Totaram feel relieved?
4. What made Totaram feel interested in going to the school?
5. What happened to his mother when Totaram returned from school?
6. What made the money lender slunk away?

**B. Find their meanings.**

- |                     |                        |
|---------------------|------------------------|
| 1. Elementary ..... | 2. Village-crier ..... |
| 3. Strange .....    | 4. Startled .....      |
| 5. Scholar .....    |                        |

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

1. This is the story about a young boy, .....
2. He secretly goes to the .....
3. The ..... beat the drum down all the roads of Indora.
4. Totaram was ..... of that strange place called 'school'.
5. The other children were ahead of him, even..... could write his name.
6. The teacher was marking strange marks on a big blackboard with a small white .....

**D. Match the following.**

**Column A**

Bala  
Jaya  
Money lender  
Village crier

**Column B**

sister  
friend  
school  
father



**E. Tick the right options.**

1. One day when his mother was busy, he ..... into the school.  
a. Crept     b. Against     c. afraid
2. Bala could write his ..... in big letters.  
a. Name     b. village name     c. address
3. Totaram was..... that the others were so much wiser than he.  
a. Ashamed     b. afraid     c. happy
4. .... ran to show him how her brass plate shone in the sunlight after she had polished it with ash.  
a. Jaya     b. Totaram     c. Bala

## Conceptual Understanding

Tell Your Story

The theme of the story is the importance of education in everyone's life. Work in pairs and discuss the importance of education in our life. Discuss how to educate parents of children living in villages.

## Communication

## Writing Skills

Totaram has been able to read and write. However, when he first heard of the school, he was afraid. These are Totaram's thoughts.

I want to know what it is all about.

I am relieved as I will go in the fields.



Now, write down the lines to motivate Totaram to go to school in the given space below. One has been done for you.

1. You will be able to write your name if you go to school.

2. ....

3. ....

4. ....

5. ....

## Reading Skills

Read these sentences from the text and answer the following questions.

1. “You have become a great sorrow to us”.
  - a. Who has become a great sorrow and why?
  - b. Who is the speaker?
  - c. Did the speaker inform his father about the same?
2. “For years, the letter-writer has written and read my letters for me.”
  - a. Why there was a need for a letter-writer?
  - b. Who read the letter?
  - c. What was written in the letter?

## Listening & Speaking Skills

Listen to the passage below. Your teacher will read out the passage for you. Work in pairs and discuss the below questions.

Education is a fundamental right of human beings and essential for the exercise of all other human rights. It promotes individual freedom and empowerment. However, millions of adults and children are deprived of educational opportunities.

- ✿ Discuss a few ways in how will you help these education-deprived children to attain empowerment.
- ✿ What would you do to help them beyond your limits?





## Let's Learn Spellings

Listen and learn the spelling of these words. Notice how the sound changes.

Replied	Moneylender	Heard	Strange	Realized	Disobey
Scholar	Pleased	Slipped	Education	Grown-Up	Branches
Interfere	Fields	Teacher	Understand	Ahead	Wiser

Find out the nouns, adjectives, verbs and sort them down in the columns below.

Nouns	Adjectives	Verbs



## Let's Learn Grammar

An abstract noun is a noun or a noun phrase that names an idea, event, quality, or concept—for example, courage, freedom, or progress. Abstract nouns can be formed from verbs and adjectives.

Read the verbs below and change them to abstract nouns.

1. To obey	2. To excite
3. To die	4. To endure
5. To judge	6. To retire

Read the below adjectives and change them to abstract nouns.

1. Dark	2. Noble
3. Eager	4. Vain
5. Proud	6. Truth





## Vocabulary Time

**A. The words bring, get, take and fetch have more or less the same meaning. But they cannot be always used interchangeably.**

a. Bring and get involved in the movement towards the speaker.

1. Please bring me a glass of water!

2. Can you get me something to eat from the fridge?

b. Take involves a movement away from the speaker.

1. Please take this away from me!

2. Here! Take this plate.

Fetch involves movement both away from and towards the speaker.

The people of that town walk for miles to fetch a pot of water.

**B. Fill in the blanks with bring, get, take or fetch.**

1. Children, don't forget to ..... your workbook with you.

2. Why don't you ..... your brother alone? He wants to play in the park too.

3. If you don't like this shirt, ..... back and I will exchange it for another shirt.

4. Go and ..... your raincoat. It is starting to pour.

5. William's mother is ill. He has gone to ..... a doctor.

6. Please ..... my pen. It writes smoothly.



## Life Skills

Self Awareness Building

**How do you and your friends keep the school clean?**

.....  
.....  
.....  
.....  
.....





7

# The Solitary Reaper

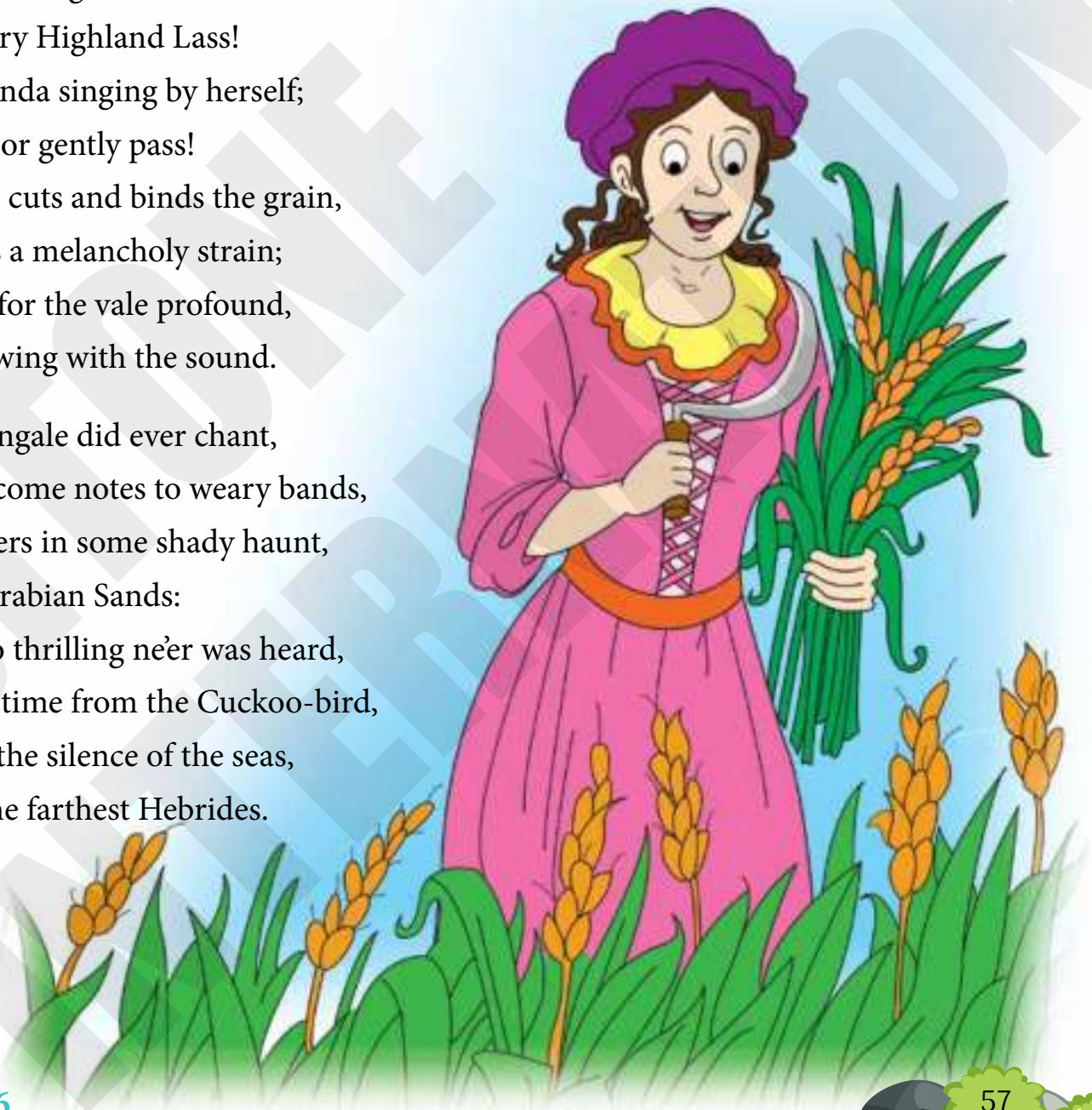


## Learning Objectives

- ❁ Understand that the appeal of music is universal, language is not important.
- ❁ Learn the impact of the Solitary Reaper song in the mind of the poet.

Behold her, single in the field,  
Yon solitary Highland Lass!  
Reaping and singing by herself;  
Stop here or gently pass!  
Alone she cuts and binds the grain,  
And sings a melancholy strain;  
O listen ! for the vale profound,  
Is overflowing with the sound.

No nightingale did ever chant,  
More welcome notes to weary bands,  
Of travellers in some shady haunt,  
Among Arabian Sands:  
A voice so thrilling ne'er was heard,  
In spring-time from the Cuckoo-bird,  
Breaking the silence of the seas,  
Among the farthest Hebrides.



Will no one tell me, what she sings?  
 Perhaps the plaintive numbers flow  
 For old unhappy, far-off things and  
 battles long ago;  
 Or is it some more humble lay,  
 Familiar matter of to-day?  
 Some natural sorrow, loss or pain,  
 That has been, and may be again?  
 What'er the theme, the maiden sang  
 As if her song could have no ending;  
 I saw her singing at her work,  
 And o'er the sickle bending;  
 I listened, motionless and still;  
 And as I mounted up the hill,  
 The music in my heart I bore,  
 Long after it was heard no more.

– William Wordsworth



## Find Meaning

<b>behold</b>	– see	<b>yon</b>	– that (person or thing)
<b>lass</b>	– a young girl	<b>melancholy strain</b>	– sad and pensive song
<b>profound</b>	– a great depth	<b>plaintive numbers</b>	– sad music
<b>humble lay</b>	– ordinary song		
<b>farthest Hebrides</b>	– the most remote group of islands that lie to the north-west of Scotland		

## Exercise Time

A. Answer the following questions.

1. Does the poet know what the reaper is singing about? What does the poet imagine the reaper's song is about?
2. Why do you think the nightingale's song is described as 'welcome' and the cuckoo's

song as 'thrilling'?

3. How do we know that reaper's song had a lasting effect on the poet?
4. Write the rhyming scheme of the poem.

**B. Find their meaning.**

1. Chant .....
2. Scotland .....
3. Motionless .....
4. Sickle .....
5. band .....

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

Dialect, comprehend, sorrows, highland, cuckoo

1. The poet sees a ..... girl reaping the harvest and singing.
2. The poet cannot understand the ..... of the song.
3. He is unable to ..... its meaning.
4. The poet also feels that the song may be about commonplace things like joys or .....
5. The song of the maiden is as thrilling and persuasive as the song of the ..... bird.

**E. Tick (✓) the right options.**

1. The central theme of the poem, 'The Solitary Reaper' is
  - (i) melodious sounds appeal to all
  - (ii) beautiful experiences give us life-long pleasure.
  - (iii) reapers can sing like birds
2. In the poem, 'The Solitary Reaper' to whom does the poet say 'stop here or gently pass'?
  - (i) to himself
  - (ii) to the people cutting corn
  - (iii) to all the passers by



3. The poet's lament in the poem. 'The Solitary Reaper' is that
- (i) he cannot understand the song.  (ii) she stopped singing at once.
- (iii) he had to move away.
4. The setting of the poem is
- (i) Arabia  (ii) Scotland  (iii) England
5. Who is the poet of the poem, 'The Solitary Reaper'?
- (i) William Wordsworth  (ii) Shakespeare  (iii) Robert Frost

**D. Match the following.**

**Column A**

bushy  
dunce  
leap

**Column B**

bad learner  
like a bush; growing thickly  
serious; dignified

**LET'S ENJOY THE POEM**

'Solitary Reaper' is a poem that depicts a simple peasant girl gifted with an extraordinary voice. What qualities make the girl unforgettable?

**Communication**

**Writing Skills**

Wordsworth was so moved by this musical experience that later he wrote a poem. Think back in your life and try to recall an experience that affected you greatly and left a deep impact on you. Then write a poem



for your school magazine in which you describe that experience and its impact.

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### Reading Skills

Read the following words and phrases sentences of your own.

1. melancholy : .....
2. breaking the silence : .....
3. familiar matter : .....
4. profound : .....
5. long ago : .....

### Listening & Speaking Skills

Have a discussion in the class on the topic 'Music can be enjoyed without understanding the lyrics. Agree/Disagree share the outcome with others.





# The Bet



## Learning Objectives

- Giving in to greed and impulse can negatively impact one's life.

### Warm-up

Aladdin lost his magical lamp. He tries to find it. But he is trapped in the maze. Help him to find his magical lamp.

## Winning the Lottery

Do you ever buy lottery tickets or play the lotto? Just imagine that one day you hit the jackpot and win \$ 1 million.

What would you do if you won the lottery?

Think about -

- what you would do with the money.
- what you would buy for you/family/friends.
- who you would give?
- how your life would change?



*Anton Chekhov (1860–1904) was a Russian playwright and short story writer who is considered to be among the greatest writers of short fiction in history. His career as a playwright produced four classics and his best short stories are held in high esteem by writers and critics. He is one of Russia's many important figures and one of the greatest playwrights of modern times. Through stories such as "The Steppe" and 'The Lady with the Dog', and plays such as "The Seagull" and "Uncle Vanya," the prolific writer emphasized the depths of human nature, the hidden significance of everyday events and the fine line between comedy and tragedy.*



'The Bet' is an 1889 short story by Anton Chekhov about a banker and a young lawyer who make a bet with each other about whether the death penalty is better or worse than life in prison.

