



# Don't Quit



## Learning Objectives

- To understand the theme of the poem 'Don't Quit';
- To learn to persevere with determination.

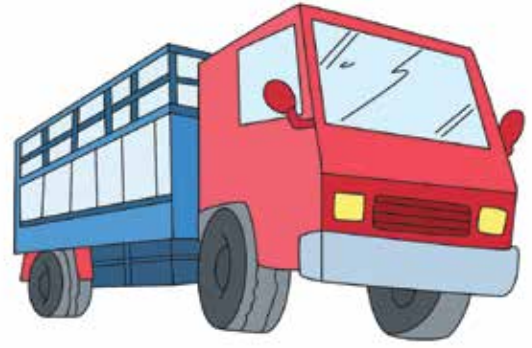
When things go wrong, as they sometimes will,  
When the road you're trudging seems all uphill,  
When the funds are low and the debts are high,  
And you want to smile, but you have to sigh,  
When care is pressing you down a bit –  
Rest if you must, but don't you quit.

Life is queer with its twists and turns,  
As every one of us sometimes learns,  
And many a failures turn about  
When he might have won had he stuck it out.  
Don't give up though the pace seems slow –  
You may succeed with another blow.

Often the goal is nearer than,  
It seems to a faint and faltering man,  
Often the struggler has given up,  
When he might have captured the victor's cup.  
And he learned too late, when the night slipped down,  
How close he was to the golden crown.



Success is failure turned inside out –  
 The silver tint of the clouds of doubt,  
 And you never can tell how close you are,  
 It may be near when it seems so far;  
 So stick to the fight when you're hardest hit  
 It's when things seem worst that you mustn't quit.



## Find Meaning

**trudging** – *walking laboriously*

**Uphill** – *unusual*

**Queer** – *ascending*

## Exercise Time

### A. Answers the following questions.

1. What are the problems that the poet has mentioned in the poem?
2. How should you deal with the twist and turns of life?
3. What does the poet mean by : “rest if you must, but don't you quit.”
4. What is the situation when we must not quit and be ready to sale come what may?

### B. Find their meaning.

- |                   |                |
|-------------------|----------------|
| 1. Trudging ..... | 2. Queer ..... |
| 3. Uphill .....   | 4. tint .....  |

### C. Fill in the blanks.

1. Life is ..... with its twists and turns.
2. How close he was to the ..... crown.
3. Don't give up though the ..... seems slow.
4. Don't Quit is truly an ..... inspiring poem.

**D. Tick (✓) the right options.**

1. What is twists and turns?

(i) Root  (ii) Life  (iii) Things

2. What is tint of the clouds of doubt?

(i) Gold  (ii) Diamond  (iii) Silver

3. What does seem worst?

(i) Thing  (ii) Crops  (iii) Queer

4. What is failure turned inside out?

(i) Success  (ii) Debts  (iii) Smile

5. When do you smile ?

(i) When funds are low

(ii) When debts are high.

(iii) When funds are high.

**E. Match the following**

**Column 'A'**

1. Success

2. Fight

3. To Smile

4. Learned

**Column 'B'**

a. Focus

b. Be Happy

c. Hard Work

d. Determination

**LET'S ENJOY THE POEM**

'Don't Quit' is truly an exceptionally inspiring poem. It is very well written with simple and lucid words. It provides an extremely powerful message that applies to anyone and everyone. The poem is all about perseverance, tenacity, determination and will power to not give up especially when the things are going wrong and when one seems swimming against the tide. This poem reminds us that there are seeds of success in every failure and that's why we mustn't quit.

## Writing Skills

**Rewrite the sentences.**

1. In the forties India gained independence.
2. I spoke to her grandmother who is in his eighties.
3. The PM's speech was recorded and later films.
4. In IPL 16, Virat scored four 100s and six 50s.



## Reading Skills

### Apostrophe

**Do you remember reading about when to use the apostrophe?**

- (i) The apostrophe is sometimes used to show a missing letter.

**Examples :**      don't = do not                      you're = you are  
                         is n't = is not                      must n't = must not

When we write dates, the apostrophe is used to show a missing letter.

### Example :

It was in the year '99 he stormed to politics and emerged .....

Here the apostrophe stands in place of a number 1999, 1899, 1799, etc.

- (ii) Do not use an apostrophe when there is no contraction.

## Listening & Speaking Skills

**Read these lines and answer the questions that follow.**

1. When the funds are low and the debts are high,  
And you want to smile, but you have to sigh.
  - (a) What do you mean by debts?
  - (b) How does one feel when his debts are high?
  - (c) Can someone smile when the debts are high?



# The World In A Wall



## Learning Objectives

- To learn to take care of pets.
- Understanding how to be compassionate.

### Warm-up

Look at the pictures of the pets you can find on a farm. Create a pet week, choosing one pet for each day. Research on that pet. For example, hen. Research about hens, their different species, why they are important to us, and how to save them. Create a poster and share it with your friend.





*Gerald Durrell (1925–1995) was a British naturalist, zookeeper, conservationist, author and television presenter. As a prolific and popular author Durrell wrote many books that reflect his love of animals. He was an eloquent spokesman for wildlife. He devoted his life to the preservation of wild animal species and in 1958 created a wildlife preserve on the channel Island of Jersey dedicated to scientific research and protecting endangered species. Durrell received an OBE in 1982 and was featured in the United Nation's Roll of Honor for Environmental Achievement in 1988.*

Do you have any pets ? Have you ever seen an animal or an insect being the cause of great confusion, where many people were got affected ? Gerald Durrell, the writer of the story, takes home a scorpion and its babies, without knowing the chaos they could create. The writer as a boy shares his experience through this story.

One day I found a fat female scorpion in the wall, wearing what at first glance appeared to be a light brown fur coat. Closer inspection proved that this strange garment was made up of a mass of tiny babies clinging to the mother's back.

I made up my mind to smuggle them into the house and up to my bedroom so that I might keep them and watch them grow up. With great care I manoeuvred the mother and family into a matchbox, and then hurried to the villa. It was rather unfortunate that just as I entered the door, lunch should be served. However, I placed the matchbox carefully on the mantelpiece in the drawing-room, so that the scorpions should get plenty of air. Then I made my way to the dining-room and joined the family for the meal.

Dawdling over my food, feeling Roger surreptitiously under the table and listening to the family arguing.

I completely forgot about my exciting new pets. At last, Larry, having finished, fetched the cigarettes from the drawing room, and lying back in his chair he put one in his mouth and picked up the matchbox he had brought. I watched him interestingly as, still talking glibly, he opened the matchbox.

Now I maintain to this day that the female scorpion



meant no harm. She was upset and annoyed at being shut up in a matchbox for so long, and so she chose the first chance to escape. She crawled to the box rapidly, her babies clinging on and scuttled on to the back of Larry's hand. There, not quite certain what to do next, she paused, her sting curved up. Larry, feeling the movement of her claws, glanced down to see what it was, and from that moment things got increasingly confused.

Larry uttered a roar of fright that made Lugaretzia drop a plate and brought Roger out from beneath the table, barking wildly. With a flick of his hand Larry sent the scorpion flying down the table, and she landed midway between Margo and Leslie, scattering her babies like confetti as she thumped on the cloth.

Angry at this treatment, the creature sped towards Leslie, her sting quivering. Leslie leapt to his feet, overturning his chair, and flicked out with his napkin.

This sent the scorpion rolling across the cloth towards Margo, who let out a scream that any railway engine would have been proud to produce. Mother, completely bewildered by this sudden chaos, put on her glasses and peered down the table and at that moment Margo, in an attempt to stop the scorpion's advance, hurled a glass of water at it. The shower missed the animal completely, but drenched Mother, who, not being able to stand cold water, lost her breath and sat gasping unable even to protest. The scorpion had now gone to ground under Leslie's plate, while her babies moved wildly all over the table. Roger ran round and round the room, barking hysterically.

"It's that boy again ...." bellowed Larry.

"Look out! Look out! They're coming!" screamed Margo.

"All we need is a book," roared Leslie; "don't panic, hit 'em with a book."

"What on earth's the matter with you all?" Mother kept asking, mopping her glasses.

"It's that boy . . . he'll kill the lot of us . . . Look at the table . . . knee-deep in scorpions . . ."

"Quick . . . quick . . . do something . . . Look out, look out!"

"Stop screeching and get a book, for God's sake . . . You're worse than the dog . . . Shut up, Roger . . ."

"By the Grace of God, I wasn't bitten . . ."

"Look out . . . there's another one . . . Quick . . . quick . . ."

"Oh, shut up and get me a book or something . . ."

"Look out, it's coming towards me . . . Quick, quick, do something . . ."

"Hit it with your knife . . . your knife . . . Go o, hit it . . ."

Since no one had bothered to explain things to him, Roger was under the impression that the family were being attacked, and that it was his duty to defend them.

As Lugaretzia was the only stranger in the room, he came to the logical conclusion that she must be the responsible party, so he bit her in the ankle. This did not help matters very much.

By the time a certain amount of order had been restored, all the baby scorpions had hidden themselves under various plates and bits of cutlery.

Eventually, after much pleading and backed up by Mother, Leslie's suggestion that the whole lot be killed, was quashed. While the family, still simmering with rage and fright, retired to the drawing-room, I spent half an hour rounding up the babies, picking them up in a teaspoon, and returning them to their mother's back. Then I carried them outside on a saucer and, with the utmost reluctance, released them on the garden wall.



- Gerald Durrell



## Find Meaning

<b>smuggle</b>	- convey secretly	<b>flicked</b>	- hit
<b>manoeuvred</b>	- here, managed to put (managed to direct)	<b>mopping her glasses</b>	- here, wiping her spectacles to be able to see more clearly
<b>dawdling</b>	- slowly and idly eating	<b>was under the mistaken impression</b>	- had got the wrong idea
<b>surreptitiously</b>	- secretly	<b>quashed</b>	- dismissed
<b>talking glibly</b>	- speaking quickly, fluently	<b>retired</b>	- went back
<b>scuttled</b>	- ran away		
<b>confetti</b>	- small piece of coloured paper showered on a bridal couple		
<b>quivering</b>	- vibrating with a slight rapid motion		

## EXERCISES

### Creative Expression

*Tell Your Story*

Assume you are acting like these animals for a day, now look at the picture and do as mentioned. Tell your friend your story about how you felt as a bunny, hamster, parrot, or chicken.



bound like a  
bunny



scurry like a  
hamster



talk like a  
parrot










peck like a  
chicken

### CROSS-CURRICULAR CONNECT

### Learning by doing

Shyam is writing about what he did during the whole week. Read the table aloud and create your own Weekly Planner.

Mon	Tue	Wed	Thur	Fri	Sat	Sun
						
a. Shyam planted a tree	b. Shyam helped his mother in household	c. Shyam packed a gift for his friend	d. Shyam coloured a flower card for a friend's birthday.	e. Shyam played with friends in a park.	f. Shyam writes in his book and study for exam	g. Shyam planning his entire week.



# Critical Thinking

Let's Play a Game!

## WILD AND PET ANIMALS PART - II

Am I pet or wild animal? Categorize them as wild or pet in the column provided below.



PET ANIMAL	WILD ANIMAL

Find six animal names in the wordsearch below.

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

Do you have a pet?

Yes  No

Which Animal is it?

What is its name?





## Logical Thinking

### My pet

Hi there! My name is Chloe and this is my pet . His name is Toby. It is a dog. It is very big and tall. It has two long ears and a big nose. It also has a beautiful smile. Toby feels happy and excited when we play with him. He likes going to the park and eating carrots. He can run fast but he can't jump. He is a very friendly pet!



## Training Plan

GOALS

Sun	Mon	Tue	Wed	Thu	Fri	Sat



## Exercise Time

A. Answers the following questions.

1. Why did the writer place matchbox on the mantel-piece?
2. Why did the writer leave the scorpion unattended?
3. What made Larry roar with fright?



4. Why did mother lose her breath and sit gasping?
5. What were some of the members of the family wanted to do the scorpions?
6. Whom did Roger attack in the confusion? Why?
7. What did Gerald finally do with the scorpions?

**B. Find their meaning.**

- |                        |                    |
|------------------------|--------------------|
| 1. Talking Glibly..... | 3. Scuttled .....  |
| 2. Confetti .....      | 4. Quivering ..... |
| 5. Flicked .....       | 6. quashed .....   |

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

Complete the passage with the given phrases/words.

rowing and playing put upon, walking in, daily persuits, constantly engaged, academic- session, broadens mental and physical, rest and respiration

Holidays are meant for ..... The great strain ..... the brain of students of having to remain ..... in studies during ..... . It is very necessary to be rested on both ..... level. Recreation like ..... open air, ..... some outdoor games should be the ..... . Travelling ..... the mental outlooks and increases knowledge.