It was a dark autumn night. The old banker was walking up and down his study and remembering how, fifteen years before, he had given a party one autumn evening. There had been many clever men there, and there had been interesting conversations. Among other things they had talked of capital punishment. The majority of the guests, among whom were many journalists and intellectual men, disapproved of the death penalty. In the opinion of some of them, the death penalty ought to be replaced everywhere by imprisonment for life.

"I don't agree with you," said their host the banker. Capital punishment kills a man at once, but lifelong imprisonment kills him slowly. "Both are equally immoral," observed one of the guests, "for they both have the same object -- to take away life. The State is not God. It has not the right to take away what it cannot restore when it wants to."

Among the guests was a young lawyer, a young man of five-and-twenty. When he was asked his opinion, he said: "The death sentence and the life sentence are equally immoral, but if I had to choose between the death penalty and imprisonment for life, I would certainly choose the second. To live anyhow is better than not at all."

A lively discussion arose. The banker, who was younger and more nervous in those days, was suddenly carried away by excitement; he struck the table with his fist and shouted at the young man: "It's not true! I'll bet you two millions you wouldn't stay in solitary confinement for five years." "If you mean that in earnest," said the young man, "I'll take the bet, but I would stay not five but fifteen years." "Fifteen? Done!" cried the banker. "Gentlemen, I stake two millions!" "Agreed! You take your millions and I stake my freedom!" said the young man.

And this wild, senseless bet was carried out! The banker, spoilt and frivolous, with millions beyond his reckoning, was delighted at the bet. At supper he made fun of the young man, and said: "Think better of it, young man, while there is still time. To me two millions are a

trifle, but you are losing three or four of the best years of your life. I say three or four, because you won't stay longer. Don't forget either, you unhappy man, that voluntary confinement is a great deal harder to bear than compulsory. The thought that you have the right to step out in liberty at any moment will poison your whole existence in prison. I am sorry for you."

Then he remembered what followed that evening. It was decided that the young man should spend the years of his captivity under the strictest supervision in one of the lodges in the banker's garden. It was agreed that for fifteen years he should not be free to cross the threshold of the lodge, to see human beings, to hear the human voice, or to receive letters and newspapers. He was allowed to have a musical instrument and books, and was allowed to write letters, to drink wine, and to smoke. By the terms of the agreement, the only relations he could have with the outer world

were by a little window made purposely for that object. He might have anything he wanted -- books, music, wine, and so on -- in any quantity he desired by writing an order, but could only receive them through the window.

The agreement provided for every detail and every trifle that would make his imprisonment strictly solitary, and bound the young man to stay there exactly

fifteen years, beginning from twelve o'clock of November 14, 1870, and ending at twelve o'clock of November 14, 1885. The slightest attempt on his part to break the conditions, if only two minutes before the end, released the banker from the obligation to pay him two millions.

For the first year of his confinement, as far as one could judge from his brief notes, the prisoner suffered severely from loneliness and depression. In the second year the prisoner asked only for the classics. In the fifth year those who watched him through the window said that all that year he spent doing nothing but eating and drinking and lying on his bed, frequently yawning and angrily talking to himself. He did not read books. Sometimes at



night he would sit down to write; he would spend hours writing, and in the morning tear up all that he had written. More than once he could be heard crying.

In the second half of the sixth year the prisoner began zealously studying languages, philosophy, and history. He threw himself eagerly into these studies -- so much so that the banker had enough to do to get him the books he ordered. In the course of four years some six hundred volumes were procured at his request. It was during this period that the banker received the following letter from his prisoner.

"My dear Jailer, I write you these lines in six languages. Show them to people who know the languages. Let them read them. If they find not one mistake I implore you to fire a shot in the garden. That shot will show me that my efforts have not been thrown away. The geniuses of all ages and of all lands speak different languages, but the same flame burns in them all. Oh, if you only knew what unearthly happiness my soul feels now from being able to understand them!"



The prisoner's desire was fulfilled. The banker ordered two shots to be fired in the garden. Then after the tenth year, the prisoner sat immovably at the table and read nothing but the Gospel. It seemed strange to the banker that a man who in four years had mastered six hundred

learned volumes should waste nearly a year over one thin book easy of comprehension. In the last two years of his confinement the prisoner read an immense quantity of books quite indiscriminately. At one time he was busy with the natural sciences, and then he would ask for Byron or Shakespeare. There were notes in which he demanded at the same time books on chemistry, and a manual of medicine, and a novel, and some treatise on philosophy or theology. His reading suggested a man swimming in the sea among the wreckage of his ship, and trying to save his life by greedily clutching first at one spar and then at another.

The old banker remembered all this, and thought: "To-morrow at twelve o'clock he will regain his freedom. By our agreement I ought to pay him two millions. If I do pay him, it is all over with me: I shall be utterly ruined."

Fifteen years before, he had many millions; He had lost a great deal of money in gambling. "Cursed bet!" muttered the old man, clutching his head in despair "Why didn't the man die? He is only forty now. He will take my last penny from me, he will marry, will enjoy life, will gamble; while I shall look at him with envy like a beggar, and hear from him every day the same sentence: 'I am indebted to you for the happiness of my life, let me help you!' No, it is too much! The one means of being saved from bankruptcy and disgrace is the death of that

man!"

It struck three o'clock, the banker listened; everyone was asleep in the house and nothing could be heard outside but the rustling of the chilled trees. Trying to make no noise, he took from a fireproof safe the key of the door which had not been opened for fifteen years, put on his overcoat, and went out of the house.

It was dark and cold in the garden. Rain was falling. A damp cutting wind was racing about the garden, howling and giving the trees no rest. The banker strained his eyes, but could see neither the earth nor the white statues, nor the lodge, nor the trees. Going to the spot where the lodge stood, he twice called the watchman. No answer followed. Evidently the watchman had sought shelter from the weather, and was now asleep somewhere either in the kitchen or in the greenhouse. "If I had the pluck to carry out my intention," thought the old man, "Suspicion would fall first upon the watchman."

He felt in the darkness for the steps and the door, and went into the entry of the lodge. Then he groped his way into a little passage and lighted a match. There was not a soul there. There was a bedstead with no bedding on it, and in the corner there was a dark cast-iron stove. The seals on the door leading to the prisoner's rooms were intact.

When the match went out the old man, trembling with emotion peeped through the little window. A candle was burning dimly in the prisoner's room. He was sitting at the table. Nothing could be seen but his back, the hair on his head, and his hands. Open books were lying on the table, on the two easy-chairs, and on the carpet near the table.

Five minutes passed and the prisoner did not once stir. Fifteen years' imprisonment had taught him to sit still. The banker tapped at the window with his finger, and the prisoner made no movement whatever in response. Then the banker cautiously broke the seals off the door and put the key in the keyhole. The rusty lock gave a grating sound and the door creaked. The banker expected to hear at once footsteps and a cry of astonishment, but three minutes passed and it was as quiet as ever in the room. He made up his mind to go in.

At the table a man unlike ordinary people was sitting motionless. He was a skeleton with the skin drawn tight over his bones, with long curls like a woman's and a shaggy beard. His face was yellow with an earthy tint in it, his cheeks were hollow, his back long and narrow, and the hand on which his shaggy head was propped was so thin and delicate that it was dreadful to look at it. His hair was already streaked with silver, and seeing his emaciated, aged-looking face, no one would have believed that he was only forty. He was asleep. . . . In front of his bowed head there lay on the table a sheet of paper on which there was something written in fine handwriting.

"Poor creature!" thought the banker, "he is asleep and most likely dreaming of the millions. And I have only to take this half-dead man, throw him on the bed, stifle him a little with the pillow, and the most conscientious expert would find no sign of a violent death. But let us first read what he has written here. . . ."

The banker took the page from the table and read as follows:

"To-morrow at twelve o'clock I regain my freedom and the right to associate with other men, but before I leave this room and see the sunshine, I think it necessary to say a few words to you. With a clear conscience I tell you, as before God, who beholds me, that I despise freedom and life and health, and all that in your books is called the good things of the world.

"For fifteen years I have been intently studying earthly life. It is true I have not seen the earth or men, but through your books I have I have climbed to the peaks of Elburz and Mont Blanc, and from there I have seen the sun rise and have watched it at evening flood the sky, the ocean, and the mountain-tops with gold and crimson. I have seen green forests, fields, rivers, lakes, towns. In your books I have flung myself into the bottomless pit, performed miracles, slain, burned towns, and preached new religions, conquered whole kingdoms.

"Your books have given me wisdom. All that the untrusting thought of man has created in the ages is compressed into a small compass in my brain. I know that I am wiser than all of you.

"And I despise your books; I despise wisdom and the blessings of this world. It is all worthless. You may be proud, wise, and fine, but death will wipe you off the face of the earth.

To prove to you in action how I despise all that you live by, I renounce the two millions of which I once dreamed as of paradise and which now I despise. To deprive myself of the right to the money I shall go out from here five hours before the time fixed, and so break the bet. "

When the banker had read this he laid the page on the table, kissed the strange man on the head, and went out of the lodge, weeping. At no other time, even when he had lost heavily in gambling, had he felt so great a hatred for himself. When he got home he lay on his bed, but his tears and emotion kept him for hours from sleeping.

Next morning the watchmen ran in with pale faces, and told him they had seen the man who lived in the lodge climb out of the window into the garden, go to the gate, and disappear. The banker went at once with the servants to the lodge and made sure of the flight of his prisoner. To avoid arousing unnecessary talk, he took from the table the writing in which the millions were refused, and when he got home locked it up in the fireproof safe.





## Find Meaning

**generous** - capital  
**punishment** - death penalty; putting to death

**disapproved** - refused to agree  
**penalty** - punishment  
**immoral** - unethical; morally wrong

## EXERCISES

### Creative Expression

Who do you think won the bet, and what did he win? Compare your answers with those of your classmates. Share your incident of life where you bet on something, and you have won.

*Tell Your Story*



## CROSS-CURRICULAR CONNECT

### Learning by Doing

After reading the story, find out the reason behind the banker to lock up the prisoner's letter in the fireproof safe.



### Critical Thinking

*Let's Play a Game!*

Look at the pictures carefully and find out the difference between both of them.

1. At the end of the fifteen years, where do you see yourself?





# Logical Thinking

At the end of the story, you would be a banker or the lawyer. Why?



# Exercise Time

## A. Look at the pictures carefully and find out the difference between both of them.

1. Who was the host of the party?
2. Who attended the party? What was the topic of discussion at the party?
3. What was the host's opinion about the death penalty?
4. What was the young lawyer's opinion about the death penalty?
5. Who called the bet 'cursed'? Has his attitude about the bet changed over the years? Give reasons to support your answer.
6. How did the banker react after reading the prisoner's letter?

## B. Find their meaning.

- |                       |                    |
|-----------------------|--------------------|
| 1. Imprisonment ..... | 2. Suspicion ..... |
| 3. Intellectual ..... | 4. Captivity ..... |
| 5. Solitary .....     |                    |

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

1. The banker, who was ..... and nervous in those days.
2. It was decided that the young man should spend the years of his ..... under the strictest supervision.
3. First year, the prisoner suffered from .....
4. In the second half of the sixth year, the prisoner began to study ....., ..... and .....



**D. Match the following.**

**Column A**

Nov, 14 1870

Nov, 14 1885

1860

The Bet

**Column B**

end of the imprisonment

start of the imprisonment

1889

Anton Chekhov

**E. Tick (✓) the right options.**

1. A young lawyer felt

(i) capital punishment is better than lifelong imprisonment.

(ii) lifelong punishment kills slowly.

(iii) life sentence is better than not to live at all.

2. The banker and lawyer struck a bet for

(i) five years of solitary confinement for five million.

(ii) fifteen years of solitary confinement for two million.

(iii) five years of solitary confinement for two million.

3. Fifteen years later, the banker cursed the bet because

(i) he did not want to part with his money.

(ii) he had lost his money in gambling and paying the lawyer would ruin him.

(iii) he realized the lawyer was only 40 years old and would now become a rich man.

4. The banker's plan to kill the lawyer failed because

(i) the lawyer decided to break the bet just hours before it got over.

(ii) the lawyer was awake when he went to kill him.

(iii) the banker was scared to go in the dark to kill him.

### Writing Skills

Use your imagination and change the ending of the lesson.

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### Reading Skills

Read the lines and answer the questions that follow.

1. ‘Think better of it young man, while there is still time. To me two million is a trifle, but you are losing three or four of the best years of your life.’
  - (a) By the reference above, what was the banker’s reaction to the bet at the party?
  - (b) Fifteen years later, what was the banker’s reaction to the same bet? Justify your answer.
  - (c) What were the conditions of the bet?
2. My dear jailer, I write you these lines in six languages. Show them to people who know the language. Let them read them. If they find not one mistake, I implore you to fire a shot in the garden.’
  - (a) To whom have these lines been written and why?
  - (b) What was the lawyer’s opinion about learning these different languages?
  - (c) Was a shot fired in the garden? What was the significance of this?

## Listening & Speaking Skills

Your teacher will read out a paragraph. Listen to him/her carefully and answer the following questions.

1. Who had given a party fifteen years before?
2. Whom did he invite to the party?
3. Of what topic, were the guests talking?
4. According to you which is better; death penalty or life imprisonment?

## Let's Learn Spellings

A dictionary tells us much more than just the meanings of words. It gives us all or some of the following information about the words.

- ✿ alternative spellings
- ✿ other meanings
- ✿ antonyms
- ✿ different forms of the words
- ✿ pronunciation
- ✿ plural form
- ✿ parts of speech

## Let's Learn Grammar

Conditionals or 'if' clauses describe the result of something that might happen (in the present or future) or might have happened but didn't (in the past). They are made using different English verb tenses.

There are four kinds:

- ✿ **The Zero Conditional:**  
(if + present simple, ... present simple) If you heat water to 100%, it boils.
- ✿ **The First Conditional:**  
(if + present simple, ... will + infinitive) If it rains tomorrow, we'll go to the cinema.
- ✿ **The Second Conditional:**  
(if + past simple, ... would + infinitive) If I had a lot of money, I would travel around the world.
- ✿ **The Third Conditional:**  
(if + past perfect, ... would + have + past participle) If I had gone to bed early, I would have caught the train.



# I Remember, I Remember



## Learning Objectives

- Embracing the values of childhood memories.
- Recollecting the memories related to the

house where the poet was born.

- Realise the fact that childhood memories are the best part of our life.

I remember, I remember  
The house where I was born,  
The little window where the sun  
Came peeping in at morn;  
He never came a wink too soon  
Nor brought too long a day;  
But now, I often wish the night  
Had borne my breath away.

I remember, I remember  
The roses red and white  
The violets, and the lily-cups  
Those flowers made of light!  
The lilacs where the robin built,  
And where my brother set  
The laburnum on his birthday,  
The tree is living yet!



I remember, I remember  
Where I was used to swing,  
And thought the air must rush as fresh  
To swallows on the wing;  
My spirit flew in feathers then  
That is so heavy now,  
And summer pools could hardly cool  
The fever on my brow.

I remember, I remember  
The fir trees dark and high;  
I used to think their slender tops  
Were close against the sky:  
It was a childish ignorance,  
But now 'tis little joy  
To know I'm farther off from Heaven  
Than when I was a boy.

– Thomas Hood



*Thomas Hood (1799–1845) was an English poet, author and humourist, best known for poems such as “The Bridge of Sighs” and “The song of the shirt”. He is also a notable writer of comic verse having originated several durable forms for that genre. Thomas Hood was particularly fond of practical jokes. It is said that he enjoyed joking on members of his family. The series of the Comic Annual dating from 1830, was a kind of publication at that time popular, which Hood undertook and continued almost unassisted, for several years. Thomas Hood started a magazine in his own name, named Hood’s own.*



## Find Meaning

**remember** : to retain in the memory

**childish** : child like

**slender** : gracefully slim

**ignorance** : lack of knowledge



## Exercise Time



### A. Answers the following questions.

1. What did the poet often wish?
2. What flowers grew in his garden?
3. What did the poet's brother set on his birthday?
4. Of what trees did the poet remember?

### B. Find their meaning.

- |            |       |             |       |
|------------|-------|-------------|-------|
| 1. Lilacs  | ..... | 2. Laburnum | ..... |
| 3. Peeping | ..... | 4. farther  | ..... |

### C. Fill in the blanks.

Sun , Childhood , Heaven, poet,

1. The poet used to think that those branches of the fir tree were close enough to ...  
.....
2. The ..... is the speaker of the poem.
3. 'I Remember, I Remember' is one of the best literary pieces known for its themes of .....
4. He recalls his bedroom with its little window where the ..... used to appear every morning.

### D. Tick (✓) the right options.

1. Thomas Hood was an \_\_\_\_\_ poet.
 

a. Indian	<input type="checkbox"/>	b. American	<input type="checkbox"/>	c. English	<input type="checkbox"/>
-----------	--------------------------	-------------	--------------------------	------------	--------------------------
2. The mood of the poet is \_\_\_\_\_.
 

a. Sad	<input type="checkbox"/>	b. Happy	<input type="checkbox"/>	c. Angry	<input type="checkbox"/>
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3. According to the poet, time passes leaving only \_\_\_\_\_ behind.

a. Memories

b. Happy times

c. Nature

**E. Match the following.**

**Column A**

1. Fir trees
2. Summer pools
3. Roses
4. Little window

**Column B**

- cool  
high  
sun peeping  
white and red



**LET'S ENJOY THE POEM**

Memories, the fleeting nature of time, and childhood innocence are the major themes featured in this poem. Throughout the poem, the speaker reflects on his childhood memories and talks about the fleeting nature of time. Children can take full advantage of the joys around them without feeling bothered about the tensions of the world.

**Communication**



**Writing Skills**

Think of the activities that you used to do in your very childhood days and write down in the space provided.

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# Person Of The Century

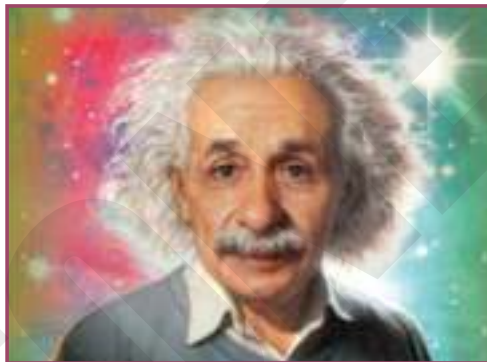


## Learning Objectives

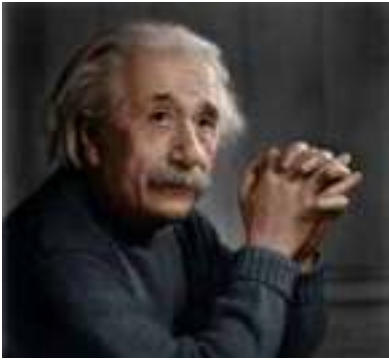
- Understanding the life of Albert Einstein.
- Analysing his great work.

### Warm-up

Look at the pictures of the famous scientist and write their names in the space given below.



*A biography is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships, and death but also portrays a subject's experience of these life events. Unlike a profile or a curriculum vitae (resume), a biography presents a subject's life story, highlighting various aspects of his or her life including intimate details of experience and may include an analysis of the subject's personality.*



Albert Einstein was declared person of the century by TIME Magazine, the world's largest circulation weekly news magazine. He was a German-born physicist and the most notable and influential scientist of 20th century.

Albert Einstein was born to a Jewish couple in ULM on March, 14, 1879. He is known as a genius of science, though he was slow in learning how to speak when he was child. He was rebellious towards authority and his headmaster expelled him for that saying that he would never be an achiever in life.

His slow verbal development made him curious about ordinary things such as space and time. When he was five, his father gave him a compass and he puzzled over the nature of magnetic field for rest of his life.

By the age of 16, he wrote his first research science paper. He also took music lessons, playing both the violin and piano a passion that followed him into adulthood.

Moving first to Italy, then to Switzerland, the young prodigy graduated from high school in 1896.

In 1905, while working as a patent clerk in Bern, Switzerland, Einstein had 'annus mirabilis' miracle year. It was during this time that the young physicist obtained his doctorate degree and published four of his most influential research papers, including the special theory of



relativity. That theory gave an equation  $e=mc^2$  that unlocked the mysteries of the universe.

Ten years later in 1915, Einstein completed his general Theory of Relativity and in 1921 he was awarded the Nobel Prize in Physics. That launched him to International Superstardom and his name became synonymous with genius all over the world.

**“I have no special talents. I am only passionately curious.”**

— Einstein

Einstein immigrated to the United States in autumn of 1933 and took up residence in Princeton, New Jersey and professorship at the prestigious institute. Practical application of Einstein's theories include the development of television, remote control devices, DVD players etc.

“Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world,” One of his famous quotes.

Born in Germany and raised in the Jewish faith, Einstein strongly opposed injustices of race and religion. Many people had assumed that Einstein was the creator of the atomic bomb. But it was not true.

After his death on April 18, 1955 (76 years) Einstein's brain was donated to the Princeton Medical Center.

TIME Magazine recognized Einstein as “Person of the century” in 1999.



### Find Meaning

**genius** : brilliant person

**prodigy** : genius

**synonymous** : equivalent

**rebellious** : disobedient

**influential** : important

**immigrate** : move

## EXERCISES

### Creative Expression

*Tell Your Story*

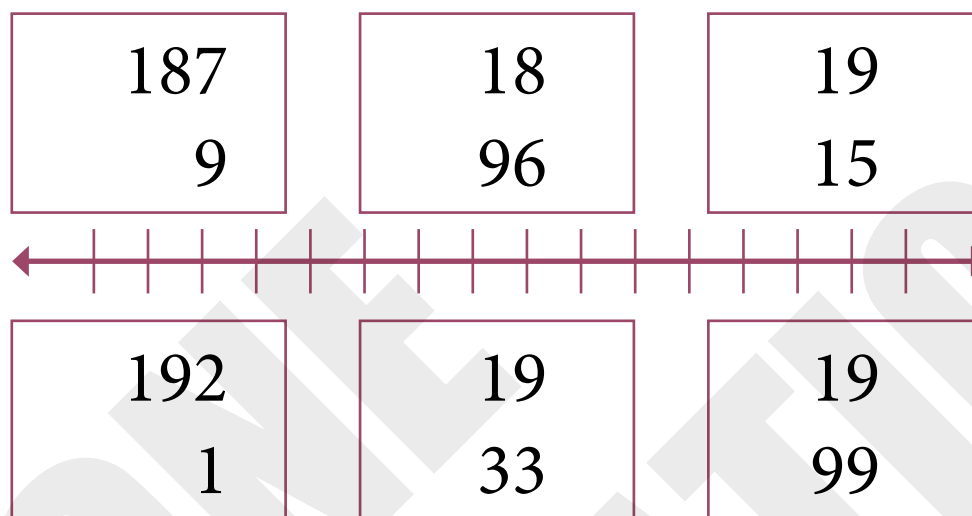
Albert Einstein was slow in learning how to speak when he was child. But later he became a genius of science and discovered the special theory of relativity  $e=mc^2$  which unlocked the mysteries of the universe. One of the great physicist's quotes say that he had no special talents, he was only passionately curious.

Do you think passion and imagination can accelerate a person to reach the climax of success? Discuss in groups and present your views to the class.

## Cross-Curricular Connect

### Learning by doing

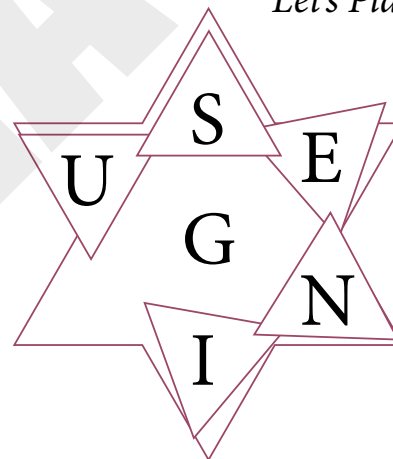
Find out the key dates in Einstein's life. Check the chart below and fill in the space.



### Critical Thinking

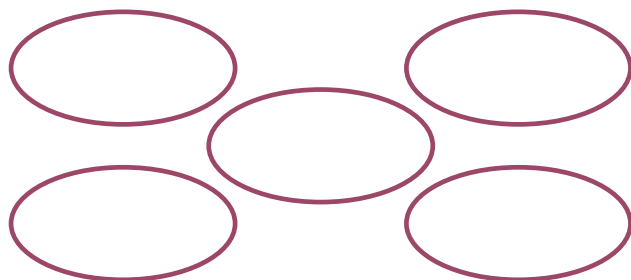
How many meaningful words of four or more letters can you make from the letters shown in the puzzle given below? In making a word, each letter may be used once only. Each word must contain the central letter.

*Let's Play a Game!*



### Logical Thinking

Who do you think of when you hear the word 'genius'? Who is a genius — what qualities do you think a genius has?





## Exercise Time

### A. Write the answers of the following questions.

1. Write about Einstein's childhood.
2. What made Albert Einstein curious about ordinary things such as space and time?
3. What extra - curricular activities was Einstein interested in?
4. What happened when Einstein was working as a patent clerk in Bern, Switzerland?
5. Write a few famous quotes of Einstein.
6. What were Einstein's view on race and religion?

### B. Find their meanings.

1. Miracle .....
2. Curious .....
3. Puzzled .....
4. Mysteries .....
5. Professorship .....

### C. Fill in the blanks.

1. Imagination is more important than .....
2. Albert was ..... towards authority.
3. Einstein ..... to the United States in autumn of 1933.
4. He strongly ..... injustices of race and religion.

### D. Match the following.

Albert Einstein	fossil discoveries
N.Tesla	smartphones
M. Curie	theory of relativity
C. Darwin	radium and polonium



**E. Tick the right options.**

- Albert Einstein was born to a \_\_\_\_\_ couple in UIM on March 14, 1879.  
(i) Irish  (ii) Swedish  (iii) Jewish
- Einstein wrote his first research paper by the age of \_\_\_\_\_ .  
(i) 12  (ii) 14  (iii) 16
- In 1921, Eienstein was awarded nobel prize in \_\_\_\_\_ .  
(i) Physics  (ii) Chemistry  (iii) Bio-chemistry
- Which magazine recognized Einstein as 'Person of the century' in 1999?  
(i) Genius  (ii) Forbes  (iii) Time
- Which body part of Einstein was donated to the Princeton Medical centre after his death?  
(i) His eyes  (ii) His brain  (iii) His heart

**Conceptual Understanding**

*Tell Your Story*

**Here are some facts from Einstein's life. Arrange them in chronological order.**

Einstein published his special theory of relativity.

He is awarded the Nobel Prize in Physics.