**D. Tick (✓) the right options.**

1. The 'World in a wall' is about scorpion and the reaction of ..... towards it.
  - (a) family
  - (b) author
  - (c) friends
2. released them onto the wall in the garden.
  - (a) Gerry
  - (b) Larry
  - (c) Roger



**E. Match the following.**

**Column 'A'**

1. enraptured
2. manoeuvred
3. surreptitiously
4. impending
5. glibly
6. pandemonium
7. impassioned
8. reluctance
9. siesta

**Column 'A'**

- a. unwillingness
- b. secretly
- c. approaching
- d. emotional
- e. smoothly
- f. mid-day sleep
- g. made planned movements
- h. chaos
- i. to be intensely delighted

**Conceptual Understanding**

1. Do you think it was wise of Gerald to spend the afternoon away from home? Give reasons.
2. Who seemed the most calm through the entire episode with the scorpions? What gives you that impression?

**Communication**

**Writing Skills**

**Your teacher will read out some sentences from the extract. Listen carefully and identify the speakers.**

- |         |         |
|---------|---------|
| 1. .... | 2. .... |
| 3. .... | 4. .... |
| 5. .... | 6. .... |





## Reading Skills

### The Pet Store

Lucy, Joey, Morn and Dad went to the pet store because Lucy and Joey wanted a pet.

There were lots of pets at the pet store. There were rabbits, birds, fish, puppies, kittens, turtles, lizards, snakes, and guinea pigs.

Mom was scared of the snakes... "We are not getting a snake," said Morn. "Yuck. They are scary,

Joey wanted to get a puppy. "No we are not getting a puppy," said Dad, "they cost too much money,

Joey then decided he wanted a bird, but Lucy decided she wanted a rabbit.

"We are only getting one pet," said Mom. "So you need to agree on one pet or we won't get one,

Finally Lucy and Joey agreed on getting a kitten. They were small and cute.

Joey and Lucy picked out a black and white kitten and decided to name her Bonnie.



## Listening & Speaking Skills

Discuss about the new Principal of your school.

**Nitesh** : Good morning, Shivam.

**Shivam** : Good morning, Nitesh.

**Nitesh** : Do you know our principal is retiring next month ?

**Shivam** : Yes, I have heard about this. But who will be our next Principal ?

**Nitesh** : Our class teacher told us that Mr. Malhotra will take over the charge.

**Shivam** : Oh ! You mean our vice-Principal ?

**Nitesh** : Yes, that's right.

**Shivam** : Is he also strict like our present Principal ?

**Nitesh** : No, our class teacher told that he is liberal. He treats every student

as an individuals and nourishes his/her hidden qualities.

**Shivam** : Come on, the bus is coming, we will discuss further in the school.

**Nitesh** : O.K. Let's go.

## Let's Learn Spellings

Complete the spelling with correct letters.

1. ins \_\_ ction
2. mant \_\_ piece
3. sca \_\_ ering
4. be \_\_ ldered
5. h \_\_ terically
6. even \_\_ ally

## Let's Learn Grammar

You know that a complete sentence has a subject and a predicate. The predicate always has a verb.

A verb is generally followed by an object that completes the meaning of the sentence. Two kinds of objects may follow the verbs :

**Direct object** and **Indirect object**.

To determine if a verb has a direct object ask questions beginning with whom or what after the verb.

I met a stranger. (answer the question **met whom?**)

She eats an apple daily. (answer the question **eats what?**)

## Vocabulary Time

**A. Write whether the words in bold are direct object or indirect object.**

1. She will help you with your homework. ....
2. He gave them a bag full of money. ....
3. He offered her a flower. ....
4. My friend sent me a greeting card. ....
5. Jeevan sold me his car. ....



# Punishment in Kindergarten



## Learning Objectives

❁ To understand kindergarten life.



To learn to empathize with peers.



*Kamala Das (1934–2009) was a prominent Indian poet, memoirist and short-story writer. She was also known as a major Indian English poet and literateur and at the same time a leading Malayalam author from Kerala, India. She has published a number of books of poems and an autobiography. In many of her poems, she recalls experiences from her childhood. In this poem, she remembers an incident which caused her not joy, but pain.*

Today the world is a little more my own.

No need to remember the pain

A blue-frosted woman caused, throwing

Words at me like pots and pans, to drain

That honey-coloured day of peace.

‘Why don’t you join the others, what

A peculiar child you are!’

On the lawn, in clusters,

sat my schoolmates sipping

Sugar cane, they turned and laughed;

Children are funny things, they laugh

In mirth at other’s tears, I buried



My face in the sun-warmed hedge  
 And smelt the flowers and the pain.  
 The words are muffled now, the laughing  
 Faces only a blur. The years have  
 Sped along, stopping briefly  
 At beloved halts and moving  
 Sadly on. My mind has found  
 An adult peace. No need to remember  
 That picnic day when I lay hidden  
 By a hedge, watching the steel-white sun  
 Standing lonely in the sky.



– Kamala Das



### Find Meaning

**to drain**  
**peculiar**  
**lawn**

– to empty  
 – odd, shange  
 – garden

**mirth**  
**Muffled**

– amusement, merriment  
 – not loud or clear, vague



### Exercise Time

#### A. Answer the following questions.

1. Who is the poet of the poem “Punishment in Kindergarten”?
2. What does the poet mean by the statement, ‘Today the world is a little more my own’?
3. What is the day described as? Why?
4. What made the friends laugh?
5. In the later years, what do you think might have reminded the poet about the ‘pain’ she had felt that day?
6. Has the poet’s life been a happy one in general? How do we know?



**B. Find their meaning.**

1. to drain ..... 3. peculiar .....
2. lawn ..... 4. mirth .....
5. muffled .....

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

herself	myself	themselves	yourselves	yourself
himself	ourselves	itself		

1. I fell down and hurt .....
2. The principal ..... gave the orders.
3. You ..... started the fight.
4. We enjoyed ..... at the picnic.
5. They blamed ..... for the mistake.
6. She looks at ..... in the looking glass.
7. Mother ..... cooked this for me.
8. The boys found ..... in a bad situation.

**D. Match the following.**



**E. Tick (✓) the right options.**

1. Who was the blue- frocked woman?

(i) Pockers  (ii) family

(iii) Kamala Das's teacher

2. What type of character is the child in the poem?

(i) funny character

(ii) sad character

(iii) disturbing character

3. The poet deals with the ..... part of childhood.

(i) laughing  (ii) punishing  (iii) growth

**LET'S ENJOY THE POEM**

**Metaphors**

Do you remember reading about similes earlier? When we say that something is like something else we use a simile. When we make a comparison, we sometimes do not say that something is like another thing but that it is that other thing. In our daily conversation we use many comparisons of this kind. For example, we might say, 'my friend will never give in; he has an iron will.' We use the word iron to describe the person's will but we know that his will is not really made of iron; it is as hard as iron. We sometimes call a camel, 'the ship of the desert'. We know that although a desert is not a sea, there are some similarities, e.g. a desert is lonely and flat and so is the sea. We, therefore, compare a camel to a ship on the sea.

Comparisons of this kind are called metaphors. When we say that something is something else, we are using a metaphor.

Here is an example of (i) the literal use of word and (ii) the metaphorical use of the same word.

(i) The officer opened his room by turning the key in the lock.

(ii) The committee met for four hours trying to find the key to the problem.





# Kalam's Childhood



## Learning Objectives

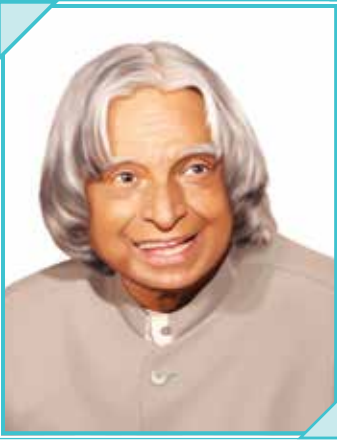
- To understand A.P.J Abdul Kalam's childhood
- To understand his characteristics and traits.

## Warm-up

Create a digital lesson on the life of APJ Abdul Kalam.



*"To succeed in life and achieve results, you must understand and master three mighty forces - desire, belief and expectation"*  
- Dr. APJ Abdul Kalam



*APJ Abdul Kalam (1931–2015) is also popularly known as the Missile Man. He was a notable scientist and engineer. He served as the President of India from 2002 to 2007. Already a highly accomplished and much respected Individual Kalam had spent more than four decades as a scientist and science administrator at several prestigious organizations like the DRDO and ISRO. He was a noted author who had penned books like India 2020 : A Vision for the New Millenium, Wings of Fire : An autobiography, Ignited Minds : Unleashing the Power within India and A Manifesto for Change : A sequel to India 2020. This is one of his autobiographies that describes his childhood life.*

*Dr. APJ Abdul Kalam is also known as 'Missile Man'. He is ex-president of India. In this chapter, we talk about his education and growing up in Rameshwaram.*

Every child is born with some inherited characteristics and trained in certain ways by figures of authority. I inherited honesty and self-discipline from my father; from my mother, I inherited faith in goodness and deep kindness, and so did my three brothers and a sister. But it was the time I spent with Jallaluddin and Samsuddin that perhaps contributed most to the uniqueness of my childhood and made all the difference in my later life. The natural wisdom of Jallaluddin and Samsuddin was so intuitive and responsive to non-verbal messages that I can unhesitatingly say that my later creativity owes a lot to their influence on me in my childhood.

I had three close childhood friends – Ramanadha Sastry, Aravindan and Sivaprakasan. All these boys were from orthodox Hindu Brahmin families. As children, one of us ever felt any difference amongst ourselves because of our religious differences and upbringing. In fact, Ramanadha Sastry was the son of Pakshi Lakshmana Sastry, the high priest of the Rameshwaram temple. Later, he took over the priesthood of the Rameshwaram temple from his father; Aravindan went into the business of arranging transport for visiting pilgrims; and Sivaprakasan became a catering contractor for the Southern Railways.

On the whole, the small society of Rameshwaram was very rigid in terms of the segregation of different social groups. However, my science teacher Siva Subramania Iyer, though an orthodox Brahmin, was something of a rebel. He did his best to break social barriers so that people from varying backgrounds could mingle easily. He used to spend hours with me and would say, "Kalam, I want you to develop so that you are on par with the highly educated people of the big cities."

When the Second World War was over, India's freedom was imminent. "Indians will build their own India," declared Gandhiji. The whole country was filled with an unprecedented

optimism. I asked my father's permission to leave Rameshwaram and study at the district headquarters in Ramanathapuram.

He told me as if thinking aloud, "Abdul! I know you have to go away to grow. Does the seagull not fly across the sun, alone and without a nest? You must forego your longing for the land of your memories to move into the dwelling place of your greater desires; our love will not bind you nor will our needs hold you." He quoted Khalil Gibran to my hesitant mother, "Your children are not your children. They are the sons and daughters of Life's longing for itself. They come through you but not from you. You may give them your love but not your thoughts. For they have their own thoughts."

He took me and my three brothers to the mosque and recited the prayer Al Fatiha from the Holy Qur'an. As he put me on the train at Rameshwaram station he said, "This island may be housing your body but not your soul. Your soul dwells in the house of tomorrow which none of us at Rameshwaram can visit, not even in our dreams. May God bless you, my child!"

Samsuddin and Ahmed Jallaluddin travelled with me to Ramanathapuram to enrol me in Schwartz High School, and to arrange for my boarding there. Somehow, I did not take to the new setting. The town of Ramanathapuram was a thriving town of some fifty thousand people, but the order and harmony of Rameshwaram was absent. I missed my home and grabbed every opportunity to visit Rameshwaram. The pull of educational opportunities at Ramanathapuram was not strong enough to make me forget the attraction of poli, a South Indian sweet my mother made. In fact, she used to prepare twelve distinctly different varieties of it, bringing out the flavour of every single ingredient used in the best possible combinations.

Despite my homesickness, I was determined to come to terms with the new environment because I knew my father had invested great hopes in my success. My father visualised me as a Collector in the making and I thought it my duty to realise my father's dream, although I desperately missed the familiarity, security and comforts of Rameshwaram.

Jallaluddin used to speak to me about the power of positive thinking and I often recalled his words when I felt homesick or dejected. I tried hard to do as he said, which was to strive to control my thoughts and my mind and, through these, to influence my destiny. Ironically, that destiny did not lead me back to Rameshwaram, but rather, swept me farther away from the home of my childhood.

– Dr. APJ Abdul Kalam



## Find Meaning

<b>inherited</b>	- derive genetically from one's ancestors	<b>take to</b>	- form a liking for
<b>intuitive</b>	- able to understand something immediately without much thought	<b>forego</b>	- do without
<b>orthodox</b>	- traditional	<b>hesitant</b>	- reluctant
<b>segregation</b>	- separation that is force	<b>enrol</b>	- write the name of (a person) on a list
<b>par</b>	- average	<b>thriving</b>	- grow rich
<b>imminent</b>	- about to happen	<b>grabbed</b>	- attract the attention of
<b>unprecedented</b>	- never before	<b>non-verbal messages</b>	- messages communicated without using words
<b>optimism</b>	- inclination to hopefulness and		

## EXERCISES

### Creative Expression

Create a story for story telling discussion. Look at the theme below and narrate a story to your friend giving a valid reason why we should follow it.