Einstein attends a high school in Munich.

Einstein's family moves to Milan.

Einstein was born in the German city of Ulm.

Einstein joins a university in Zurich, where he meets Mileva.

Einstein dies.

Tired of the school's regimentation, Einstein withdraws from school.



### Writing Skills

Write few famous quotes of Einstein.

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### Reading Skills

Here are some sentences from the story. Choose the word from the brackets which can be substituted for the italicised words in the sentences.

1. Einstein was constantly at odds with people at the university.  
(*on bad terms, in disagreement, unhappy*)
2. The newspapers proclaimed his work as “a scientific revolution.”  
(*declared, praised, showed*).
3. Einstein felt so stifled that he left the school for good.  
(*permanently, for his benefit, for a short time*)
4. Science wasn't the only thing that appealed to the dashing young man with the walrus moustache.  
(*interested, challenged, worried*)

## Listening & Speaking Skills

Born in Germany and raised in the Jewish family, Einstein strongly opposed injustices of race and religion. Can you remember some other great humans who raised their voice against the racism? How do you see racism?

Form a group of four or five. Then discuss about any famous scientist and his contribution to the mankind.

## Let's Learn Spellings

A. Circle the correct spelling of the words you see.

1. responsebel .....
2. detoxfaction .....
3. jurusdection .....
4. intelactuall .....
5. imobility .....
6. expression .....
7. synonymissly .....

## Let's Learn Grammar

The future tense has four forms. A verb in the

- ❁ simple future tense is used to show that an action will take place in the future.  
I will wait for you.
- ❁ future continuous tense is used to show that an action will be in progress in the future.  
I will be waiting for you.
- ❁ future perfect tense is used to show the completion of an action by a certain time in the future.  
I will have waited for you.
- ❁ future perfect continuous tense is used to show that an action will be in progress over a period of time and will end some time in the future.  
I will have been waiting for you.



## Vocabulary Time

Fill in the blanks with 'say' or 'tell'.

1. What did teacher ..... when she saw the students.
2. Can you ..... me about the way to Rajiv Chowk?
3. Why didn't they ..... us about the accident?
4. You must ..... that before it gets too late.
5. Let me ..... you about the movie I watched.
6. He didn't ..... a word.



## Life Skills

Self Awareness Building

Children require nutritious food to become healthy and strong. Make your diet chart and choose only healthy food.

Breakfast	
Tiffin	
Lunch	
Snack Time	
Dinner	





# Where the Mind is Without Fear



## Learning Objectives

- Beyond hardships lies a huge world of happiness and peace.
- Being brave and trying new things, even when scared.

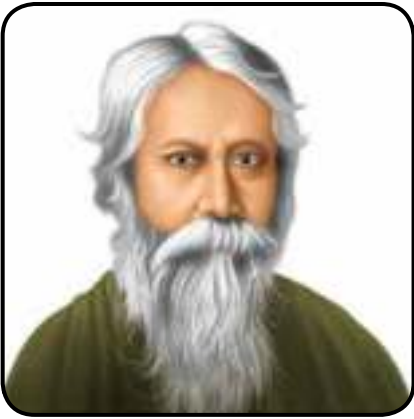
Where the mind is without fear  
And the head is held high;  
Where knowledge is free,  
Where the world has not been broken up into  
Fragments by narrow domestic walls;  
Where words come out from the depth of truth;  
Where tireless striving stretches its  
Arms towards perfection;  
Where the clear stream of reason  
Has not lost its way into the dreary  
Desert sand of dead habit;  
Where the mind is led forward by thee  
Into ever-widening thought and action  
Into that heaven of freedom, my  
Father, let my country awake.

– Rabindranath Tagore



## Find Meaning

**fragments** – small parts    **domestic walls** – personal interests    **depth of truth** – inner heart  
**striving** – efforts    **stretches** – extends    **stream** – small river    **dreary** – lifeless  
**thee** – you (old English)



*Rabindranath Toagore (1861–1941) is regarded as one of the greatest writers in modern Indian literature. He is a Bengali poet, novelist and educator. He won the Nobel Prize for literature in 1913. Tagore was awarded the knighthood in 1915. This is a patriotic poem written by Rabindranath Tagore. In the poem the poet describes how the country and its people of his dream should have been.*

## Exercise Time

### A. Answers the following questions.

1. Can you name the literary work of Rabindranath Tagore that brought him the Nobel prize in 1913?
2. What does the poet mean by narrow domestic walls?
3. Where knowledge is free how to best use knowledge for highest good?
4. Can you realise what the poet wants to say? Is knowledge being captured by anybody? Explain the meaning briefly.
4. In which line of the poem, the poet has wished that prejudices and superstitions should not divide the people in groups and break their unity?
5. 'Where words come out from depth of truth.' Explain the line.

### B. Find their meaning.

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



### C. Fill in the blanks.

1. The poem 'Where the Mind is Without Fear' is written by .....
2. The theme of the poem is freedom from .....
3. According to the poem, we see that the poet is expressing his views there should be a country like .....
4. The poet dreamt of a country .....

**E. Tick (✓) the right options.**

1. The poet wants the ..... to be free.  
(i) Indians  (ii) Country  (iii) Knowledge
2. The poet is sad to see the situation of his .....  
(i) Knowledge  (ii) Boundaries  (iii) Countrymen
3. The poet does not want the superstitions to divide and break the people's.....  
(i) Mind  (ii) Fear  (iii) Unity

**F. Match the following**

**Column 'A'**

1. Knowledge  
2. High  
3. Narrow  
4. Dead  
5. Heaven

**Column 'B'**

- a. Law  
b. Wide  
c. Ignorance  
d. Hell  
e. Alive

**Communication**

**Writing Skills**

What should be the ideal condition for our country and countrymen? Write a short note on it.

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## Reading Skills

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

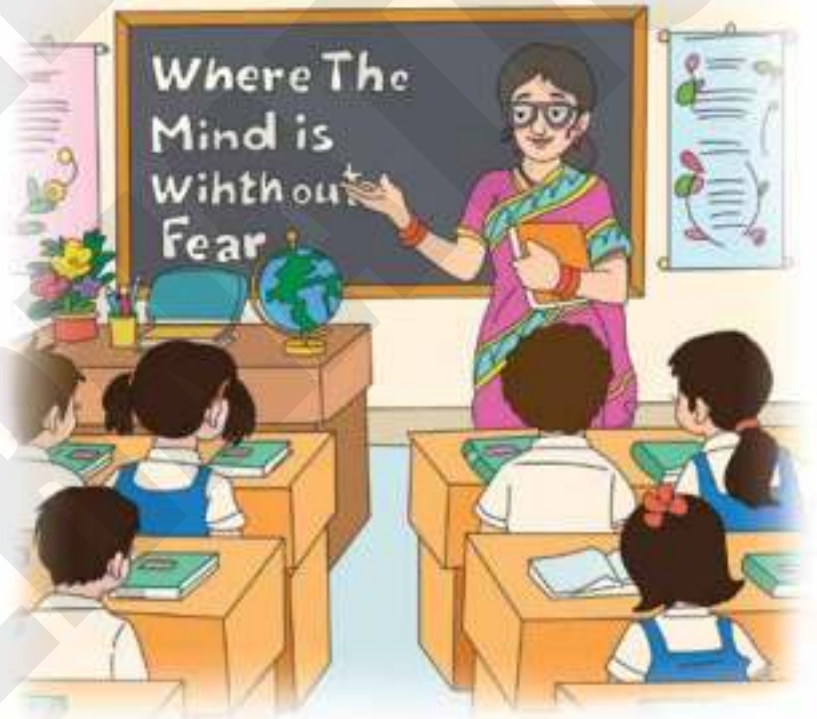
1. The poem 'Where the Mind is Without Fear' is written by R.N. Tagore.
2. The poet does not want the knowledge to be free.
3. The poet is sad to see the condition of his country and countrymen.
4. The poet wants that prejudices and superstitions should divide the people in groups and break their unity.
5. The poet prays to God to awake his country.


## Listening & Speaking Skills

Listen to the last line of the poem. Think and answer

In the last line of the poem the poet has used a word 'father'. For whom do you think the poet has used this? Discuss the meaning of the last line of the poem with your friends.





# The Friendship



## Learning Objectives

- Acknowledge the links between healthy friendships and positive self-esteem.
- Consider the reasons it is important to have good friends.
- Explore strategies to deal with difficult situations in friendships.

### Warm-up

**What does make someone a good friend? For example -considering others' feelings is important for someone to be a good friend.**

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While it is important to develop the skills to help you make friends, you should also enjoy the time you spend on your own and do the things you love! What do you like doing on your own?

I like to be in my room and drift into daydreams.

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*R. K. Narayan (1906–2001) was an Indian writer, best known for his works set in the fictional South Indian town of Malgudi. He is one of three leading figures of early Indian literature in English (alongside Mulk Raj Anand and Raja Rao), and is credited with bringing the genre to the rest of the world. His stories were grounded in a compassionate humanism and celebrated the humour and energy of ordinary life. R. K. Narayan's famous works include– The Bachelor of Arts, The Dark Room. The English Teacher, The Financial Expert, The Guide, The Man-Eater of Malgudi Days and the Grandmother's Tale. R. K. Narayan has won numerous awards and honours for his work.*

What makes a good friend? Are you a good friend? Having friends is very important. Friends are people who are there to listen to us and help us. Let's read a story on friendship.

River Sarayu was the pride of Malgudi. It was some ten minutes' walk from Ellaman Street, the last street of the town, chiefly occupied by oilmongers. Its sandbanks were the evening resort of all the people of the town. The usual evening crowd was on the sand. Swaminathan and Mani sat aloof on a river-step, with their legs dangling in the water. It was some fifteen minutes past sunset and there was a soft red in the west.

"The water runs very deep here, doesn't it?" Mani asked.

"Yes, why?"

"I am going to bring Rajam here, bundle him up, and throw him into the river."

Rajam was a fresh arrival in First A. He had sauntered into the class on the reopening day of the second term, walked up to the last bench, sat beside Mani, and felt very comfortable indeed till Mani gave him a jab in the ribs, which he returned. He had impressed the whole class on the very first day. He was a newcomer; he dressed very well – he was the only boy in the class who wore socks and shoes, a fur cap and tie, and a wonderful coat and knickers. He came to the school in a car. As well as all this, he proved to be a very good student too. There were vague rumours that he had come from some English boys' school somewhere in Madras (now Chennai). He spoke very good English, "exactly like a European" which meant that few in the school could make out what he said.

This Rajam was a rival to Mani. If Mani jabbed, Rajam jabbed; if Mani hit, he hit; if Mani kicked, he kicked. If Mani was the overlord of the class, Rajam seemed to be nothing less. And add to all this the fact that Rajam was a regular seventy-percenter, second only to

Sanker. There were sure indications that Rajam was the new power in the class. Day by day as Mani looked on, it was becoming increasingly clear that a new menace had appeared in his life.



All this lay behind his decision on the river-step to bundle up Rajam and throw him into the river. Swaminathan expressed a slight fear: "You forget that his father is the Police Superintendent." Mani remained silent for a while and said, "What do I care? Some night I am going to crack his shoulders with my clubs."

"If I were you, I would keep out of the way of policemen. They are an awful lot," said Swaminathan.

"If you were me! Huh! But thank God I am not you, a milk-toothed coward." Swaminathan bit his lips and sighed.

Swaminathan was to act as a cord of communication between Rajam and Mani. They were sitting on the last bench with their backs against the yellow wall. Swaminathan sat between Rajam and Mani. Their books were before them on the desks; but their minds were busy.

Mani wrote on a piece of paper: "Are you a man?" and gave it to Swaminathan, who pushed it across to Rajam, putting on as offensive a look as possible. Rajam read it, crumpled it, and threw it away. At which Mani wrote another note repeating the question, with the addition: "You are the son of a dog if you don't answer this," and pushed it across. Rajam hissed into Swaminathan's face, "Don't disturb me," and crumpled the letter up.

Further progress was stopped.

"Swaminathan, stand up," said the teacher.

Swaminathan stood up faithfully. "What is Lisbon famous for?" asked the teacher.

Swaminathan hesitated and ventured, "For being the capital of Spain."

The teacher bit his moustache and fired a second question, "What do you know about the Indian climate?"

"It is hot in summer and cold in winter."

"Stand up on the bench!" roared the teacher. And Swaminathan stood up without a protest. He was glad that he was given this supposedly degrading punishment instead of the cane.

Swaminathan paid no attention to the rest of the lessons.

When the work for the day was over, Swaminathan, Mani and Rajam adjourned to a secluded spot to say what was in their minds. Swaminathan stood between them and acted as the medium of communication. They were so close that they could have heard each other even if they had spoken in whispers. But it was matter of form between enemies to communicate through a medium. Mani faced Swaminathan steadily and asked, "Are you a man?" Swaminathan turned to Rajam and repeated, "Are you a man?" Rajam flared up and shouted, "Who doubts it?"

Swaminathan turned to Rajam and said, "Who the hell doubts it?" "Have you the courage to prove that you are a man?" asked Mani.

Swaminathan turned to Rajam and repeated it.

"How?"

"How?" repeated Swaminathan to Mani.

"Meet me at the river, near Nallappa's Grove, tomorrow evening."

"\_\_near Nallappa's Grove," Swaminathan was pleased to echo.

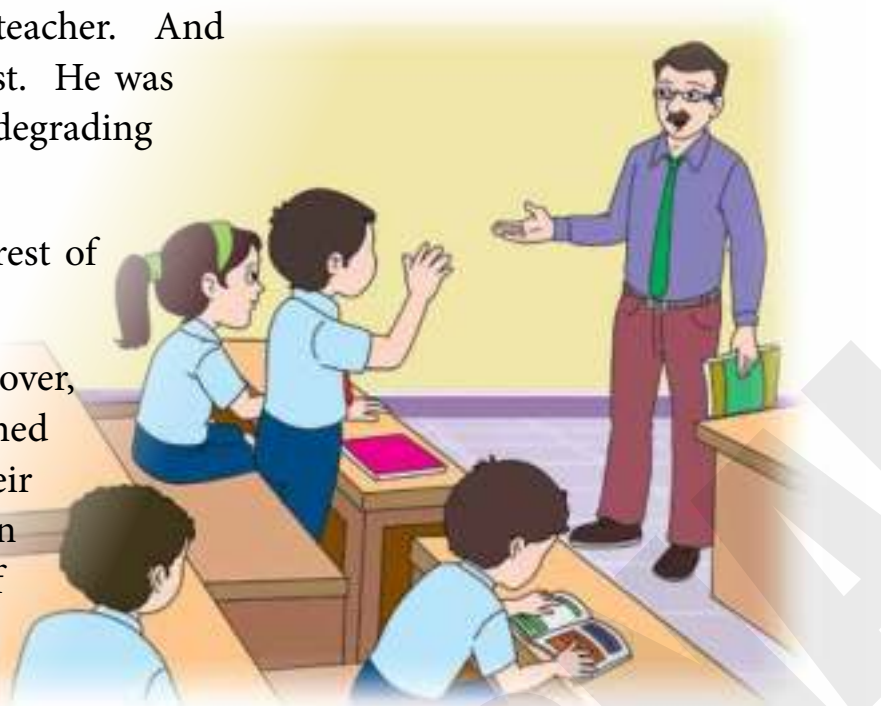
"What for?" asked Rajam.

Swaminathan's services were dispensed with. They gave him no time to repeat their words. Rajam shouted in one ear, and Mani in the other.

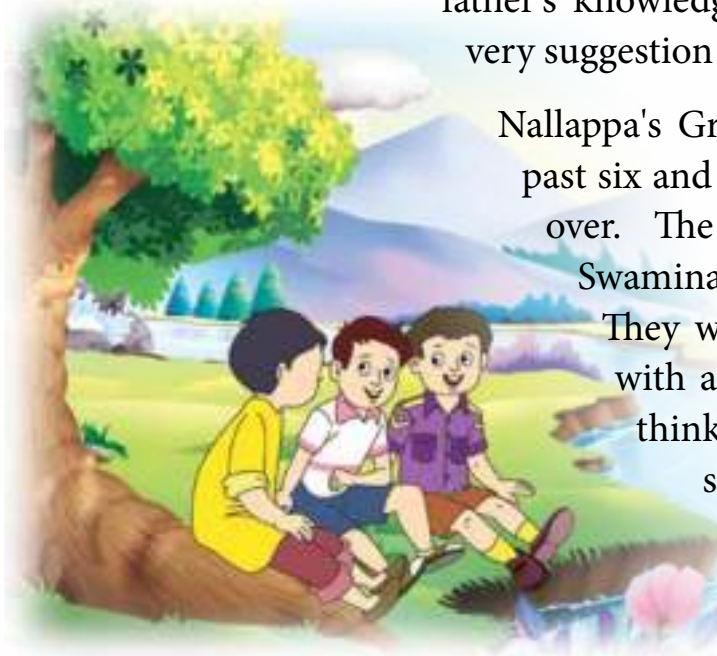
"So we may expect you at the river tomorrow," said Swaminathan.

"Yes," Rajam assured them.

Mani wanted to know if the other would come with guards. No, he would not. And Mani voiced another doubt: "If anything happens to you, will you promise to keep it out of your



father's knowledge?" Rajam promised, after repudiating the very suggestion that he might act otherwise.



Nallappa's Grove stood a few yards before them. It was past six and the traffic for the day between the banks was over. The usual evening crowd was far behind them.

Swaminathan and Mani were squatting on the sand. They were silent. Mani was staring at the ground, with a small wooden club under his arm. He was thinking: He was going to break Rajam's head in a short while and throw his body into the river.

But if it should be recovered? But then how could they know that he had done it? But if Rajam should conk and trouble him at night

as a spirit?" Since his grandfather's death, he was sleeping alone. What if Rajam should come and pull his hair at night? It would be better not to kill him after all. He would content himself with breaking his limbs and leaving him to his fate. If he should batter his head, who was going to find it out? Unless of course - he cast a sly look at Swaminathan, who was blinking innocently... unless of course Swaminathan informed the police.

At the sound of the creaking of boots they turned and found that Rajam had come. He was dressed in khaki, and carried under his arm an air-gun that was given to him a couple of months ago on his birthday. He stood very stiff and said: "Here I am, ready."

"You are late."

"Yes."

"We will start."

Rajam shouldered his gun and fired a shot in the air. Mani was startled. He stood still, his club down.

"You heard the shot?" asked Rajam. "The next is going to be into your body, if you are keen upon a fight." "But this is unfair. I have no gun while you have .... It was to be a hand-to-hand fight."

"Then why have you brought your club? You never said anything about it yesterday."

Mani hung his head. "What have I done to offend you?" asked Rajam.

"You called me a sneak before someone."

"That is a lie."

There was an awkward pause. "If this is all the cause of your anger, forget it. I won't mind being friends."

"Nor I," said Mani.

Swaminathan gasped in astonishment. In spite of his posing before Mani, he admired Rajam intensely, and longed to be his friend. Now this was the happiest conclusion to all the unwanted trouble. He danced with joy. Rajam lowered his gun, and Mani dropped his club. To show his goodwill, Rajam pulled out of his pocket half a dozen biscuits.

The river's mild rumble, the rustling of the peepal leaves, the half-light of the late evening, and the three friends eating, and glowing with new friendship-Swaminathan felt at perfect peace with the world.

-(A story from 'Malgudi days' by R.K. Narayan)



## Find Meaning

<b>occupied</b>	: <i>inhabited</i>	<b>resort</b>	: <i>place visited for recreation</i>
<b>dangling</b>	: <i>moving sauntered : strolled</i>	<b>jab</b>	: <i>punch</i>
<b>vague</b>	: <i>not clear</i>	<b>offensive</b>	: <i>hurt/annoyed</i>
<b>crumpled</b>	: <i>folded</i>	<b>hissed</b>	: <i>spoke angrily</i>
<b>hesitated</b>	: <i>stop for a second</i>	<b>roared</b>	: <i>shouted</i>
<b>protest</b>	: <i>object</i>	<b>secluded</b>	: <i>lonely</i>
<b>steadily</b>	: <i>straight; without shaking</i>	<b>adjourned</b>	: <i>break off a meeting for sometime</i>

## EXERCISES

### Creative Expression

*Tell Your Story*

Share an incident where your best friend ever did something you thought was wrong. What did you do then? Did you keep quiet or did you tell your friend what you thought?

### Learning by doing

Go to the library. Take hold of the books of Malgudi Days. Read more stories. Tell a story to your partner in your words.

### Critical Thinking

*Let's Play a Game!*

Task: Role Play Situations

**Approximate Time :** 15 minutes

**Preparation Time :** 10 minutes

**Performance Time :** 5 minutes

#### Procedure

Assume the role of various characters.  
Construct relevant dialogues.  
Enact the situation.

#### Situations

1. Your friend is upset because he couldn't get a good grade on his assignment. Make him feel better and convince him to talk to the teacher concerned.
2. Your friend feels possessive of you. You need your friend to understand that you equally love your friend.

#### Criteria for Assessment

- |                          |                        |
|--------------------------|------------------------|
| ❁ Relevance of dialogues | ❁ Fluency and accuracy |
| ❁ Creativity             | ❁ Group Dynamics       |



## Logical Thinking

Who would you choose to be your friend?



**David**

Is very Good Looking  
Does not share his movie passes  
It really good at sports  
Lies about his homework  
Has expensive toys  
Blames others for mistakes



**Sam**

Is shorter than most kids  
Says kind words to other  
is clumsy  
Shares his video games  
wears hand me downs  
Says sorry and forgives.

What do you want to be: David or Sam?

## Exercise Time

A. Write the answer of the following questions.

1. Who was Rajam? How was he different from other boys?
2. Why did the children find it difficult to understand what Rajam would say?
3. Rajam and Mani often fought. Who started the fight? How can you say so?
4. What was Swaminathan's role between Rajam and Mani?
5. Why was Swaminathan punished by the teacher?
6. Why did Mani call Rajam to the river, near Nallappa's Grove?

**B. Find their meanings**

1. Shouldered ..... 2. Astonishment .....
3. Rustling ..... 4. Offend .....
5. Crumpled .....

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

1. River ..... was the pride of Malgudi.
2. .... was a fresh arrival in First A.
3. Rajam was rival to .....
4. .... was the cord of communication between Rajam and Mani
5. Mani wanted to know if the other would come from .....

**D. Match the following.**

**Column A**

1. Startled
2. Soft noise
3. Awkward
4. Object
5. Secluded

**Column B**

- a. Rumble
- b. Clumsy
- c. Shocked
- d. Lonely
- e. Protest

**E. Tick the right options.**

1. Rajam was the only boy in the class who wore
- (i) socks and shoes  (ii) a hat  (iii) shirt
2. Rajam came to the river bank, carrying a
- (i) gun  (ii) club  (iii) story book
3. Rajam's father was a
- (i) doctor  (ii) teacher  (iii) police superintendent

4. Mani wanted to
- (i) be friends with Rajam
  - (ii) sit next to Rajam
  - (iii) throw Rajam into the river
5. The teacher asked Swaminathan to
- (i) stand up on the bench
  - (ii) write down ten pages
  - (iii) run around the school 10 times
6. Finally Mani, Rajam and Swaminathan
- (i) pushed each other
  - (ii) became friends
  - (iii) hit each other with sticks



## Conceptual Understanding

*Tell Your Story*

**Think and answer.**

1. Why do you think Mani was jealous of Rajam?

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2. Why did Swaminathan feel at peace with the world?

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## Communication

### Writing Skills

Write a paragraph describing an incident that happened in school which you can never forget.

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### Reading Skills

Read these lines and write the Who said this and to whom? Why?

1. "If I were you, I would keep out of the way of policemen."

..... to .....

2. "You heard the shot?"

..... to .....

3. "What have I done to offend you?"

..... to .....

## Listening & Speaking Skills

Your teacher will read out a paragraph from the story. Listen to him/her carefully and answer the questions asked by him/her.

1. Who was the pride of Malgudi?
2. How far was Malgudi from Ellaman street?
3. Which place was the evening resort of all the people of the town?
4. Where did Swaminathan and Mani sit?

## Let's Learn Spellings

A. Look at the words in bold.



I took my dog to the **vet**.  
(Veterinary surgeon)



This school has a **lab**.  
(laboratory)



I visited the **zoo**.  
(zoological park)

The words vet, lab, and zoo are called clipped words.

Why are such words needed?

Clipped words are a short form of a word, which makes them easier to spell and write.

B. Write down the clipped words for the given pictures.





13

# A Midsummer's Night Dream- Part I



## Learning Objectives

- Shakespeare portrays romantic love as a blind, irrational, often beautiful force that can be both cruel and forgiving.
- Understanding the writing technique of Shakespeare.

## Warm-up

Look at the words in the title of the play separately and brainstorm what each word suggests to you.

Midsummer

Night

Dream

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*William Shakespeare (1564–1616) was an English poet, playwright and actor who is widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's National poet and the "Bard of Avon". His works including collaborations, consist of approximately 38 plays, 154 sonnets, two long narrative poems and a few other verses. His plays have been translated into every major language and are performed more often than those of any other playwright.*

*445 BC Athens, a famous port city in ancient times had a cruel law in existence. This law permitted fathers to force their daughters to marry men chosen by them. If the daughter refused to obey her father on his choice of her husband, the father was allowed to have his daughter put to death for disobedience. However, this law was in existence only in this particular city of Athens. But fathers are loving dads. Normally, they do not want to put their daughters to death and so this law was ignored and used perhaps, only to threaten the young ladies of dire consequences and bring them into submission to their wishes.*

### Characters in the Play

<b>Oberon</b>	:	King of Fairies
<b>Titania</b>	:	Queen of Fairies
<b>Egus</b>	:	An old man living in Athens
<b>Theseus</b>	:	Duke of Athens
<b>Hermia</b>	:	Daughter of Egus
<b>Demetrius</b>	:	A young man of a noble Athenian family
<b>Helena</b>	:	Hermia's friend
<b>Lysander</b>	:	Young Athenian
<b>Puck</b>	:	Oberon's helper and chief favourite fairy
<b>Bottom</b>	:	Weaver
<b>Peablossom, Cobweb, Moth and Mustardseed</b>	:	Fairies

### Scene 1.

**Egeus** : Sir, I want the law to be brought into force against my beautiful daughter Hermia, who refuses to bow to my wishes, because she is in love with Lysander, a young Athenian. She has therefore, refused to marry Demetrius, a young man of a noble Athenian family.

**Hermia** : Helena my good friend, loves Demetrius to distraction. How, can I marry my best friend's love?

**Theseus** : Young lady, I have no power to change this ancient cruel law, but I can give you four days to consider your father's will for the betterment of your future. If you should at the end of four days still refuse to obey your old father, then you will have to be put to death, much against my desire to see you destroy your own beautiful self by your own decision to refuse to obey your father!