Tell Your Story



## CROSS-CURRICULAR CONNECT

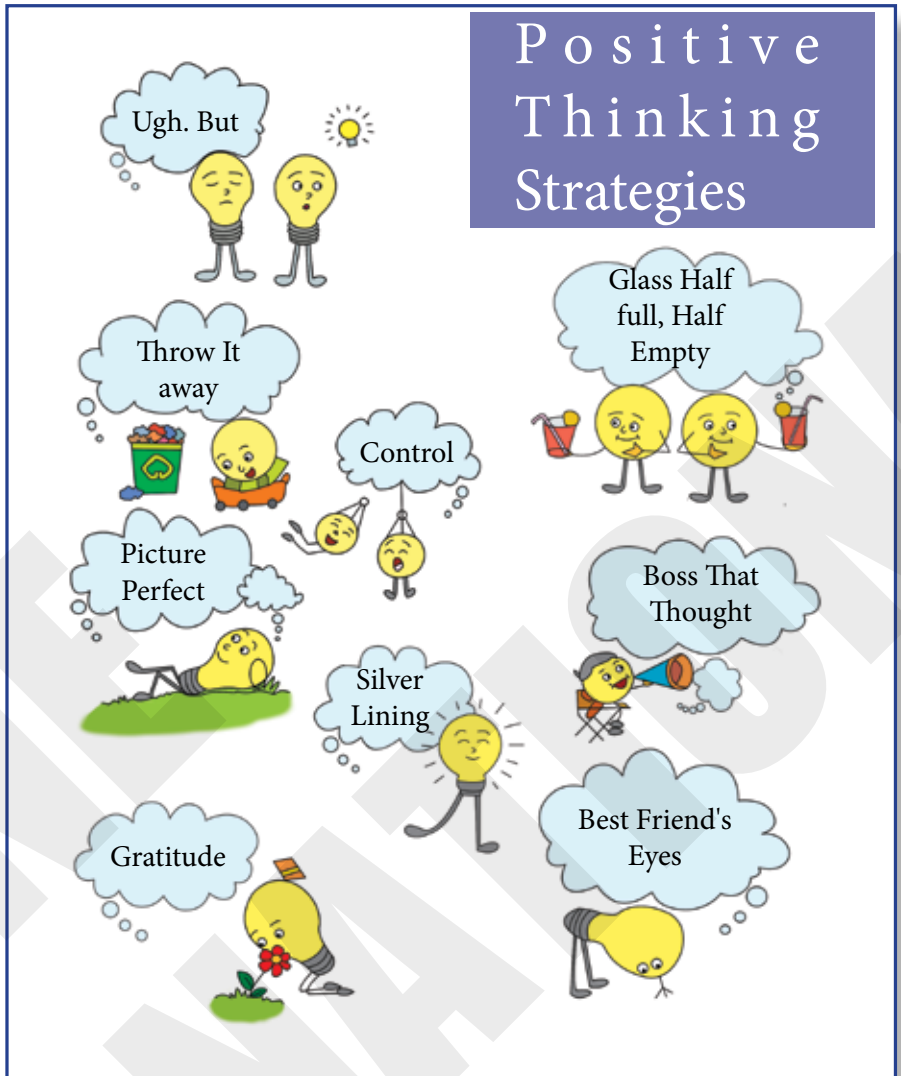
### Learning by doing

Your soul dwells in the house of tomorrow which none of at Rameshwaram can visit, not even in our dreams. Who said so to whom? What was he meant by this?

## Critical Thinking

Let's Play a Game!

Look at the pictures given below and talk about each step with your friends.



## Logical Thinking

Read the sentences given below and decide which is a **true** or **false** statement.

1. The natural wisdom of Jallaluddin and Samsuddin was so intuitive.
2. Every child is born with some inherited characteristics.
3. When the second world war started, India's freedom was imminent.
4. Jallaluddin used to speak to me about the power of positive thinking.



## Exercise Time

### A. Answers the following questions.

1. Where did Abdul Kalam want to go for study?
2. Who enrolled Abdul Kalam in Schwartz High School?
3. How was the town of Ramanathapuram?
4. What was Abdul Kalam's father's dream?
5. Explain how Kalam got over his homesickness?



### B. Find their meaning.

- |                      |                      |
|----------------------|----------------------|
| 1. Combinations..... | 2. Familiarity ..... |
| 3. Security .....    | 4. Comfort .....     |
| 5. Despite .....     |                      |

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

home thriving Science faith orthodox

1. Abdul Kalam inherited ..... in goodness and deep kindness.
2. All three friends of Abdul Kalam were from ..... Hindu Brahmin families.
3. Siva Subramania Iyer was the ..... teacher of Abdul Kalam.
4. The two of Ramanathapuram was ..... town.
5. Abdul Kalam missed his ..... and grabbed very opportunity to visit Rameshwaram.

### D. Match the following.

#### Column A

1. inherited
2. optimism
3. enrol
4. grabbed
5. come to terms with

#### Column B

- a. write the name of (a person) on a list
- b. attract the attention
- c. become able to accept.
- d. inclination to hopefulness and confidence
- e. derive genetically from one's ancestors



**E. Tick (✓) the right options.**

1. Who was the Science teacher of APJ Abdul Kalam?

(i) Ramanadha Sastry  (ii) Aravindan  (iii) Siva Subramania Iyer

2. Who declared, "Indians will build their own India"?

(i) Gandhiji  (ii) Nehru  (iii) Subhash

3. India's freedom was imminent

(i) when the second world started.

(ii) when the first world was over.

(iii) when the first world war started.

4. Who took over the priesthood of the Rameshwaram temple?

(i) Ramanadha Sastry  (ii) Aravindan  (iii) Sivaprakasan

5. Kalam's father visualised him as a

(i) doctor.  (ii) teacher.  (iii) collector.

**Conceptual Understanding**

**Tell your friends how to maintain a healthy and positive state of mind.**

**FOR POSITIVE THOUGHTS**

✿ Adopt Meditation

✿ Creative and positive writing

✿ Play games

✿ Stay with positive thinking persons

✿ Keep calm

**Communication**

**Writing Skills**

**Write a short diary entry on the topics given below and share it with your friends.**

.....

.....

## LIFE IN LOCKDOWN

I used to think.

Then this happened.

Now I've realised.

The biggest surprise was...

In future will my advice to others is...



## Reading Skills

"If you fail, never give up because FAIL means "First Attempt in Learning". "Failure will never overtake me if my determination to succeed is strong enough." "All of us do not have equal talent. But, all of us have an equal opportunity to develop our talents."

**Read these thoughts of APJ Abdul Kalam and share what you take away by it with your friends.**

## Listening & Speaking Skills

**Work in pairs. One of your friends will listen and another one will speak these dialogues between two friends and explain.**

Here's a conversation between 2 friends - Kamakshi and Ananya

**Kamakshi** - Hey Ananya, how are you doing?

**Ananya** - Hi kamakshi, am doing good. Hope you too are doing great

**Kamakshi** - Yes, I am. Did you hear the news?

**Ananya** - Yes, about the school. Right? I did hear that and was also surprised about this decision by the school authorities.

**Kamakshi** - Same here. My mother is a bit hesitant about me going to school at this time when fresh cases are still coming up

**Ananya** - I spoke to our Class Teacher and she said that the school management is discussing this proposal again since there have been reservations which have come up from several people.

**Kamakshi** - Oh! great. Hope they all understand and take care of themselves as well. Am also concerned about all the non-teaching staff as well since they come to school taking public transport.



## Let's Learn Spellings

Fill in the missing letters to complete the following words.

dis \_\_ pline

u \_\_ queness

priesth \_\_ d

e \_\_ cated

s \_\_ gull

dis \_\_ nctly

ing \_\_ dient

visua \_\_ sed

se \_\_ rity



## Let's Learn Grammar

### Verbs : Non-finite Forms

A Non-finite is a verb that does not change its form with the number and person of the subject.

### The Infinitive

It is the base form of a verb, often followed by 'to'. Sometimes, it is used without 'to' and then it is called a 'bare infinitive'. Need, dare, make, bid, etc. are 'bare infinitives'. The following verb of perceptions like 'Feel, watch, hear, see, know' are also bare infinitives.

### Use of the Infinitives :

We can combine two or more sentences by using infinitives. It is called synthesis.

### Examples :

I went to market. I wanted to buy a new shirt.

I went to market to buy a new shirt.

## Vocabulary Time

Combine the following sentences by using infinitives.

1. My friend came to my house. He wanted solve a problem.
2. We went to Agra. We wanted to see the Taj.
3. She went to the hospital. She wanted to see her cousin.
4. We walked fast. We wanted to catch the bus.
5. I have a clock. I have to repair it.
6. He has a problem. He has to solve it.

## Life Skills

Self Awareness Building

Listen to the description of some of the work by APJ Kalam and write a few notes on how to develop the power of positive thinking.

Abdul Kalam, in full Avul Pakir Jainulabdeen Abdul Kalam, (born October 15, 1931, in Rameswaram, India—died July 27, 2015, Shillong), Indian scientist and politician who played a leading role in the development of India's missile and nuclear weapons programs. He was president of India from 2002 to 2007.





# Elder Brother



## Learning Objectives

- ❁ To learn the importance of elder brother in life.
- ❁ To understand how to celebrate siblings' bond.

## Warm-up

Let's play a game with your brother.

## 20 day sibling challenge

'The love dare' Challenge for siblings

1. Don't say anything hurtful
2. Don't be selfish-share toys
3. Do a sibling's chores
4. Be giving
5. Read with your sibling
6. Give a genuine compliment
7. no teasing
8. Be respectful
9. Let a sibling pick the movie
10. Make up a game
11. Try something new with a sibling
12. Clean up your messes
13. Be flexible in a fight
14. Do something extra for a sibling
15. Write a positive letter to your sibling
16. Avoid tattling
17. Talk out any problems
18. Forgive-even when it's hard
19. Teach your sibling something
20. Think about a sibling before yourself



## A GLIMPSE

*What kind of a relationship do you share with your sibling(s)? Are they helpful and cooperative with you? Let's read this story about two brothers and see how their relationship changes over time.*

My big brother was five years older than me but only three grades ahead. He had begun his studies at the same age as I had, but he didn't like the idea of moving hastily in an important matter like education. He took two years to do one year's work; sometimes he even took three.

I was nine, he was fourteen. He had full right by seniority to supervise me. And I was expected to accept every order of his. He was very studious by nature. He was always seen sitting with a book open. And perhaps to rest his brain, he would, sometimes, draw pictures of birds, dogs and cats in the margins of his notebook. Sometimes, he would write a name, a word or a sentence ten or twenty times. He would copy a stanza several times in beautiful letters or create new words that made no sense.

I didn't really like studying. To pick up a book and sit with it for an hour was too much of an effort. As soon as I got a chance, I would leave the hostel and go to the playground and play marbles or fly kites or just meet a friend-what could be more fun? But as soon as I came back into the room and saw my brother's scowling face, I would be terrified.

His first question would be, "Where were you?" Always the same question, which he asked in the same tone, and I could only answer with silence. I don't know why I couldn't say that I had just been playing outside.

My silence was an acknowledgement of guilt and my brother would always say angrily, "If you study English this way, you'll be studying your whole life and you won't get one word right! Studying English is no laughing matter. You have to wear out your eyes morning and night and use every ounce of energy. And even then you'll just have a smattering of it."

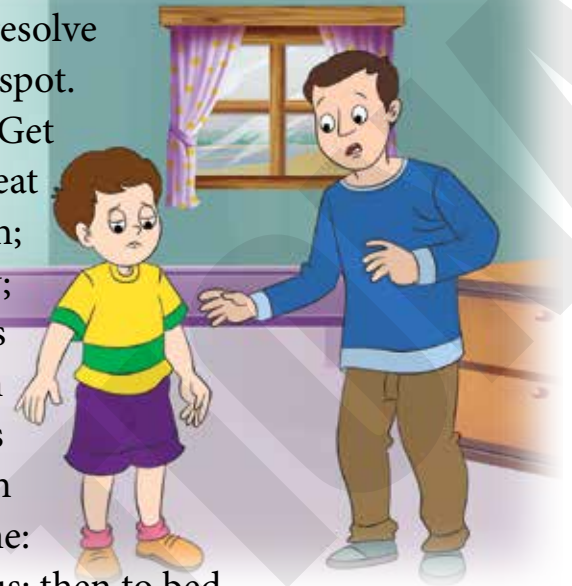
"Can't you learn from looking at me? You have seen with your own eyes how hard I work. No matter how many shows and fairs there are, have you



ever seen me attend them? Every day there are cricket and hockey matches, but I don't go near them. Despite studying all the time, it takes me two years, or even three, to get through one grade. How do you expect to pass when you waste your time like this? Why waste our father's hard-earned money?"

After such a dressing-down, I would start crying. My brother was an expert in the art of giving advice. He'd say such cruel words, overwhelm me with such good advice that my spirits would sink, my courage disappear. I would think, 'Why don't I run away from school and go back home? Why should I spoil my life fiddling with work that's beyond my capacity?

But after an hour or two, I would get over my despair and resolve to study with all my might. I'd draw up a schedule on the spot. In my timetable, the time for play was entirely absent. Get up at the crack of dawn, wash my hands and face at six; eat a snack, sit down and study. From six to eight, English; eight to nine, arithmetic; nine to nine-thirty, history; then mealtime and afterwards, off to school. A half hour's rest at 3:30 when I got back from school; geography from four to five; grammar from five to six, then a half hour's walk in front of the hostel; six-thirty to seven, English composition; then dinner; translation from eight to nine; Hindi from nine to ten; from ten to eleven, miscellaneous; then to bed.