### Scene 2.

*Quickly, Hermia made haste to meet Lysander, her lover.*

**Hermia** : Oh Lysander, because of this cruel law being invoked against me, by my father, I have to give you up, and marry Demetrius, if I want to live. What shall I do, Oh, my love, my life! How can I escape this cruel law and continue to live with you, the one I love?

**Lysander** : Hermia, my beautiful love, do not distress yourself so much. See, I have an aunt living in this city, which is some 10 miles distance from here. If we go to that city, we can get married over there instead of here. So in the dead of the night, when your father is fast asleep, you creep out of your house quietly and meet me in the woods outside this place, where we once met your friend, Helena in the morning in May. And together, we will travel to my aunt's home and get married there. There you will be safe from your father and his cruel desire to have you put to death for disobeying him. Okay.

**Hermia** : Yes. I will certainly meet you in the lovely woods at midnight, tonight.

(whispering to Lysander)

*Lysander and Hermia parted ways.*

*Helena passing that way met Hermia*

**Hermia** : Helena, Lysander and I have decided to leave Athens, the city with this cruel law and marry. So, Goodbye my friend.

**Helena** : (who was jealous in her heart about Hermia decided to betray her friend )  
Goodbye dear, Take care.

*She went and told Demetrius about the plan knowing well, that Demetrius would chase after Hermia.*

### Scene 3.

It was a midsummer night. The woods where Lysander and Hermia planned to meet was the favourite place of those little creatures with wings called fairies. Oberon the king and Titania the queen of the fairies, along with their entire entourage held their midnight dances and parties in these woods.

The fairy king and queen were at loggerheads at this juncture. They could not meet in peace in the moonlight, nor walk in the shade of the pleasant woods, before a quarrel would ensue and then the argument would become so heated till all the fairies in the wood, would get into an uproar over the issue between their king and queen. The reason for this unhappy 'state of affairs' was the result that Titania the queen refused to give Oberon the king, a little changeling boy, whose mother had been Titania's dear friend. Upon her death, the fairy queen stole the child from its nurse and brought him up in the woods.

Now that same eventful night that Lysander and Hermia planned to meet in the woods, Titania was walking along with some of her maids of honour, when she suddenly came across Oberon the king who was attended by his train of fairy courtiers.

**Oberon** : How unfortunate for me to meet you in the moonlight, O proud Titania.

(quickly said)

**Titania** : What! Is that you, covetous Oberon? Come fairies, let us skip away from here, as I have promised myself to have nothing to do with him.

**Oberon** : Nay, stay, O fairy queen. Do not be so rash as to run away. Am I not your Lord? Why does Titania make her Oberon angry? Come now, give me your little changeling boy to be my page, and we will forget the quarrel.

**Titania** : Set your heart at rest, my Lord, for you cannot buy this boy from me, even at the cost of your whole fairy kingdom.

**Oberon** : Oh, go your way O queen, for before the morning dawns; I will punish you for this.

Oberon then sent for his helper and chief favourite fairy nicknamed Puck. Actually, his real name was Robin Goodfellow. He was both, a clever and mischievous sprite, playing tricks in the neighbouring villages sometimes getting into the dairies and skimming the cream from the milk, sometimes hiding in the butter churn so that the dairymaid would work without any success to change her cream into butter. Neither were the young men able to escape Puck's tricks in the brewing vat, which he caused the ale to get spoiled.

Even when a few neighbours met for a sociable drink, Puck would jump into a tankard of ale in the likeness of a roasted crab apple and just as some old woman was taking a sip; he would bob against her lips and spill the ale over her withered chin, causing laughter among the onlookers. Another trick that he would play, was to disguise himself as a three legged stool just behind an old woman who was about to sit down and narrate her sad story to the neighbours, and just when she would bend to sit down, he would slip from under her, and she would topple down in a funny way, causing the others to laugh so much, that they would be holding their sides laughing, all the while, saying they really did spend a merry hour of laughter. Such were the mischievous antics played by Puck, the elf.

**Oberon** : Come here, Puck, and fetch me the flower which girls call “love in idleness.” Now, the potion drawn when you squeeze the juice of that little purple flower on the eyelids of someone who is asleep would make that person fall in love with whomever the person sees on waking up. I will drop some of that juice on the eyelids of my Titania while she sleeps and when she opens her eyes, she will fall in love with whatever she sees, even though it is a lion or a bear, a meddling monkey or a busy ape. This way, I will make fun of her till she agrees to give me the boy to be my page, and then only, I will remove the charm from her sight with another spell that I know.

Puck, who loved mischief, was thrilled with this plan and ran off to look for the flower. While Oberon was waiting for him to return, he noticed Demetrius and Helena enter the woods. He overheard the unkind things that Demetrius was saying to Helena.

**Demetrius** : Stop following me and leave me alone.

**Helena** : Remember how you swore love to me first, and how faithful you were to me. Why have you changed like this? You know that Hermia does not love you,

but another, so let her go, and return to me, for I love you, truly.

*But Demetrius would not listen to her cries. He just left her, and began walking away from her fast.*

**Demetrius** : I leave you Helena, to the mercy of the wild beasts.

*This made Helena all the more to run after him to keep pace with his fast walk, for fear of the wild animals.*

*The fairy king, who in his heart loved true lovers, felt very sorry for Helena. So, when Puck returned with the little purple flower.*

**Oberon** : Take a part of this flower, and squeeze the love juice on the eyes of the man  
(to Puck) who is rejecting the love of a sweet Athenian lady, so that when he wakes up, and she is near him, he will see her first and begin to love her.

**Puck** : promise to manage this matter skilfully.

*Quietly, Oberon slipped into Titania's bower, whilst she was preparing to sleep.*

**Titania** : Some of you fairies must kill cankers in the musk-rose buds and some wage war with the bats for their leather wings to make my small elves coats, and some of you keep watch so that the noisy owl that hoots every night does not come near me. Now let me hear some soft music to put me to sleep!

So the fairies got together and began to sing a lullaby.

*The queen fell asleep hearing the lovely melodious voices of her fairies singing this pretty lullaby. Quietly, they all left her to get on with the important tasks she had assigned them. When all was silent and quiet, Oberon, stealthily approached Titania and dropped some of the love-juice on her eyelids, saying:*

**Oberon** : What thou seest when thou dost wake, Do it for thy true-love sake.



## Find Meaning

<b>existence</b> –	alive	<b>ancient</b> –	very old	<b>entourage</b> –	followers
<b>invoked</b> –	to use a law in order to achieve something	<b>onlookers</b> –	spectators		
<b>distress</b> –	extreme anxiety, sorrow or pain	<b>loggerheads</b> –	to be in an argument		
<b>covetous</b> –	greedy	<b>mischievous</b> –	playfully provocative	<b>squeeze</b> –	compress
<b>beasts</b> –	animals	<b>assigned</b> –	allotted	<b>stealthily</b> –	secretly

## EXERCISES

### Creative Expression

*Tell Your Story*

- A. Do you think Egues is justified in being angry with his daughter? Why or why not?
- B. How did you feel when you read Helena's decision to tell Demetrius about Hermia and Lysander's plan? Why did you feel this way?

### Cross-Curricular Connect

### Learning by doing

We read about Hermia in this play. She plays an important role. Based on your understanding, write the character sketch of Hermia in 150-200 words.



### Exercise Time

A. Answers the following questions.

1. Why was Egues angry with his daughter?
2. What did Hermia and Lysander decide to do?
3. Why were king Oberon and Queen Titania at loggerheads?
4. What did king Oberon ask Puck to do?

B. Find their meaning.

- |           |       |            |       |
|-----------|-------|------------|-------|
| 1. Rash   | ..... | 3. Quarrel | ..... |
| 2. Sprite | ..... | 4. Lullaby | ..... |

**C. Fill in the blanks.**

1. The woods where Lysander and ..... planned to meet.
2. The third act of Shakespeare's 'A Midsummer Night's Dream' creates jealousy and .....
3. Oberon tells the audience he plans to use the flower and 'drop the ..... of it in her eyes'.

**D. Tick (✓) the right options.**

1. To whom did Hermia refuse to marry?  
(i) Lysander  (ii) Demetrius   
(iii) Oberon
2. To whom did Helena love?  
(i) Demetrius  (ii) Lysander   
(iii) Oberon
3. Who was Titania?  
(i) Empress of Greece  (ii) Queen of the fairies   
(iii) Princess of Romania
4. Helena was jealous in her heart about  
(i) Lysander  (ii) Demetrius   
(iii) Hermia

**E. Match the following.**

**Column A**

1. Theseus
2. Demetrius
3. Hermia
4. Puck
5. Oberon
6. Titania

**Column B**

- Young man of Athenian Family
- Daughter of Egeus
- Duke of Athens
- King of Fairies
- Chief Fairy
- Queen of Fairies





## Conceptual Understanding

Tell Your Story

Write whether the following sentences are **true** or **false**.

1. The cruel law was in existence only in Athens.
2. Hermia loved Lysander, a young Athenian.
3. The king and queen of the fairies held their midnight dances in wood.
4. Lysander and Hermia planned to meet in the woods.

## Communication



### Writing Skills

You have lost your way in the forest where Puck lives. He plays a park on you, but you are rescued by King Oberon and Queen Titania. Write an interesting episode of 100 words.

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### Reading Skills

Read the following telephonic conversation between two friends:

Your friend is going to Delhi flight. This is the first time he is boarding a plane. He wants your help. Explain how he is going to do about it. Make pairs and enact the conversation.



- Friend** : I am going to Delhi.
- You** : Did you get confirmed tickets?
- Friend** : No, I am going by flight. I have never been to the airport or travelled by air before this.
- You** : I will much tell you.
- Friend** : How much luggage can I carry?
- you** : .....

## Listening & Speaking Skills

The teacher will give directions to different places on the school campus, children must listen carefully to the instruction and share the name of the places.

For example, Go out of the door. Turn to your right and walk to the end of the corridor. Climb the steps to tour right, where have you reached.

**Ans.** Reception Area.

## Life Skills

Self Awareness Building

Read the pledge on keeping the classroom neat and clean and try to frame your pledge too. Share it with your class teacher.

### Pledge

We should keep our classroom clean.

We should keep the duster on the desk.

We should keep our bench clean.

We should always throw waste in the dustbin.



# A Midsummer's Night Dream- Part II



## Learning Objectives

- ✿ The idea that things are not necessarily what they seem to be.
- ✿ A dream is not real, even though it seems so at the time we experience it.
- ✿ Understanding the difference between appearances and reality is also explored.

## Warm-up

Write about William Shakespeare. Let's see how well .

Born : .....

Nationality : .....

Occupation: .....

What was he famous for? .....

Would you have liked to meet him?

What would you have talked about?



*William Shakespeare (1564–1616), often called the English national poet, is widely considered as the greatest dramatist of all time. He is recognized as one of literature's greatest influences. Though little is known about William Shakespeare's personal life, his works such as "Hamlet", "Romeo and Juliet" and "King Lear" have influenced literature and theatre for over 400 years.*

*Now the scene turns to Hermia, who made good her escape that night from her father's house. She met her beloved Lysander waiting for her, at the appointed place, and they began to walk in the direction of his aunt's house. They had hardly travelled halfway through the woods, when Hermia began to feel tired and exhausted.*

**Lysander** : Come Hermia, we shall both rest here on the banks of soft moss, till morning. For when we have rested well, we will be able to move faster in the morning towards our destination.

*Saying this, they both fell to the ground and lay down a little apart from each other, before falling into a deep sleep.*

*Soon Puck, the naughty sprite came across them.*

**Puck** : Ah ha, this must be the handsome young man and this must be the beautiful lady whose love he rejects. Oberon must be referring to this couple. They are alone together, so she must be the first that he would see, when he wakes up.

*Without tarrying much longer, he poured out the juice of the little purple flower on Lysander's eyelids. Unfortunately, Lysander, felt the juice droplets, and woke up suddenly. The first person he saw was Helena, who just happened to come into his view. Puck's assumption that Lysander would see Hermia first, when he woke up was a big blunder indeed!*

**Lysander** : You are more beautiful than Hermia, like a dove that is more beautiful than a raven. I can run through fire for you, my love, my heart beat..... (And he continued to pursue Helena expressing his love in extravagant admiration as a love lost man!)

*Helena hearing such remarks come from Lysander, whom she knew was her friend's lover and engaged to marry her, was astounded and furious. She thought Lysander was*



*making fun of her.*

**Helena**

- : Oh! Was I born to be mocked and scorned by everyone? Enough is enough young man. Here I am languishing for a gentle look or even one kind word from Demetrius, but you, Sir, why must you pretend to mock me in this manner by pretending to love me? I thought, Lysander, you were kinder than him!

*Meantime, Hermia suddenly woke up, and seeing herself all alone, She got up and began to wander around in the wood, wondering what happened to Lysander. On the other hand, Demetrius, unable to locate either Hermia or his rival Lysander, was beginning to get tired with his fruitless search and so fell asleep.*

*Oberon found Puck wondering what to do and looking at Demetrius who was fast asleep.*

**Oberon** : Tell me what happened? Puck.

**Puck**

- : Your Majesty, I am sorry. I made a blunder in applying the love charm to another man's eyes, believing him to be this fellow sleeping here. Now what to do?

*Oberon then proceeded to touch Demetrius eyelids with the love juice. Just as he finished dropping the love-potion, Demetrius opened his eyes and the first person he saw was Helena! And just like Lysander, Demetrius too began to express his love for Helena.*

**Demetrius**

- : Oh Helena, my love, my sugar pie, my sweetheart, I love you so, so very much.

Helena became speechless!