But it's one thing to draw up a schedule, another to follow it. It began to be neglected from the very first day. The inviting green expanse of the playground, the balmy winds, the commotion on the football field, the exciting stratagems of prisoner's base, the speed and flurries of volleyball would all draw me mysteriously and irresistibly.

As soon as I was there, I forgot everything: the life-destroying schedule, the books that strained our eyes I couldn't remember them at all. And then my brother would start on me again. I would stay well out of his way, try to keep out of his sight, come into the room on tiptoe so that he wouldn't know. But if he spotted me, it would be my death.

The yearly exams came round; my brother failed. I passed and was first in my class. There was only two years' difference left between him and me. Now I could be a little proud of myself and my ego was inflated. My brother's sway over me was over. As I began to take part freely in the games, my spirits were running high. One day when I had spent the whole morning playing gilli danda and came back exactly at mealtime, he said, with all the air of pulling out a sword to rush at me: "I see you have passed this year and you're first in your class, and you think you've conquered the world. But even great men live to regret their

pride, and who are you compared to them? You must have read about Ravana. He was the master of the earth. All the kings of the earth paid taxes to him. Gods were his servants. But what happened to him in the end? Pride completely finished him, destroying even his name. You've just been promoted one grade and your head's turned by it."



"Just passing an exam is not enough, the real thing is to develop your mind. Wait till you reach my class. Algebra and geometry will drive you mad, and God help you with British history! Those poor fellows didn't have names enough to go around. There are scores of Charles! After every name, they have to put second, third, fourth and fifth. If anybody had asked me, I could have reeled off thousands of names. And as for geometry, if you write 'a c b' instead of 'a b c', your whole answer is marked wrong."

"They will say, 'Write an essay on punctuality no less than four pages long. Who doesn't know that punctuality is a very good thing? A man's life is organised according to it, others love him for it and his business prospers from it. Do I need four pages for what I can describe in one sentence? It's not economising time, it's wasting it. We want a man to say what he has to say quickly and then to move on.'"

"When you get into my class, you'll find out how difficult it is. Just because you got a first division this time, you're all puffed up. I failed, but I'm still older than you, and I have more experience of the world. Take my advice or you'll be sorry."

It was almost time for school and I didn't know when the sermons would have ended. I didn't have much appetite that day. If I got a scolding like this when I passed, maybe if I had failed. I would have had to pay with my life. My brother's terrible description of studying in the ninth grade really scared me. I'm surprised I didn't run away from school and go home.

Still, I didn't miss a chance to play. I did study, but much less. Well, just enough to complete the day's work and not be disgraced in the class. But the confidence I had gained in myself disappeared and I began to live like a thief.

Then, it was time for the yearly exams again. Once more, I passed and my brother failed. I hadn't done much work; but somehow or the other, I was in the first division. I was astonished too. My brother had just about killed himself with work, memorising every word

in the course, studying till ten at night and starting again at four in the morning, and from six until nine-thirty before going to school.

When he heard the results, he broke down and cried. So did I. My pleasure in passing was cut by half. There was only one grade left between my brother and me. The evil thought crossed my mind that if he failed just once more, I'd be at the same level as his. Then what grounds would he have for lecturing me? But I violently rejected the thought. After all, he'd scolded me only with the intention of helping me. Maybe it was because of his advice that I'd passed so easily and with such good marks.

But now, a change came over my brother. He became much gentler. Perhaps he felt that he no longer had the right to tell me off-or at least not as much as before. My independence grew. I began to take unfair advantage of his tolerance. I had started to imagine that I'd pass the next time whether I studied or not. The little I used to study because of my brother ceased too. I found a new pleasure in flying kites and I spent all my time at the sport.

In preparation for a kite tournament, I busied myself in solving problems like how to

apply the paste mixed with ground glass on my string, to cut the other fellows' kites off their strings.

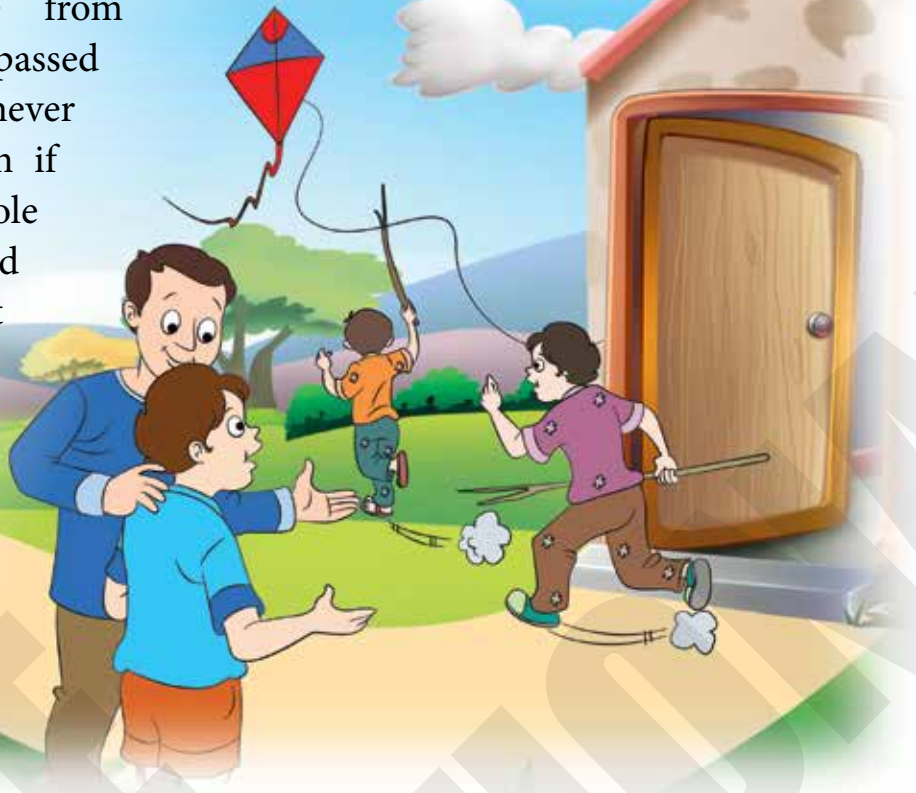
One day, far from the hostel, I was running along madly to grab hold of a kite. A whole army of boys came racing out to welcome it with long, thick bamboo roda. Nobody cared who was in front or behind them. Suddenly, I collided with my brother, who was probably coming back from the market.

He grabbed my hand and said angrily. "Aren't you ashamed of running with these ragamuffins after a one-paisa kite? Have you forgotten that you're not in a junior class anymore! You're in the eighth now, just one class behind me. You're smart, there's no doubt about that, but what use is it if it destroys your self-respect? You must have thought, I'm just a grade behind my brother, so now he doesn't have the right to say anything to me.' But you're mistaken. I'm five years older than you and even if you come into my grade, you can never equal the



experience I have of life and the world, even if you get an M.A., a D.Litt. or even a Ph.D."

"Understanding doesn't come from reading books. Mother never passed any grade and Father probably never went beyond the fifth, but even if we had the wisdom of the whole world, Mother and Father would always have the right to correct us. Maybe they don't know what kind of government they have in America or how many constellations there are in the sky, but there are a thousand things they know better than you and me. God forbid, but if I should fall sick today, then you'd be at your wit's end. You wouldn't be able to think of



anything except sending a telegram to Father. But in your place, he wouldn't send anybody a telegram or get upset or be worried. He'd find out about the disease himself and try out the remedy; then if it didn't work, he'd call some doctor. You and I don't even know how to make our allowance last through the month. Don't be so proud of almost catching up with me and being independent now. I'll see that you don't go off track. If need be (he

held up his fist), I can use this too." I was thoroughly shamed by his new approach. I had truly come to know my own insignificance and a new respect for my brother was born in my heart. With tears in my eyes, I said, "No, no, what you say is completely true and you have the right to say it." My

brother embraced me and said, "I don't forbid you to fly kites. I like it too. But what can I do? If I go off track, how will I watch for you?"

Just then, a kite that had been cut loose passed over us with its string dangling. A crowd of boys were chasing it. My brother was very tall. He leaped, caught hold of the string and ran at top speed towards the hostel.

I followed, running close behind him.

-Munshi Premchand



## Find Meaning

<b>Supervise</b>	- to keep a watch over someone	<b>Sway</b>	- control or influence
<b>Scowling</b>	- frowning with anger	<b>Scores</b>	- many
<b>Acknowledgement</b>	- acceptance	<b>Reeled off</b>	- recited readily and at length
<b>No laughing matter</b>	- something serious that should not be joked about to make yourself tired.	<b>Prosper</b>	- gets financial success
<b>Wear out</b>	- to make yourself tired	<b>Economising</b>	- saving
<b>Smattering</b>	- a small amount of something, especially knowledge of a language or subject.	<b>Puffed up</b>	- swollen with pride
<b>Dressing-down</b>	- scolding for doing something wrong	<b>Sermons</b>	- long lectures
<b>Overwhelm</b>	- have a strong emotional effect on	<b>Astonished</b>	- very surprised
		<b>Tolerance</b>	- willingness to accept something you may not agree with
		<b>Ceased</b>	- stopped
		<b>Collided</b>	- crashed into (someone)

## EXERCISES

### Creative Expression

Tell Your Story

Do a quick research about Munshi Premchand and pick one of his stories. Read that story and share the moral of the story with your friend.



### Munshi Premchand:

A legendary author of modern Hindustani literature of the early 20th century.

**Munshi Premchand**

31 July 1880 - 8 Oct 1936

### Learning by doing

**Read about Types of Seeds You Should Be Eating.**

Flaxseeds.

Chia Seeds.

Rajgira Seeds.

Sunflower Seeds.

Pumpkin Seeds.



### Critical Thinking

*Let's Play a Game!*

**Do this activity with your sibling and find out what they do and how they utilize their time.**

Would you rather.

1. Swim in a pool a jello Or swim in a pool of Pudding?
2. Have a pet dinosaur or a robot?
3. Have to swim the entire day or stay still the entire day?
4. Be an eagle or a cheetah?
5. Ride on a whale or an elephant?
6. Be the size of an ant, or be the size of a house?
7. Live fifty feet up in a tree or live in a cave underground?
8. Be older or younger?
9. Visit China or England?
10. Be covered in ants or be covered in worms?
11. Have cotton balls for hair or corks for teeth?
12. Have butterfly wings or fish fins?
13. Have a pink cat or a flying horse?
- 14.. Be rich a happy?

15. Loose all your toenails or lose your eyebrows,
16. Be an only child or have eight siblings?
17. Be stepped on by a horse or thrown by a gorilla?
18. Have to groom a bear or ride a rhino?
19. Live at Sea world or Legoland?
20. Live at (whatever they chose for number 19) a Disneyland?



## Logical Thinking

**There is garbage around your home and even if you have complained no one listens. The condition remains the same.**

- ✿ Define the problem or the decision to be made.
- ✿ Consider all the possible options/alternatives to solve the problem or decision.
- ✿ Write down all the positives and negatives for each option/alternative.
- ✿ Weigh all the positives and negatives for each option.



## Exercise Time

### A. Answer the following questions.

1. What type of relationship does the speaker have with his elder brother?
2. What was the impact of the elder brother's lectures on the narrator?
3. How did the elder brother spend most of his time?
4. What were the subjects mentioned in the story, Big brother?
5. Why did the elder brother use to study so badly for his exam?

### B. Find their meanings.

- |                        |                        |
|------------------------|------------------------|
| 1. Miscellaneous ..... | 2. Ragamuffins .....   |
| 3. Dangling .....      | 4. Constellation ..... |

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

1. I began to take unfair advantage of his .....
2. I ..... I didn't run away from home and go home.
3. In preparation for a ..... I busied myself with solving problems.
4. It is not ..... time.

**D. Match the following.**

**Column A**

**Column B**

- |              |                                  |
|--------------|----------------------------------|
| 1. Ceased    | a. a sum of money paid regularly |
| 2. Allowance | b. hugged                        |
| 3. Dangling  | c. a state of noisy disturbance  |
| 4. Embraced  | d. swinging loosely              |
| 5. Commotion | e. stopped                       |

**E. Choose the correct word and complete the paragraph.**

All the class V students of our school ..... (were/was) gathering in front of the Principal's office. They ..... (were/was) going for the Inter-school race. The bus.....(arrive/arrived) and they ..... (leave/left) for the stadium. to the starting point. The runners..... (take/took) their positions. Sir ..... (blow/blew) the whistle. One student of our school ..... (run/ran) fast and ..... (come/came) first. Everyone ..... (come/came) first. Everyone .. (do/did) their best and our school ..... (won/wins) the trophy. Everyone ..... (feel/felt/fell).



Writing Skills

# New Big Brother Advice

My Best Big Brother advice.

Be sure to teach her .....

Always tell her .....

Don't be afraid to .....

Be sure to share your .....

Always remember .....

Make sure you listen .....

Make sure you listen .....

Help Mommy when .....

Help Daddy when .....

*With love,*

Reading Skills

**What is the moral of the story my elder brother?**

The story tells us about their lives and their relationship. It also tells us what the dynamics are between younger and older brothers. Moreover, it is a story that teaches us to listen to our elders. It states how no matter how equal we become with our elders; they will always have more experience.





# All the world's a stage



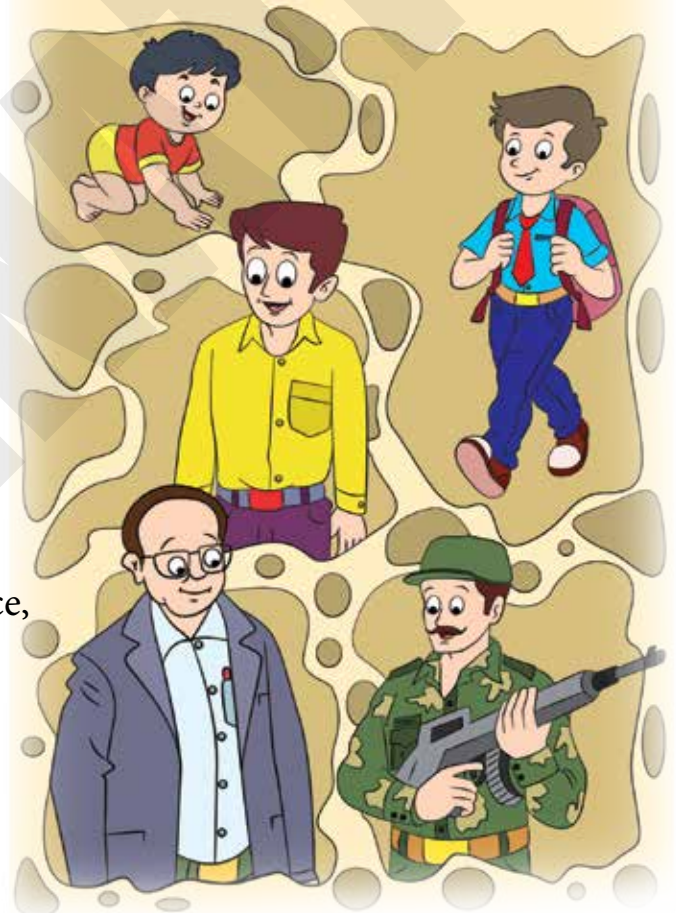
## Learning Objectives

- To learn about different stages of life.
- To understand the meaning of life.

### A GLIMPSE

Do you consider the world a stage on which the life of a human being is enacted? Read this poem taken from Shakespeare's play-As You Like If. In it, the poet sees life as a series of seven stages (ages) which are like different acts in a play.

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts,  
His acts being seven ages. At first, the infant,  
Mewling and puking in the nurse's arms.  
Then the whining schoolboy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow. Then a soldier,  
Full of strange oaths and bearded like the pard,  
Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth. And then the justice,  
In fair round belly with good capon lined,  
With eyes severe and beard of formal cut,  
Full of wise saws and modern instances;  
And so he plays his part. The sixth age shifts  
Into the lean and slippered pantaloon,



With spectacles on nose and pouch on side;  
 His youthful hose, well saved, a world too wide  
 For his shrunk shank, and his big manly voice,  
 Turning again toward childish treble, pipes  
 And whistles in his sound. Last scene of all,  
 That ends this strange eventful history,  
 Is second childishness and mere oblivion,  
 Sans teeth, sans eyes, sans taste, sans everything.

-William Shakespeare



## Find Meaning

La — a

## Exercise Time

### A. Answer the following questions.

1. The title of the poem draws on a comparison. How is that comparison explained in the next five lines?
2. What picture do we get of the infant and the schoolboy?
3. How does the speaker present the character of the lover in a humorous way?
4. What is important for the soldier?
5. What picture do we get of middle age?
6. Why are the sixth and seventh stages associated with 'second childishness'?

### B. Find their meaning.

- |                     |                    |
|---------------------|--------------------|
| 1. Quarrel .....    | 2. Ballad .....    |
| 3. Slipped .....    | 4. Pantaloon ..... |
| 5. Unwillingly..... | 6. Oblivion .....  |
| 7. Satchel .....    |                    |

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

Talk to your friend about all the things related to 'seven'.

For example : Seven wonders of the world.

Pair up with your partner and name those given below all of the under:

1. The seven wonders of the world. (i) .....  
(ii) ..... (iii) ..... (iv) .....  
(v) ..... (vi) ..... (vii) .....
2. The seven continents (i) .....  
(ii) ..... (iii) ..... (iv) .....  
(v) ..... (vi) ..... (vii) .....
3. The seven colours of the rainbow (i) .....  
(ii) ..... (iii) ..... (iv) .....  
(v) ..... (vi) ..... (vii) .....
4. The seven notes of the music (i) .....  
(ii) ..... (iii) ..... (iv) .....  
(v) ..... (vi) ..... (vii) .....
5. The seven seas of the world (i) .....  
(ii) ..... (iii) ..... (iv) .....  
(v) ..... (vi) ..... (vii) .....

**D. Match the following.**

- |            |                 |
|------------|-----------------|
| 1. Hose    | Without         |
| 2. Mewling | Stockings       |
| 3. Whining | Crying          |
| 4. Capon   | Complaining     |
| 5. Saws    | Causing sorrow  |
| 6. Woeful  | Fat from eating |
| 7. Sans    | Saying          |



**E. Tick (✓) the right options.**

1. The poet compares the world to a .....

- (i) cinema  (ii) B. stage  (iii) school

2. All the men and women act for ..... ages.

- (i) Five  (ii) Six  (iii) Seven

3. .... is the first age.

- (i) Schoolboy  (ii) Infant  (iii) Soldier

4. The Last stage is characterised by .....

- (i) Oblivion  (ii) Childishness  (iii) Both a. And b.

**LET'S ENJOY THE POEM**

**As divided by William Shakespeare, explain the different stages of Life of a Man into Seven Stages:**

- Baby or infant.
- School boy or child.
- Lover.
- Soldier.
- Justice or judge.
- Old man.
- Extreme old age, again like a child.





# The Adventure of the Speckled Band



## Learning Objectives

- To learn how to fight against life's troubles.
- To understand a young woman's courage.

## Warm-up

### Be A Detective

#### Crime Case Board

Help Sherlock Holmes create a crime case board. Find a large piece of card or board. Copy and cut out the different characters and places at the end of the resources and gradually add them to the board as you read through the story. Add any information, clues or questions to it.



#### Be a Detective Making Inferences

My Inference	Evidence

#### Be a Detective Investigation Sheet

Use the sheet (at the end of the resources) to write down any clues, questions, your deductions or answers that may come up in him chapter.



*Conan Doyle (1859–1930) was a Scottish writer and physician, most famous for creating the fictional detective Sherlock Holmes and writing stories about him which are generally considered milestones in the field of crime fiction. He was a prominent writer whose other works include fantasy and science fiction stories, plays, romances, poetry, non-fiction and historical novels. Doyle was also known as Spiritualism's Ambassador, a passion that was started in 1873 when he joined the society of Psychical Research. His passion for spiritualism is reflected in his writing during the later part of his life.*

The Adventure of the Speckled Band is one of the most famous short stories of Sherlock Holmes. A young woman named Helen Stoner hires Sherlock Holmes and Dr. Watson in foiling the villainous plans of her stepfather, Grimesby Roylott.

It was early in April in the year '83 that I woke one morning to find Sherlock Holmes standing, fully dressed, by the side of my bed. "Very sorry to knock you up, Watson," a young lady has arrived, who insists upon seeing me. I presume that it is something very pressing. A lady dressed in black and heavily veiled, who had been sitting in the window, rose as we entered.

"Good morning, madam," said Holmes cheerfully. "My name is Sherlock Holmes. This is my intimate friend and associate, Dr. Watson, before whom you can speak as freely as before me. I observe that you are shivering. I shall order some hot coffee."

"It is not cold which makes me shiver," said the woman in a low voice, changing her seat as requested.

"What, then?"

"It is fear, Mr. Holmes. It is terror." She raised her veil as she spoke, and we could see her face all drawn and grey, with restless frightened eyes, like those of some hunted animal. "You must not fear," said he soothingly. "We shall soon set matters right, I have no doubt."

Oh, sir, do you not think that you could help me?

"I am all attention, madam."

"My name is Helen Stoner, and I am living with my stepfather, Dr. Roylott. When Dr. Roylott was in India, he married my mother, Mrs. Stoner, the young widow of Major-General Stoner. My sister Julia and I were twins, and we were only two years old at the time of my mother's re-marriage. She had a considerable sum of money--not less than 1000 pounds a year--and this she bequeathed to Dr. Roylott entirely while we resided with him, with a provision that

a certain annual sum should be allowed to each of us in the event of our marriage. Shortly after our return to England, my mother died. A terrible change came over our stepfather about this time. Instead of making friends and exchanging visits with our neighbours, he indulged in ferocious quarrels with whoever might cross his path. He had no friends at all save the wandering gypsies, who he would give leave to encamp upon his land. He has a passion also for Indian animals and he has at this moment a cheetah and a baboon, which wander freely over his grounds and are feared by the villagers almost as much as their master.



"You can imagine from what I say that my poor sister Julia and I had no great pleasure in our lives. No servant would stay with us, and for a long time we did all the work of the house. She was but thirty at the time of her death."

"Your sister is dead, then?"

"I wish to speak to you about her death. Julia met a half-pay major of marines, at Christmas to whom she became engaged. My stepfather learned of the engagement and offered no objection to the marriage; but within a fortnight of the day which had been fixed for the wedding, the terrible event occurred which has deprived me of my only companion. That fatal night Dr. Roylott had gone to his room early. She left her room, therefore, and came into mine, where she sat for some time, chatting about her approaching wedding. At eleven o'clock, she rose to leave me, but she paused at the door and looked back. 'Tell me, Helen,' said she, 'have you ever heard anyone whistle in the dead of the night?'

"Certainly not. But why?"

"Because during the last few nights I have always, about three in the morning, heard a low,

clear whistle. I am a light sleeper, and it has awakened me. I cannot tell where it came from--perhaps from the next room, perhaps from the lawn. She smiled back at me, closed my door, and a few moments later I heard her key turn in the lock."

"I could not sleep that night. A vague feeling of impending misfortune impressed me. My sister and I, you will recollect, were twins, and you know how subtle are the links which bind two souls which are so closely allied. It was a wild night. The wind was howling outside, and the rain was beating and splashing against the windows. Suddenly, amid all the hubbub of the gale, there burst forth the wild scream of a terrified woman. I knew that it was my sister's voice. I sprang from my bed, wrapped a shawl round me and rushed into the corridor. As I opened my door I seemed to hear a low whistle, such as my sister described, and a few moments later a clanging sound, as if a mass of metal had fallen. As I ran down the passage, my sister's door was unlocked, and revolved slowly upon its hinges. I stared at it horror-stricken, not knowing what was about to issue from it. By the light of the corridor-lamp, I saw my sister appear at the opening her face blanched with terror, her hands groping for help, her whole figure swaying to and fro like that of a drunkard. I ran to her and threw my arms round her, but at that moment her knees seemed to give way and she fell to the ground. She writhed as one who is in terrible pain, and her limbs were dreadfully convulsed. At first I thought that she had not recognized me, but as I bent over her she suddenly shrieked out in a voice which I shall never forget, 'Oh, my God! Helen! It was the band! The speckled band!' There was something else which she would fain have said, and she stabbed with her finger into the air in the direction of the doctor's room, but a fresh convulsion seized her and choked her words and she slowly sank and died without having recovered her consciousness. Such was the dreadful end of my beloved sister."

"Was it poison?"

"Was it poison?"

"The doctors examined her for it, but without success."

"Ah, and what did you gather from this allusion to a band--a speckled band?"

"Sometimes I have thought that it was merely the wild talk of delirium, sometimes that it may have referred to some band of people, perhaps to these very gypsies in the plantation. Holmes shook his head like a man who is far from being satisfied." "These are very deep waters," said he; "pray go on with your narrative."

"A month ago, a dear friend, whom I have known for many years, has done me the honour to ask my hand in marriage. His name is Armitage--Percy Armitage. My stepfather has

offered no opposition to the match. Two days ago, some repairs were started in the west wing of the building, so that I have had to move into the chamber in which my sister died, and to sleep in the very bed in which she slept. Imagine, then, my thrill of terror when last night, as I lay awake, thinking over her terrible fate, I suddenly heard in the silence of the night the low whistle which had been the herald of her own death. I sprang up and lit the lamp, but nothing was to be seen in the room. I was too shaken to go to bed again, however, so I dressed, and as soon as it was daylight I came with the one object of seeing you and asking your advice."

"This is a very deep business," he said at last. "There are a thousand details which I should desire to know before I decide upon our course of action. Yet we have not a moment to lose. If we were to come to Stoke Moran today, would it be possible for us to see over these rooms without the knowledge of your stepfather?"

"It is probable as my stepfather will be away all the day."