*Now she had both men expressing love to her at the same time, as both of them were heavily under the influence of the powerful love-potion. Hermia, arrived on the scene in search of her Lysander. Poor Helena, thought they all ganged up together to make fun of her. But Hermia was as much as surprised as Helena was. She could not fathom why Lysander and Demetrius, who both loved her before, were now in love with her friend Helena! She did not find the matter funny at all.*

*The young ladies who were best of friends once before, now turned upon each other accusingly.*

**Hermia**

- : You stole my Lysander's love from me?

**Helena**

- : Unkind Hermia, you are the one who set Lysander to upset me with false praises and expressing love to me? I am indeed surprised at him? You have also turned your other lover Demetrius, who used to kick me with his foot; you are making him call me names, such as, "Goddess, nymph, precious, rare and celestial". He, of his own accord, would never use such loving words to talk to me, because, he hates me and makes fun of me all the time. You are unkind Hermia to join with these men and poke fun and scorn me to shame. Have you forgotten the good friendship we enjoyed during our school days?

How often, Hermia, we sat together on one cushion, both singing the same song and worked our needles in embroidering the same flower on the same sampler, growing up like inseparable twins! How can you Hermia, be so unfriendly now, so unladylike to join with these men to scorn me, your poor friend?

**Hermia** : I am amazed at your angry words, Helena. I am not mocking you; instead you are the one who is mocking me!

**Helena** : Oh yes, me dear, keep it up! Pretend to look serious and then make faces at me behind my back? Why, you must even be winking at each other to keep the joke going. If you had any pity, grace or manners, you would not treat me like this!

*And so the ladies continued sparring words at each other. Meanwhile the two young men turned aside to have a good hand to fist fight over. Helena. In the bargain, they moved away from the ladies, tumbling like roaring lions trying to prove whose love was stronger by sheer strength!*

*Suddenly Helena and Hermia realized that the men had gone away from their sight. So they set off once more in search of them and wandered off wearily deeper into the woods.*

### Scene 2.

*Fairy king Oberon and Puck had witnessed the quarrels and listened intently.*

**Oberon** : Was all this a mistake, Puck or did you play your usual tricks?

**Puck** : Honestly, O King of Shadows, it was a mistake. Did you not tell me to recognize the man by his Athenian clothes? However, I find these 'goings-on' very humorous and I am not sorry that this has happened.

**Oberon** : You saw. Didn't you? Those two men have started their fight already. I order you to blanket the night with a thick fog and lead these quarrelsome lovers so far apart in the dark that they will be unable to find each other. If need be, mimic their voices to each other, to keep them daring each other on, and follow you. Do this, till they are so weary that they just fall asleep. Then you take this other flower and squeeze the juice into Lysander's eyes. When he awakens, he will have forgotten his new love for Helena, and return to his old love for Hermia. This way, the two pretty young ladies will each be happy with the man they love and they will begin to think that all this happened was a bad dream.



Go. Get going with this quickly Puck, whilst I go and see what my sweet love Titania has found.

*Titania was still sleeping. Nearby a weaver workman who had lost his way in the wood was also asleep.*

**Oberon** : This fellow shall be my Titania's true love.

*He magically fixed an ass's head over the weaver. The fit was excellent as if it might have grown upon his own shoulders. However the fixing of the ass's head woke the weaver up and unconscious of what Oberon had done to him, he wandered towards the bower where the fairy queen slept.*

**Titania (opening her eyes)** : Oh what kind of angel do I see? Are you as wise as you are handsome? (The juice of the little purple flower was beginning to take effect)

**Weaver** : Why Madam, if I was wise, I would have enough sense to get myself out of these woods, where I am lost!

**Titania** : Please, don't wish yourself out of the wood, for I am not an ordinary spirit. I love you. See. Come with me and I will give you fairies to look after you.

*Titania called four of her fairies, namely Peablossom, Cobweb, Moth and Mustardseed.*

**Titania (to fairies)** : Look after this sweet gentleman. Hop in his walks and skip in his sight. Feed him with grapes and apricots and steal the honey bags from the bees for him.

**Titania (to weaver)** : Come, sit with me and let me stroke your lovely hairy cheeks my darling, and kiss your beautiful long ears.

**Weaver** : Where is Peablossom?

**Peablossom** : I am here, sir.

**Bottom (weaver)** : Scratch my head. Where is Cobweb?

**Cobweb** : Here, sir.

**Bottom** : Good for you Cobweb. Now go and bring me the honey bag from the red bumblebee on the top of that thistle over there. Do not make too much trouble Mr. Cobweb, and take care that the honey bag does not break. I should be sorry if you were drowned in honey. Now where is Mustardseed?

**Mustardseed** : I am here, Sir, at your service. What can I do for you?

**Bottom** : Scratch my head help Peace blossom to scratch my head. I must go to a barber for a shave Mr. Mustardseed, for I think I am astonishingly hairy about the face.

**Queen** : My love, my sweet love, what would you like to eat? I have a brave fairy who can find the squirrel's hoard and fetch you some new nuts.

**Bottom** : I would prefer to have a handful of peace. (He now began to have an

ass's appetite with his ass's head). But please, let none of your people disturb me, for now I would like to sleep.

**Queen** : Sleep then, I will wrap my arms around you. O how I do love you!  
How I adore you!

*When Oberon, the fairy king saw the weaver sleeping in the arms of the Queen, he came to her and scolded her with having lavished her love upon an ass. She could not deny it, as the weaver was lying there asleep in her arms, with his ass's head crowned with flowers by her.*

*Then, Oberon continued to tease his fairy Queen for more time. Suddenly, in the midst of his teasing, he asked her to give him the changeling boy and she did so, without further 21.*

*Once, getting what he wanted, Oberon then took pity on the disgraceful situation and poured some of the juice of the other flower on to Titania's eyelids and the fairy Queen immediately recovered her senses. She was thunderstruck at the sight of Bottom.*

**Titania:** I loathe the sight of this strange monster!

*Oberon then ordered Puck to remove the ass's head from Bottom, and leave him to finish his nap with own fool's head upon his shoulders.*

*Oberon and Titania became good friends once again. Oberon then narrated the story of the young lovers in the woods, their midnight quarrels and she agreed to go with him to see the end of their adventures.*

*The fairy King and Queen soon found the four Athenians asleep on the grass, quite close to each other. Puck, tried to make up for his mistake, and worked hard to make up for his mistake, and worked hard to bring them all to the same place without anyone realizing that the others were there. He then, carefully removed the charm from Lysander's eyes with the juice the fairy King had given them.*

*Hermia woke up first. She turned and saw her lost Lysander asleep so near her, and kept looking at him, wondering at his strange unfaithfulness. Lysander, upon opening his eyes, saw his dear Hermia, and came to his senses, and the memory of all his love for Hermia flooded back. They began talking to each other at once, wondering if these things had really happened or whether they were both dreaming the same bewildering dream.*

*By now, Demetrius and Helena too woke up. The sleep had calmed Helena's anger and she listened to Demetrius with delight.*

**Demetrius** : Do you know how much I love you, Helena?

Helena (To Hermia): Please forgive me for all the unkind words I said to you.

**Hermia** : You too Helena need to forgive me for misunderstanding you and saying horrid things to you. Please forgive me.

*By this time Hermia's father Egeus, arrived there, in search of his runaway daughter.*

**Demetrius (To Egeus):** Sir, I no longer neither love your daughter nor desire to marry her. Please do not oppose her marriage to Lysander, whom she loves. I love my Helena, and desire to marry her only.

They all mutually agreed to be married on the fourth day, that fateful day that Hermia was condemned to death. Instead it would be a day of rejoicing and merriment at a joint wedding celebration of the two friends Hermia and Helena to their true loves,

Oberon and Titania, the fairy King and Queen, who were the invisible spectators of this happy ending, were thoroughly pleased with the part they played in bringing about this happy occasion, that they too decided to join in the celebrations of the wedding and declare that day to be a day of sports and games throughout their fairy kingdom.

And now, you reader, if you do not believe in fairies and elves and the pranks they play, just imagine you were asleep and dreaming that all these adventures were just a beautiful movie you saw in *Midsummer Night's Dream*!



## Find Meaning

**beloved** - dearly loved

**destination** - journey's end

**extravagant** - overgenerous

**astounded** - astonished

**appointed** - said of a time or place

**assumption** - guess

**admiration** - respect

**furious** - angry

## EXERCISES

### Creative Expression

Imagine yourself as William Shakespeare and the year is 1576. How would you give a twist to this drama?

Tell Your Story



## Learning by doing

Do some research into Elizabethan theater design; then discuss how you would stage each scene of *A Midsummer Night's Dream*. You might also want to view the 1999 film version of the play or a live theater production and evaluate their scene production. Do you agree with the choices made?



## Exercise Time

### A. Answers the following questions.

1. What effect did Puck's blunder have on both the couples?
2. Why did Hermia and Helena quarrel?
3. Name the four fairies of Queen Titania?
4. What prank was played on Titania by King Oberon?
5. Why did Helena upset when Demetrius said he loved her?
6. Of what did Helena accuse Hermia?

### B. Find their meaning.

- |                    |                   |
|--------------------|-------------------|
| 1. Exhausted ..... | 3. Blunder .....  |
| 2. Raven .....     | 4. Languish ..... |
| 5. Fruitless ..... |                   |

### C. Tick (✓) the right options.

1. Who made good escape that night from her father's house?  
(i) Helena  (ii) Lysander   
(iii) Hermia

2. What did Puck pour out on Lysander's eyelids?
- (i) Water  (ii) Juice of the purple flower
- (iii) Medicine
3. As per the mutual understanding who married to whom at last?
- (i) Hermia to Lysander  (ii) Helena to Demetrius
- (iii) Both of these
4. Who were the invisible spectators of this happy ending?
- (i) Oberon, the fairy King  (ii) Titania the fairy Queen
- (iii) Both of them

**E. Match the following.**

**Column A**

Helena

Puck

Oberon

Lysander

Hermia

**Column B**

I am not mocking you; instead, you are the one who is mocking me.

Tell me what happened, Puck?

Your Majesty, I am sorry.

Oh! Was I born to be mocked or scorned by every one?

Come, Hermia, we shall both rest here on the bank of soft moss, till morning.



**Conceptual Understanding**

*Tell Your Story*

**Gender issues are significant in this drama. What differences are there in the roles and behaviors appropriate to men and women? Do these gender differences still exist today, or are they examples of outdated stereotypes?.**

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## Writing Skills

King Oberon won against Queen Titania. Try and change this ending, where Queen Titania wins. She does not have to give the changeling boy as a page to the King. You can use the powers of fairies and elves, magic powder etc.

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## Listening & Speaking Skills

Your teacher will read out a paragraph from the play. Listen to him/her carefully answer the following questions.

1. They all mutually agreed to be married on fourth day.  
Whom does 'they' refer to in above sentence?
2. What do you mean by fateful day?
3. Did Helena and Hermia get their true love?
4. Who were the invisible spectators of this happy ending?

## Life Skills

Nature is our mother. She is the one who has given life to every creature. We should protect and love her. The easiest way to show her our affection is to treat trees with care. We should grow more and more trees. Try to stop cutting trees wherever possible. We must make people aware of the importance of nature to people as well.

Self Awareness Building





# The Mountain and Squirrel



## Learning Objectives

- Everyone is different and has his importance and place in this world.
- Understand that nobody in this world is inferior or superior.

The mountain and the squirrel  
Had a quarrel,  
And the mountain called the squirrel  
“Little Pig”.  
Squirrel replied,  
“You are doubtless very big;  
but all sorts of things  
and weather  
must be taken in together,  
To make up a year  
And a sphere  
And I think it no disgrace  
To occupy my place  
If I'm not so large as you,  
You are not so small as I,  
And not half so pretty,  
I'll not deny you make  
A very pretty squirrel track;  
Talents differ; all is well and  
Wisely put;  
If I cannot carry forests on my back,  
Neither can you crack a nut.”

–R.W. Emerson



## Find Meaning

**disgrace** – bad way of behaving    **occupy** – to use a space



## Exercise Time

### A. Answers the following questions.

1. Why did the mountain call the squirrel 'Little pig'?
2. According to the squirrel, what should be taken in together to make up a year and a sphere?
3. What comparison did the squirrel make with the mountain?
4. Who is the poet of the poem 'The Mountain and the Squirrel'?

### B. Find their meaning.

1. Doubtless .....
2. Crack a nut .....
3. Sphere .....
4. Deny .....



### C. Fill in the blanks.

disgrace   squirrel   crack   quarrel

1. The mountain and the squirrel had a .....
2. The squirrel thought it no ..... to be a little creature.
3. The mountain was not half so pretty as .....
4. If squirrel cannot carry forest on its back, the mountain cannot ..... a nut.

### E. Tick (✓) the right options.

1. All sorts of things and weather must be taken in together to make up a  
 (i) Home  (ii) World  (iii) Year
2. In the poem, who makes a very pretty squirrel track?  
 (i) Mountain  (ii) Squirrel  (iii) Both of these
3. In the poem, who cannot crack a nut?  
 (i) Mountain  (ii) Squirrel  (iii) Both of these



**F. Match the following**

**Column 'A'**

1. emerge
2. gloomy
3. peril
4. engender
5. languish
6. wholesome

**Column 'B'**

- good for health
- danger
- to come out
- to become weaker
- depressing
- bring about



**LET'S ENJOY THE POEM**

**Choose the correct option and state which one you would want to be: mountain or squirrel.**

The mountain and the squirrel quarreled because .....

- a. The mountain was proud of its height.
- b. The squirrel was proud of his wisdom.
- c. The mountain was boastful.