"Excellent. Then Watson and I will soon be there."

She bowed and took leave.

Sherlock Holmes, went out for some work and was soon back looking serious. Once they set out, he said, "I have seen the will of the deceased wife," said he. "It is evident, from the will that if both girls had married, their stepfather would have had a mere pittance. My morning's work has not been wasted, since it has proved that he has the very strongest motives for standing in the way of anything of the sort.

We soon reached our destination. Our client of the morning had hurried forward to meet us with a face which spoke her joy. "All has turned out splendidly. Dr. Roylott has gone to town, and it is unlikely that he will be back before evening."

"Now, we must make the best use of our time, so kindly take us at once to the



rooms which we are to examine." "Where does that bell communicate with?" Entering the room he asked at last pointing to a thick bell-rope which hung down beside the bed, the tassel actually lying upon the pillow. He took the bell-rope in his hand and gave it a brisk tug. "Why, it's a dummy," said he.

"Won't it ring?"

"No, it is not even attached to a wire. You can see now that it is fastened to a hook just above where the little opening for the ventilator is." "What a fool! This builder must be to open a ventilator into another room. When, with the same trouble, he might have communicated with the outside air!"

Dr. Grimesby Roylott's chamber was larger than that of his step-daughter, but was as plainly furnished. A camp-bed, an armchair beside the bed, a round table, and a large iron safe were the principal things which met the eye. Holmes walked slowly round and examined each and all of them with the keenest interest.

"What's in here?" he asked, tapping the safe.

"My stepfather's business papers are in it."

"There isn't a cat in it, for example?"

"No. What a strange idea!"

"Well, look at this!" He took up a small saucer of milk which stood on the top of it.

"No; we don't keep a cat. But there is a cheetah and a baboon."

"Ah, yes, of course!" "Hullo! Here is something interesting!" "The object which had caught his eye was a small dog lash hung on one corner of the bed. The lash, however, was curled upon itself and tied so as to make a loop of whipcord.

"The matter is too serious for any hesitation. Your life may depend upon your compliance. In the first place, both my friend and I must spend the night in your room."

Both Miss Stoner and I gazed at him in astonishment.

"Let me explain. You must confine yourself to your room, on pretence of a headache, when your stepfather comes back. Then when you hear him retire for the night, you must open the window, put your lamp there as a signal to us, and then withdraw quietly into the room which you used to occupy. The rest you will leave in our hands. Good-bye, and be brave, we shall soon drive away the dangers that threaten you."

"Did you observe that the bed was clamped to the floor. The lady could not move her bed. It must always be in the same relative position to the ventilator and to the rope, or so we may call it, since it was clearly never meant for a bell-pull."

"Holmes," I cried, "I seem to see dimly what you are hinting at. We are only just in time to prevent some subtle and horrible crime."

About nine o'clock the light among the trees was extinguished and all was dark in the direction of the Manor House. Two hours passed slowly away, and then, suddenly, just at the stroke of eleven, a single bright light shone out right in front of us. "That is our signal," said Holmes, springing to his feet. "A moment later we were out on the dark road, a chill wind blowing in our faces, and one yellow light twinkling in front of us. I soon found myself inside the bedroom. My companion noiselessly closed the shutters, moved the lamp onto the table, and cast his eyes round the room. All was as we had seen it in the daytime. "The least sound would be fatal to our plans." He whispered. I nodded to show that I had heard. "We must sit without light." I nodded again. Holmes had brought up a long thin cane, and this he placed upon the bed beside him. By it he laid the box of matches and the stump of a candle.

Suddenly there was the momentary gleam of a light up in the direction of the ventilator. Then suddenly another sound became audible--a very gentle, soothing sound, like that of a small jet of steam escaping continually from a kettle. The instant that we heard it, Holmes sprang from the bed, struck a match, and lashed furiously with his cane at the bell-pull. He had ceased to strike and was gazing up at the ventilator when suddenly there broke from the silence of the night the most horrible cry to which I have ever listened. It was a dreadful shriek. It struck cold to our hearts, and I stood gazing at Holmes, and he at me, until the last echoes of it had died away into the silence from which it rose.

"What can it mean?" I gasped.

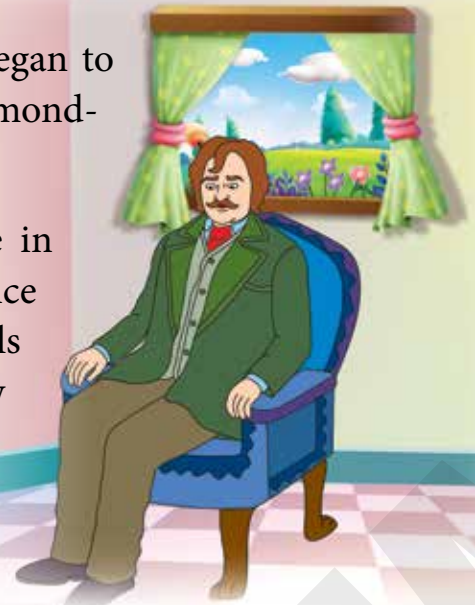
"It means that it is all over," Holmes answered. Take your pistol, and we will enter Dr. Roylott's room."

It was a singular sight which met our eyes. Beside the table, on the wooden chair, sat Dr. Grimesby Roylott. Across his lap lay the long lash. His chin was cocked upward and his eyes were fixed in a dreadful, rigid stare at the corner of the ceiling. Round his brow he had a peculiar yellow band, with brownish speckles, which seemed to be bound tightly round his head. As we entered, he made neither sound nor motion.

"The band! the speckled band!" whispered Holmes.

I took a step forward. In an instant his strange headgear began to move, and there reared itself from among his hair the squat diamond-shaped head and puffed neck of a loathsome serpent.

"It is a swamp adder!" cried Holmes; "the deadliest snake in India. He has died within ten seconds of being bitten. Violence does, in truth, recoil upon the violent, and the schemer falls into the pit which he digs for another. As he spoke he drew the dog-whip swiftly from the dead man's lap, and throwing the noose round the reptile's neck he drew it from its horrid perch and, carrying it at arm's length, threw it into the iron safe, which he closed upon it. We broke the sad news to the terrified girl, and sent her to the care of her good aunt at Harrow. The slow process of official inquiry came to the conclusion that the doctor met his fate while indiscreetly playing with a dangerous pet.



The little which I had yet to learn of the case was told me by Sherlock Holmes as we travelled back next day. According to Holmes, the ventilator and the bell-rope caught his attention. The discovery that this was a dummy, and that the bed was clamped to the floor, instantly gave rise to the suspicion that the rope was there as a bridge for something passing through the hole and coming to the bed. "The idea of a snake instantly occurred to me, and when I coupled it with my knowledge that the doctor was furnished with a supply of creatures from India, I felt that I was probably on the right track. The idea of using a form of poison which could not possibly be discovered by any chemical test and the rapidity with which such a poison would take effect was known to him. Then I thought of the whistle. He had trained it, probably by the use of the milk which we saw, to return to him when summoned. He would put it through this ventilator with the certainty that it would crawl down the rope and land on the bed. It would bite the occupant, and come back. An inspection of his chair showed me that he had been in the habit of standing on it, which of course would be necessary in order that he should reach the ventilator. The metallic clang heard by Miss Stoner was obviously caused by her stepfather hastily closing the door of his safe upon its terrible occupant.

Having once made up my mind, as soon as I heard the creature hiss I instantly attacked it, with the result of driving it through the ventilator. Some of the blows of my cane came home and roused its snakish temper, so that it flew upon the first person it saw. In this way, I am no doubt indirectly responsible for Dr. Grimesby Roylott's death."

– Conan Doyle



## Find Meaning

**bequeathed** - gave or left by will  
**ferocious** - violent  
**fortnight** - 15 days (days between Full moon and New moon)

**deprived** - disadvantaged  
**fatal** - deadly  
**impending** - awaiting  
**misfortune** - disaster

## EXERCISES

### Creative Expression

*Tell Your Story*

1. Why Sherlock Holmes was indirectly responsible for Dr. Roylott's death? Think and discuss your thoughts in class.
2. Mystery is something that is undefined, unknown or anonymous. It is not anything that is definite or specific. Mystery is something that is difficult or impossible to understand or explain. A mystery about a place, an event or a person can be exciting to few and scary to others at the same time. Is there any other way by which you could think of outwitting Dr. Roylott? Describe, how you would have tackled it, had you been approached by Helen.

## CROSS-CURRICULAR CONNECT

### Learning by Doing

Read these headlines and write news on any of the two topics.

- A pride lion strolling through the city.
- Air pollutants at an all-time high.
- Covid Protocol
- Government of India Bans the production and use of plastics.
- Biodegradable products are prevalent.



## Critical Thinking

*Let's Play a Game!*

What do you think about each of these pictures? Describe in your words. Speak about these games and why they are good for mental health.



## Logical Thinking

Choose the correct options.

1. I ..... (are, am) happy.
2. Rice ..... (taste, tastes) good with chicken.
3. He ..... (are, is) wearing a blue shirt.
4. Roberto ..... (plays, play) soccer.
5. You ..... (drive, drives) a car to work.
6. Tom ..... (use, uses) a fork to eat.
7. Jenny ..... (am, is) a good student.
8. Cars ..... (take, takes) people from one place to another.
9. You ..... (has, have) a nice smile.
10. Those pencils ..... (need, needs) to be sharpened.



## Exercise Time

### A. Answer the following questions.

1. Who was Mr. Watson?
2. Who was the young lady? Why did she visit Sherlock Holmes?
3. How did Roylott's family lose all the money they had?
4. What happened on the fateful night that Julia died?
5. Why did Holmes want to spend the night in Helen's room?
6. Which things gave rise to the suspicion in Sherlock Holmes mind and how?

### B. Find their meaning.

- |                     |                   |
|---------------------|-------------------|
| 1. Speckled .....   | 2. Terrible ..... |
| 3. Ventilator ..... | 4. Occured .....  |
| 5. Clamped .....    | 6. Peculiar ..... |

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

1. The burglars broke into the house through the .....
2. Students are ..... of Mr. Patel, the headmaster.
3. I have a dress which fits me .....
4. Radha is a ..... who earns her livelihood by stitching clothes.
5. Dr. Chakraborty ..... his patients carefully.
6. Ramesh has joined the music school because he has a ..... for singing.

### D. Match the following.

#### Column A

1. widow
2. passion
3. precisely
4. examined
5. terrified
6. ventilator

#### Column B

- a. exactly
- b. thoroughly checked
- c. extremely frightened
- d. a woman who has lost her husband by death
- e. an opening in the wall for air to circulate freely in room etc.
- f. interest



**E. Tick (✓) the right options.**

1. Dr. Roylott loved both his step-daughters.
2. Julia was killed by a swamp adder, the deadliest snake in India.
3. The whistling sound come from Dr. Roylott's room.
4. Holmes was indirectly responsible for Dr. Roylott's death.

## Communication

### Writing Skills

**Complete the following story with the help of the hints given below.**

Wearing a coat, blow harder, shone brighter, take off his coat, became the winner, put off his coat, stronger than the other, clasped, their strength on the man

Once a quarrel broke out between the sun and wind. Both claimed that he was ..... They saw a man. He was ..... They decided to try ..... Whoever makes the man ..... will be the winner. The wind tried first. It began to ..... The man ..... his coat tightly. The wind failed. The sun ..... The man felt hot and ..... The sun .....

### Reading Skills

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

1. "It is fear, Mr. Holmes. It is terror."
  - (a) Who said these words and to whom?
  - (b) What state of mind would you guess from the speaker's expression?
  - (c) Of what fear or terror, the speaker is talking?
2. "Have you ever heard anyone whistle in the dead of the night?"
  - (a) Who said these words and to whom?
  - (b) Was there anyone who was whistling in the dead of the night?
  - (c) Where was the whistling sound coming from according to the girl? What was it in fact?



# Around the World in Eight days



## Learning Objectives

- To learn to travel across the world.
- To understand the diversity of life.

### Warm-up

Given below is a Vacation Planner. Think about a destination where you wish to go and plan a trip.

## VACATION PLANNER

Worksheets for kids

Things to do

- .....
- .....
- .....
- .....
- .....

Interesting Facts

- .....
- .....
- .....
- .....
- .....

**Why I  
want  
to go**

Restaurants

- .....
- .....
- .....
- .....
- .....





*Jules Verne (1828–1905) was a prolific French novelist, poet and playwright best known for his adventure novels and his profound influence on the literary genre of science fiction. The scientific author is still remembered for his much celebrated works such as 'Around the World in Eighty Days (1873), Journey to the Center of the Earth (1864), and Twenty Thousand Leagues Under the Sea (1869). A true inventor and visionary, Jules Verne set ideas and wrote about many important inventions, conveniences and explorations we experience today. He predicted the use of hydrogen as an energy source as well as future technologies such as submarines, airplanes, helicopters and skyscrapers. He also wrote about the ways of travelling to and exploring the north, south poles and the moon.*

In a club, in England, there was a heated discussion. Phileas Fogg had taken a bet with certain members of the club that he could travel around the world in eighty days.

"Impossible," said Joseph Cain, one of the members, "You cannot travel to every continent in eighty days." "It's bet, gentlemen. Twenty thousand pounds," said Phileas confidently. "That is a bet," said the members.

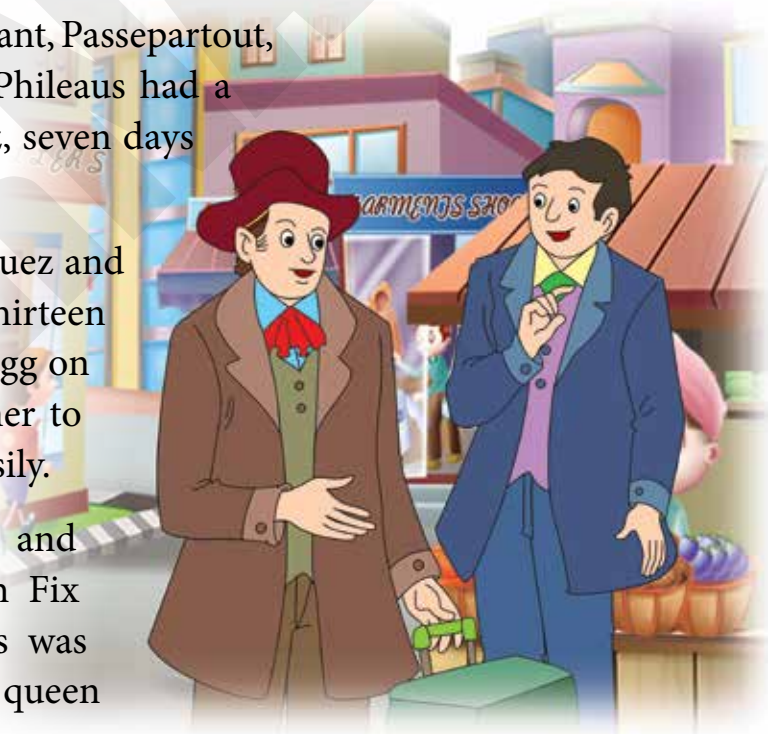
Phileas Fogg had not made an empty boast. He was very correct gentleman and had made precise calculations with a world map. He had decided that eighty days were enough to travel round the world.

Phileas Fogg's bet was well published in all newspapers in and around England. It so happened that a big diamond burglary had taken place a few days earlier. Phileas's face fitted the description of the man who was wanted for the burglary. Scotland Yard appointed a man, Fix, to follow Phileas.

Phileas Fogg along with his personal assistant, Passepartout, packed their bags to start their journey. Phileas had a chart. First stop was from London to Suez, seven days by rail and steamer.

Phileas Fogg and Passepartout reached Suez and from there set sail to Bombay by steamer, a thirteen day journey. Fix came face to face with Fogg on this journey, "Were you not on the steamer to Suez?" asked Fogg. "Yes," replied Fix uneasily.

Once they reached Bombay, Phileas and Passepartout checked into a Hotel, with Fix right behind them. In Bombay, Phileas was informed that the king had died and the queen



was to commit sati, that is, jump into the funeral pyre of her husband.

Phileas Fogg was not a man to sit down and do nothing about it. He and Passepartout went to rescue the queen on elephant back. They were just in time. The queen had been drugged and was about to be thrown into the fire, when Phileas intervened. He carried the queen back to the Hotel.

Phileas Fogg realized that the queen was very beautiful. He fell in love with her and proposed to marry her. She agreed. They were married immediately. Phileas Fogg told his new bride of his bet, "We will have to leave Bombay and move on the Calcutta and from there on to Hong Kong. A sixteen day journey."

They reached Hong Kong, Mr. and Mrs. Fogg and Passepartout followed closely by Fix. Fogg had noticed that Fix seemed to be everywhere they went. He ignored Fix.

They left Hong Kong and headed to Japan and from Japan to San Francisco. A twenty eight day journey. Fix was getting really tired following Phileas Fogg. Here was a man who never rested. He had found a bride and got married in a single day; kept on the move jumping from Rail to Road to Sea. All this seemed to be taking a toll on Fix.

In San Francisco, Phileas Fogg again saw Fix lurking somewhere behind him. He waited until Fix was alongside him and asked, "What is your game, Sir? You have been following me from London all the way to the Suez to Bombay and now here." Fix was speechless. He said, "I..I..It's just a coincidence."

Phileas Fogg was now on his way to New York and then to his final destination London, another sixteen days. The journey to New York and London went without a hitch, except for the annoying presence of Fix who tried his best not to be seen.

Everything was fine until Phileas Fogg realized that he had not taken the different time zones into consideration, he was shocked to realize that he would be a day late. He was supposed to reach London on the morning of Sunday and win his bet. Phileas Fogg would now reach on Monday. He walked home dejected. He lay in bed, when suddenly his eye caught the calendar. He called Passepartout, "Is it you who has changed the calendar. What day is it today?" He had told nobody that his calculations had been wrong.



"It is Saturday, Mr. Fogg. You have won the bet, I would have told you but you seemed so dejected for some reason."

Phileas Fogg rejoiced. He ran to the club to tell the members that, "He had indeed won." The members of the club gladly paid Phileas Fogg his twenty thousand pounds. As for Fix he came to know that the thief had been caught the same day he had started on the trail of Phileas Fogg.

– Jules Verne



## Find Meaning

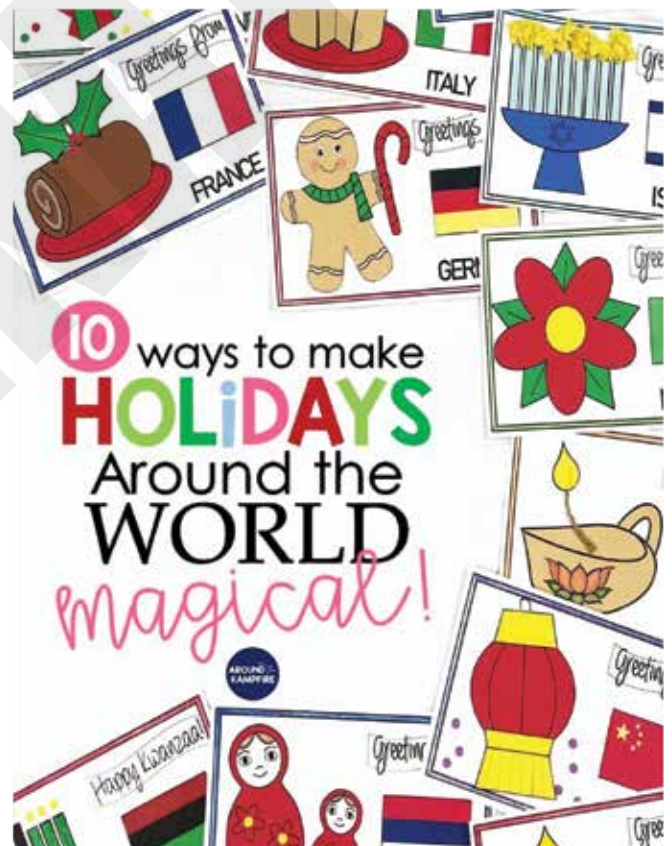
<b>sati</b> : ancient practice of a wife burning herself on the funeral pyre of her dead husband	<b>toll</b> : bad effect or causing a lot of suffering
<b>drugged</b> : given a drug	<b>lurking</b> : waiting in hiding to attack someone
<b>intervened</b> : came in between	<b>speechless</b> : unable to speak due to shock
	<b>coincidence</b> : chance of occurrence of events at the same time

## EXERCISES

### Creative Expression

Tell Your Story

Suppose your friend is going on holiday. Tell him or her 10 ways to make holidays around the world magical. You can do your research before making any suggestions.



## Learning by doing

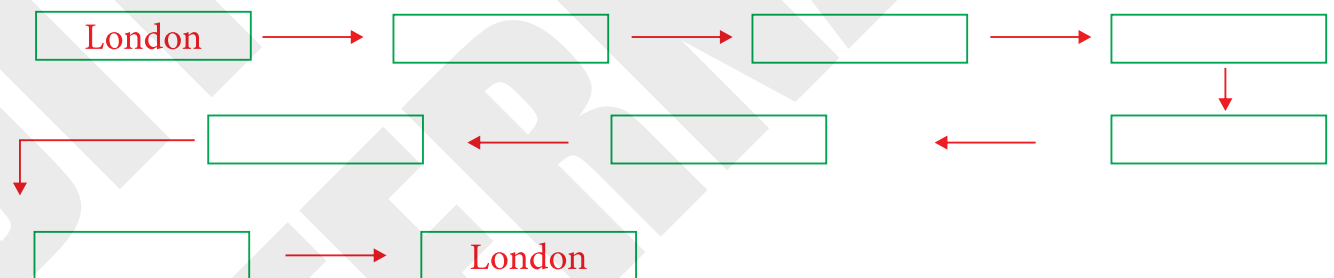
Look at the Travel Infographic given below and discuss with your friends the steps to plan a trip and important points to remember when you travel.



## Critical Thinking

Let's Play a Game!

Trace the journey of Mr. Phileas Fogg starting from Suez in the following flow diagram.



## Logical Thinking

Well-known and short-tempered are compound adjectives. A compound adjective is a combination of two words expressing a single idea.

Form compound adjectives using the words given in the two columns. You can use a word more than once. One has been done for you.

Long	legged	long-legged
Well	known	.....
Broad	tempered	.....
Short	haired	.....
Large	minded	.....
Mouth	hearted	.....
	sighted	.....
	watering	.....
	shouldered	.....

**Exercise Time**

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

1. What bet did Mr. Fogg place with his friends?
2. Why was Fix following Mr. Fogg everywhere?
3. What did Mr. Fogg do when he learnt that a queen was about to commit Sati in Bombay?
4. Why was Fix getting tired of following Mr. Fogg?
5. Why did Mr. Fogg think that he would be late by a day?
6. Did Mr. Fogg win the bet in the end?

**B. Find their meanings.**

- |                      |                      |
|----------------------|----------------------|
| 1. Destination ..... | 2. Description ..... |
| 3. Funeral .....     | 4. Annoying .....    |



**C. Fill in the blanks.**

1. I forgot .....(lock) the car.
2. .... the noise (hear)he ran to the window.
3. .... makes me happy. (laugh)
4. The news ..... my parents. (excite)
5. .... books is a good habit. (read)

**D. Match the following.**

Match the front half of each vehicle with its back.



**E. Tick the right options.**

1. The bet amount was fixed at  
(i) twenty thousand pounds.  (ii) twenty thousand dollars.  
(iii) twenty thousand rupees.
2. Phileaus's face fitted the description of the man wanted for the  
(i) statue burglary.  (ii) diamond burglary.   
(iii) gold burglary.

3. Phileas started his journey from

(i) London.  (ii) Suez.  (iii) Bombay.

4. The total journey time from Hong Kong to San Francisco was calculated to be

(i) 6 days.  (ii) 22 days.  (iii) 28 days.

5. The thief of the diamond burglary was caught on

(i) the day Phileas Fogg started his journey.

(ii) the day Phileas Fogg completed his journey.

(iii) the tenth day of having committed robbery.

## Communication

### Writing Skills

Your teacher will tell the names of some countries. You have to write in which direction of India these countries are situated.



### Reading Skills

Do a quick research and read about the top five countries which are best to travel. How would you plan your trip to such countries?





# In the Bazaars of Hyderabad



## Learning Objectives

- To learn about Hyderabad bazaars from the viewpoint of the Poet.
- To understand the life of a girl struggling for her livelihood.



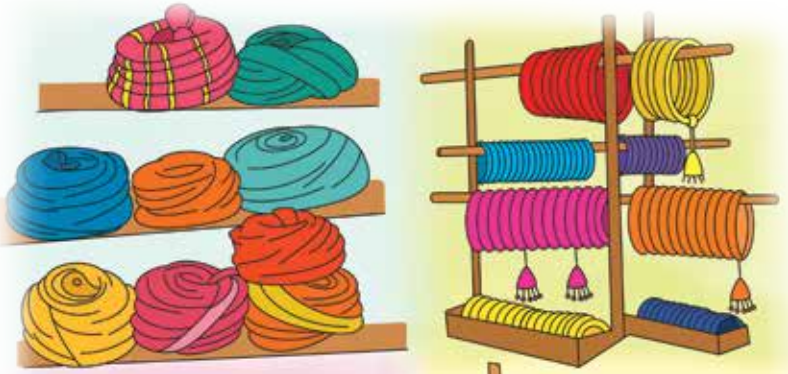
*Sarojini Naidu (1879–1949) was a distinguished poet, renowned freedom fighter and one of the great orators of her time. She was famously known as Bhartiya Kokila (The Nightingale of India). She was the first Indian woman to become the President of the Indian National Congress and the first woman to become the governor of a state in India. The poem 'In the Bazaars of Hyderabad' is an early 20th century English poem written by Sarojini Naidu. This poem was first published in the year 1912 from London in a form of book "The Bird of Time" with her other series of poems. In this poem, Sarojini Naidu has described the beauty of traditional Hyderabad Bazaars.*

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

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



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



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



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



– Sarojini Naidu



## Find Meaning

<b>wares</b>	– things sold in a market	<b>jade</b>	– a valuable green stone
<b>tunics</b>	– loose piece of garment worn on the top part of the body	<b>saffron</b>	– a yellow spice
<b>brocade</b>	– thick cloth, often silver or gold with patterns of thread on it	<b>sandalwood</b>	– sweet smelling wood
<b>amber</b>	– yellow brown substance obtained from trees and used in jewellery	<b>peddler</b>	– a person who moves from place to place selling goods
<b>daggers</b>	– a short pointed knife	<b>frail</b>	– weak
		<b>girdles</b>	– belt
		<b>scabbards</b>	– cover for a sword



## Exercise Time

### A. Answers the following questions.

1. What is the poet describing? Why?
2. What are displayed richly? Why are they called richly?
3. What aspect of Indian society by what the merchants are selling?
4. Why do the maidens grind sandalwood, henna and spice? What aspect of Indian society is presented through these items?
5. What does the word “Chessman and ivory dice” suggest?
6. What are pedlars? What do they do in market?
7. Who are goldsmiths? Are goldsmiths of any special significance in the poem?