**Communication**



**Writing Skills**

**If you had a chance to interview the MLA of your area, what would you like to ask him? Write the interview that you might have with him. The following details can be included.**

1. Sir, how do you, manage to take care of the entire area?
2. Some pupils have to travel long distance to gain their studies. So, do you have any plan to provide them with good education without going far away?

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## Reading Skills

Read the paragraph on the use of 'Must' and 'Have to'.

We use 'must' to carries the speaker's personal feeling and 'have to' for external compulsion.

- Example :**
1. You must work to accomplish success.
  2. You have to come either on Saturday or Monday to avail Sunday.
  3. Sneha has to leave the company as she made too many errors.

**Remember :** We cannot use 'must' in past or future tenses. Instead we use 'had to' or 'will have to'.

Fill in the blanks with 'must' or 'have to', 'has to', 'had to' or 'will have to'.

1. We ..... obey our parents.
2. Yesterday, she ..... leave the class as she had fever.
3. All of us ..... follow the safety rules.
4. We ..... to travel around 150 km to reach Agra.
5. They ..... face lots of difficulties.

## Listening & Speaking Skills

Listen to the lines of the poem and discuss the following questions.

**'Talents differ; all is well and Wisely put'**

- a. Who said this line?
- b. What does the line mean?
- c. Why did the speaker say so?





# The Tiger Swami



## Learning Objectives

- Comprehending the life of Paramhans Swami Youginand.
- Understanding the theme of life through an autobiography.

## Warm-up

We all have people in our lives, who inspire us. They motivate us and help us to achieve wonders. Paste the photo of that person in your life in the given space. Write five most beautiful lines about him/her.





*Paramhansa Swami Yogananda born on 5th January, 1893, was an Indian Yogi, who introduced millions of westerners to meditation. He was born in Gorakhpur, Uttarpradesh as Mukundalal Ghosh and was educated in Scottish Church College and Serampur College. He took formal vows into the monastic swami order and became Swami Yogananda Giri. He founded a Yoga school in Ranchi and later all over America. He came in close contact with great personalities like Mahatma Gandhi, Mark Twain, C.V. Raman etc. His book. The Autobiography of a Yogi\* has been read by millions all over the world.*

"I have discovered the Tiger Swami's address. Let us visit him tomorrow."

This welcome suggestion came from Chandi, one of my high school friends. I was eager to meet the saint who, in his premonastic life, had caught and fought tigers with his naked hands. A boyish enthusiasm over such remarkable feats was strong within me.

The next day dawned wintry cold, but Chandi and I sallied forth gaily. After much vain hunting in Bhowanipur, outside Calcutta, we arrived at the right house. The door held two iron rings, which I sounded piercingly. Notwithstanding the clamor, a servant approached with leisurely gait. His ironical smile implied that visitors, despite their noise, were powerless to disturb the calmness of a saint's home.

Feeling the silent rebuke, my companion and I were thankful to be invited into the parlor. Our long wait there caused uncomfortable misgivings. India's unwritten law for the truth seeker is patience; a master may purposely make a test of one's eagerness to meet him. This psychological ruse is freely employed in the West by doctors and dentists!

Finally summoned by the servant, Chandi and I entered a sleeping apartment. The famous Sohong Swami was seated on his bed. The sight of his tremendous body affected us strangely. With bulging eyes, we stood speechless. We had never before seen such a chest or such football-like biceps. On an immense neck, the swami's fierce yet calm face was adorned with flowing locks, beard and moustache. A hint of dovelike and tigerlike qualities shone in his dark eyes. He was unclothed, save for a tiger skin about his muscular waist.



Finding our voices, my friend and I greeted the monk, expressing our admiration for his prowess in the extraordinary feline arena.

"Will you not tell us, please, how it is possible to subdue with bare fists the most ferocious of jungle beasts, the royal Bengals?"



"My sons, it is nothing to me to fight tigers. I could do it today if necessary." He gave a childlike laugh. "You look upon tigers as tigers; I know them as pussycats."

"Swamiji, I think I could impress my subconsciousness with the thought that tigers are pussycats, but could I make tigers believe it?"

"Of course strength also is necessary! One cannot expect victory from a baby who imagines a tiger to be a house cat! Powerful hands are my sufficient weapon."

He asked us to follow him to the Patio, where he struck the edge of a wall. A brick crashed to the floor; the sky peered boldly through the gaping lost tooth of the wall. I fairly staggered in astonishment; he who can remove mortared bricks from a solid wall with one blow, I thought, must surely be able to displace the teeth of tigers!

"A number of men have physical power such as mine, but still lack in cool confidence. Those who are bodily but not mentally stalwart may find themselves fainting at mere sight of a wild beast bounding freely in the jungle. The tiger in its natural ferocity and habitat is vastly different from the opium-fed circus animal!"

"Many a man with herculean strength has nonetheless been terrorized into abject helplessness before the onslaught of a royal Bengal. Thus the tiger has converted the man, in his own mind, to a state as nerveless as the pussycat's. It is possible for a man, owning a fairly strong body and an immensely strong determination, to turn the tables on the tiger, and force it to a conviction of pussycat defenselessness. How often I have done just that!"

I was quite willing to believe that the titan before me was able to perform the tiger-pussycat metamorphosis. He seemed in a didactic mood; Chandi and I listened respectfully.



## Find Meaning

**premonastic** : life before being 'Sannyasi'    **sallied** : went out from a place    **piercingly** : very loudly    **notwithstanding** : in spite of that    **gait** : movement implied : suggested    **parlor** : sitting room  
**misgivings** : doubt or anxiety    **ruse** : trick    **summoned** : called    **bulging** : protruding    **biceps** : muscles on arm    **immense** : huge    **locks** : tuft of hair    **prowess** : power    **feline** : relating to cat-like animals

## EXERCISES

### Creative Expression

*Tell Your Story*

Have you ever come across an unusual man? Why was he unusual \_\_\_\_\_ for physical strength, for superior knowledge or intelligence? Write a short paragraph on an unusual man you have met. Why was he unusual? Where did you meet him? What do you think about him?

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### Cross-Curricular Connect

### Learning by doing

Make a scrapbook and paste the most beautiful memories of your life. Write a few lines about each of them.

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### Exercise Time

A. Answers the following questions.

1. When and where did the narrator meet the Tiger Swami ?
2. What was the name of the Tiger Swami ? Why was he called the Tiger Swami ?

- Describe in brief the appearance of the Tiger Swami ?
- Why did the Tiger Swami call the narrator and his friend to the patio ?

**B. Find their meaning.**

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|------------------|--------------------|
| 1. Boyish .....  | 2. Dawned .....    |
| 3. Feats .....   | 4. Companion ..... |
| 5. Clamour ..... | 6. Rebuke .....    |

**C. Fill in the blanks.**

- For meeting with the Tiger Swami the narrator and his friend had to wait .....
- The narrator compared the biceps of the Tiger Swami with .....
- The Tiger Swami considered the royal Bengal tigers as .....
- A brick crashed to the floor when .....

**D. Match the following.**

**Column A**

Psychology  
Dentist  
Premonastic

**Column B**

Sanyasi  
Science of Human Mind  
Science of Human Teeth

**E. Tick (✓) the right options.**

- Chandi is the name of
 

(i) Tiger Swami's servant	<input type="checkbox"/>	(ii) Narrator's brother	<input type="checkbox"/>
(iii) Sohong Swami	<input type="checkbox"/>	(iv) Narrator's school mate	<input type="checkbox"/>
- The narrator and his friend became very much surprised at Tiger Swami's
 

(i) beauty	<input type="checkbox"/>	(ii) physical appearance	<input type="checkbox"/>
(iii) looks, beard and moustache	<input type="checkbox"/>	(iv) grave voice	<input type="checkbox"/>

3. Tiger Swami broke down the brick in the wall with
- (i) bare hands  (ii) a cowbar
- (iii) Tiger's claw  (iv) a hammer
4. According to the Tiger Swami what is needed to fight a tiger bare-handed is
- (i) extreme physical power  (ii) mental determination
- (iii) physical power as well as mental power  (iv) God's grace



## Conceptual Understanding

*Tell Your Story*

Find out and write more details about Paramhansa Swami Yogananda.



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## Communication



## Writing Skills

What is an autobiography? Write an autobiography of a bird-cage lying empty in the junk-yard of your house.

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## Reading Skills

Read the following sentences and answer the questions set below it.

1. 'I have discovered the Tiger Swami's address.'
  - (i) Who is the speaker? Whom is it spoken to?
  - (ii) When and how did the speaker reach in that address?
  - (iii) Why were the speaker and his friend feel much surprised after meeting the Tiger Swami?
2. 'My sons, it is nothing to me to fight tigers.'
  - (i) Who said this? Who are addressed as 'My sons'?
  - (ii) What, according to the speaker, are needed to fight with tigers?
  - (iii) How did the person show his physical power to the listeners?

## Life Skills

**Anger and ignorance are not our friends. It makes us stupid and lazy. Anger never allows us to do the right thing at the right time, whereas ignorance never lets us grow and develop for our future.**

**Hence, we should manage our anger and try not to be ignorant about our studies, games, eating, and more. We should be calm and punctual. It is said that only a calm and disciplined man can climb Mount Everest.**

Self Awareness Building



## Model Test Paper-1

Time: 1 Hour

MM: 30

### Section-A (Reading)

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

The Echoing Green  
The sun does arise,  
And make happy the skies.  
The merry bells ring  
To welcome Spring.  
The sky-lark and thrush,  
The birds of the bush,  
Sing louder around,  
To the bells' cheerful sound.  
While our sports shall be seen  
On the Echoing Green.  
Old John, with white hair,  
Does laugh away care,  
Sitting under the oak,  
Among the old folk,  
They laugh at our play,

And soon they all say.  
'Such, such were the joys.  
When we all girls & boys,  
In our youth-time were seen,  
On the Echoing Green?  
Till the little ones weary  
No more can be merry  
The sun does descend,  
And our sports have an end:  
Round the laps of their mothers,  
Many sisters and brothers,  
Like birds in their nest, Are ready for rest;  
And the sport has no more seen, On the  
darkening Green

— William Blake

- Who are 'they' in the line 'the laugh at our play'?
- Why are the little ones weary?
- Write a few lines about how you have experienced joy through spring.

### Section-B (Grammar)

#### 2. Separate the subjects and predicates into two columns.

- For most of his career, Dave has taken a bus to his office.
- In less than two hours, the entire building had been demolished.
- Last week's fire was started by a spark from a smouldering cigar.
- Farmers in South India are facing huge losses due to the drought.
- Round and round the track went the little engine.

### Section-C (Writing)

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



### Section-D (Literature)

4. Tick the correct options.

- The poem 'Where the Mind is Without Fear' is written by  
a. Rabindranath Tagore  b. Jawaharlal Nehru  c. None of them
- Einstein published his special theory of.  
a. Relativity  b. Probability  c. None of them
- Thomas Hood was an \_\_\_\_\_ poet.  
a. Indian  b. American  c. English
- According to the poet, time passes leaving only \_\_\_\_\_ behind.  
a. Memories  b. Happy times  c. Nature
- \_\_\_\_\_ strongly opposed the injustices of race and religion.  
a. Albert Einstein  b. Rabindranath Tagore  c. Thomas Hood

5. Answer the following questions:

- How does the child feel in the morning?
- What does the child feel at school?
- What made Totaram feel interested in going to the school?
- What happened to his mother when Totaram returned from school?
- What was the reason behind the banker locking up the prisoner's letter in the fireproof safe?

## Model Test Paper-2

Time: 1 Hour

MM: 30

### Section-A (Reading)

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

There seems to be a general opinion in this country that Sardar Patel was a rather harsh and rough temperament. People used to call him a man in the sense that, one could rely on him for strict and efficient administration. But as a man, those who had the good fortune of coming into close contact with him, he was kind and considerate. At times, he even became emotional, when his personal friends and followers were concerned.

However, it goes without saying that the Sardar had great skills in organizing affairs. He knew the way of picking people and putting them in their proper places. Once he judged a man and found him correct, he trusted him fully and got him to do anything he wanted.

a. Why was Sardar Patel called the Iron Man of India?

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b. What kind of man was Sardar Patel in his private life?

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c. What was the reason for Sardar Patel becoming emotional?

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### Section-B (Grammar)

**2. Fill in the blanks with suitable prepositions:**

a. The house ..... the hill looked scary.

b. These children are always quarrelling ..... themselves.

c. The train leaves ..... half past seven.

d. You will get all the information ..... the last chapter of this book.

e. He sat ..... a table ..... the room and wrote letters.



### Section-C (Writing)

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



### Section-D (Literature)

4. Tick the correct options.

- The poem 'Where the Mind is Without Fear' is written by  
a. Rabindranath Tagore  b. Jawaharlal Nehru  c. None of them
- Einstein published his special theory of.  
a. Relativity  b. Probability  c. None of them
- Thomas Hood was an ..... poet.  
a. Indian  b. American  c. English
- According to the poet, time passes leaving only ..... behind.  
a. Memories  b. Happy times  c. nature
- ..... strongly opposed the injustices of race and religion.  
a. Albert Einstein  b. Rabindranath Tagore  c. Thomas Hood

5. Answer the following questions:

- Who was Tiger Swami?
- Have you been William Shakespear what twist you have given at the end of the story?
- What did you understand from the poem the Mountain and the Squirrel?
- Gender issues are significant in Midsummer's Night Dream. What differences are there in the roles and behaviours appropriate to men and women?
- How would you correct your best friend when they are wrong?