### B. Find their meaning.

- |                  |                  |
|------------------|------------------|
| 1. Tassels ..... | 2. Chaplet ..... |
| 3. Azure .....   | 4. Aeons .....   |
| 5. Barcade ..... | 6. Daggers ..... |

### C. Fill in the blanks.

#### Complete the sentences.

1. Vendors weigh .....
2. Maidens grind .....
3. Goldsmiths make .....
4. Fruitmen sell .....
5. Musicians play .....
6. Magicians chant .....
7. Merchants display .....

### E. Tick (✓) the right options.

1. The poem describes a
 

(i) modern bazaar. <input type="checkbox"/>	(ii) a mall. <input type="checkbox"/>	(iii) traditional bazaar. <input type="checkbox"/>
---	---------------------------------------	--
2. The vendors weigh
 

(i) rice. <input type="checkbox"/>	(ii) sugar. <input type="checkbox"/>	(iii) wheat. <input type="checkbox"/>
------------------------------------	--------------------------------------	---------------------------------------



3. The goldsmiths make girdles of \_\_\_\_\_ for dancers.
- (i) silver  (ii) gold  (iii) platinum
4. The poem is in
- (i) question and answer form.
- (ii) question form.
- (iii) answer form.
5. The poet asks questions to
- (i) 7 vendors.  (ii) 8 vendors.  (iii) 9 vendors.

**F. Match the following**

**Draw a line matching the words to the pictures**



restaurant

park

hospital

police station

school

house

city

library



**LET'S ENJOY THE POEM**

**Find the names of eight musical instruments in the grid below. Four are in the horizontal direction and four are in the vertical direction.**

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



# Nobel Laureates



## Learning Objectives

- To learn about the influence of Bertha on peace.
- To understand children's rights.

### Warm-up

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



John had to go to war when he 9.

Malala could not go to school because she was a girl.

Sarita has to go work in a brick family.

Hope was stranded in the street with no food.

Rukshana was discriminated against because she was a muslim

Sanjay had jaundice but he couldn't go to the hospital.

Right to health

Right to peace

Right to no labour.

Right to culture

Right to standard of living

Right to education

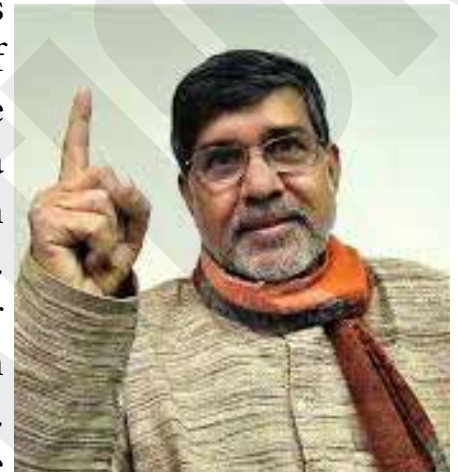


*The Nobel Prize is widely considered the world's most prestigious award. It has been bestowed to people and organisations every year since 1901 for achievements in Physics, Chemistry, Physiology or Medicine, Literature, Peace and since 1968 – Economics. It is the legacy of Sweden's Alfred Nobel (1833–1896).*

*10 December is Nobel Day, both in Sweden and in Norway. For the prize winners, it is the climax of a week of speeches, conferences and receptions. At the Nobel Prize Award Ceremony in the Stockholm concert Hall that day, the winners receive a medal from the king of Sweden as well as a diploma and a cash award.*

Alfred Nobel was interested in social issues and was engaged in the peace movement. His acquaintance with Bertha von Suttner (who was later awarded the 1905 Nobel Peace Prize) influenced his own views on peace. Perhaps his peace interest was also because his inventions were used in warfare and assassination attempts. Peace was the fifth and final prize area that Nobel mentioned in his will.

The Nobel Peace Prize is awarded by a committee of five persons who are chosen by the Norwegian Storting (Parliament of Norway). The committee decided that the Nobel Peace Prize for 2014 is to be awarded to Kailash Satyarthi and Malala Yousafzay for their struggle against the suppression of children and young people and for the right of all children to education. The Nobel Committee regarded it as an important point for a Hindu and a Muslim, an Indian and a Pakistani, to join in a common struggle for education and against extremism. The Nobel committee said: 'Satyarthi, 60, has maintained the tradition of Mahatma Gandhi and headed various forms of peaceful protests, "focusing on the grave exploitation of children for financial gain."



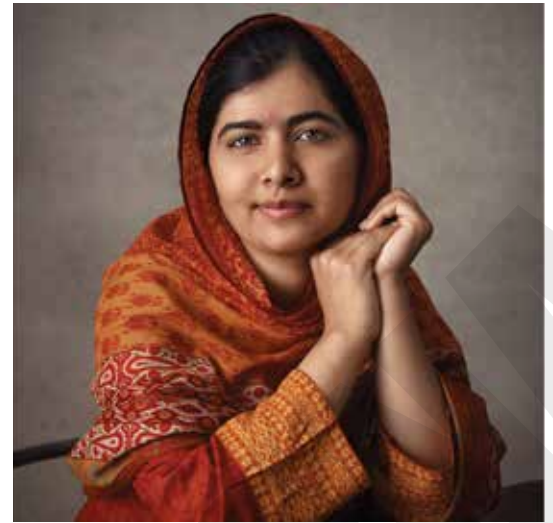
Children must go to school and not be financially exploited. In the poor countries of the world, 60% of the present population is under 25 years of age. It is a prerequisite for peaceful global development that the rights of children and young people be respected. In conflict-ridden areas in particular, the violation of children leads to the continuation of violence from generation to generation.

Showing great personal courage, Kailash Satyarthi, maintaining Gandhi's tradition, has headed various forms of protests and demonstrations, all peaceful, focusing on the grave exploitation of children for financial gain. He has also contributed to the development of important international conventions on children's rights.

Despite her youth, Malala Yousafzay has already fought for several years for the right of

girls to education, and has shown by example that children and young people, too can contribute to improving their own situations. This she has done under the most dangerous circumstances. Through her heroic struggle she has become a leading spokesperson for girl's rights to education.

Satyarathi, an Indian child rights activist was born in Vidisha, about 50 km from Bhopal. He studied engineering at the Govt Engineering College, Vidisha. At the young age of 26 he gave up a promising career as an electrical engineer and dedicated his life to helping millions of children in India who are forced into slavery. He started Bachpan Bachao Andolan, or Save the Childhood Movement. Today, the non-profit organization Bachpan Bachao Andolan he founded is leading the movement to eliminate child trafficking and child labour in India. The organisation has been working



towards rescuing trafficked children for over 30 years. It receives information from a large network of volunteers. Kailash Satyarthi has saved tens of thousands of lives. He mounted raids on factories often manned by armed guards - where children and often entire families were held captive as bonded workers. Kailash Satyarthi has survived numerous attacks on his life during his crusade to end child labour, the most recent being the attack on him and his colleagues while rescuing child slaves from garment shops in Delhi on 17 March, 2011. After successfully freeing and rehabilitating thousands of children, he went on to build up a global movement against child labour. Today Kailash heads up the Global March Against Child Labour, a conglomeration of 2000 social-purpose organizations and trade unions in 140 countries.

Kailash says "If not now, then when? If not you, then who? If we are able to answer these fundamental questions, then perhaps we can wipe away the blot of human slavery."

He has established that child labour is responsible for the perpetuation of poverty, unemployment, illiteracy, population explosion and many other social evils.

In an interview to The Times of India, Kailash Satyarthi had said, "My philosophy is that I am a friend of the children. I don't think anyone should see them as pitiable subjects or charity. That is old people's rhetoric. People often relate childish behaviour to stupidity or foolishness. This mindset needs to change. I want to live in the playing field where I can learn from the children. Something I can learn from children is transparency. They are innocent, straightforward, and have no biases. I relate children to simplicity and I think that my friendship with children has a much deeper meaning than others."

"Child slavery is a crime against humanity. Humanity itself is at stake here. A lot of work still remains but I will see the end of child labour in my lifetime," Satyarthi told The Associated Press at his office in New Delhi. "If any child is a child slave in any part of the world, it is a blot on humanity. It is a disgrace."

Satyarthi has also been honoured by the Former US President Bill Clinton in Washington for featuring in Kerry Kennedy's Book 'Speak Truth to Power', where his life and work featured among the top 50 human right defenders in the world.



## Find Meaning

<b>silly</b>	- prerequisite : one of the first requirement	<b>crusade</b>	- fight for a cause
<b>violation</b>	- treat someone with disrespect	<b>rehabilitate</b>	- help back to normal life
<b>heroic</b>	- brave	<b>conglomeration</b>	- formed by the merger of
<b>activist</b>	- person trying to bring about social change	<b>fundamental</b>	- basic importance
<b>trafficking</b>	- trading in something illegal	<b>blot</b>	- mark
<b>volunteer</b>	- a person who offers to do something for free	<b>perpetuation</b>	- continuation for a long time
<b>raids</b>	- surprise visits to arrest suspects or seize illegal goods	<b>philosophy</b>	- belief, thinking
<b>manned</b>	- defended by	<b>charity</b>	- a person in need
<b>captive</b>	- a person who is held prisoner	<b>transparency</b>	- ability to see through, clear
<b>bonded</b>	- not free	<b>bias</b>	- inclination for or against a person
		<b>at stake</b>	- at risk
		<b>disgrace</b>	- loss of respect

## EXERCISES

### Creative Expression

Tell Your Story

Do you have children in your neighbourhood? Do you know about them? Take permission from your parents or guardian and fill in the boxes given below.

Name	1st Child	2nd Child
Age		
Language		
Love to play		
Favourite book to read		

## Learning by doing

Look at the letter writing format given below and write a formal letter to authorities addressing needs of children in your locality who are underprivileged.

Sender's address (only address not name)	7, Club Road Hyderabad
Designation of receiver	The Editor The Hyderabad Times P.O. Box 350 Hyderabad-I
Receiver's address	
Salutation	Sir
Subject statement	Subject: <u>Inadequate Supply of Water</u>
Problem	Through the medium of your newspaper, I would like to draw the attention of the civic authorities to the bad quality and inadequate supply of tap water in our locality.
Effects of problem	It is unfortunate that the civic authorities do not care to provide citizens with even the basic amenities such as proper and adequate water supply. In our locality, water is supplied only for an hour in the morning. For the rest of the day, the taps remain dry. Also, the quality of water supplied is extremely poor. There have been some cases of diarrhoea and dysentery. It is feared that these diseases may break out in an epidemic form if the quality of water is not improved.
Desired future course of action	It is hoped that instead of ignoring the matter, the authorities concerned will take immediate steps to ensure adequate supply of good quality tap water in our locality.
	Yours faithfully Your name
	Date
	Subscription and signature

## Critical Thinking

Let's Play a Game!

Find eight describing words in the word grid.

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

## Logical Thinking

Think and answer.

Child slavery is a crime against humanity. Do you think so? Why?

## Exercise Time

A. Write the answer of the following questions.

1. Who decides the recipients of the Nobel Peace Prize?
2. Name the recipients of the Nobel Peace Prize for 2014.
3. Why were the two awarded the Prize?
4. What role does Save the Childhood Movement play?
5. 'If not now, then when? If not you, then who?' Who said this and why?
6. Why was Satyarthi honoured by President Bill Clinton?

**B. Find their meanings**

1. Rhetoric ..... 2. Explosion .....
3. Defenders ..... 4. Crusade .....

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

1. .... sun rises from the east.
2. The doctor advised one to eat ..... apple every morning.
3. I haven't got ..... pictures in my bedroom.
4. I waited for ..... minutes and then tried to call me again.
5. How ..... books did you buy?

**D. Match the following.**

**Column A**

1. In hot water  
2. In the nick of time  
3. In a fix  
4. A wild goose chase  
5. With flying colours  
6. Out of the blue  
7. A silver lining

**Column B**

- a. search for something that is not possible  
b. with good marks  
c. to be in deep trouble  
d. from nowhere  
e. a ray of hope  
f. just in time  
g. in trouble

**E. Tick the right options.**

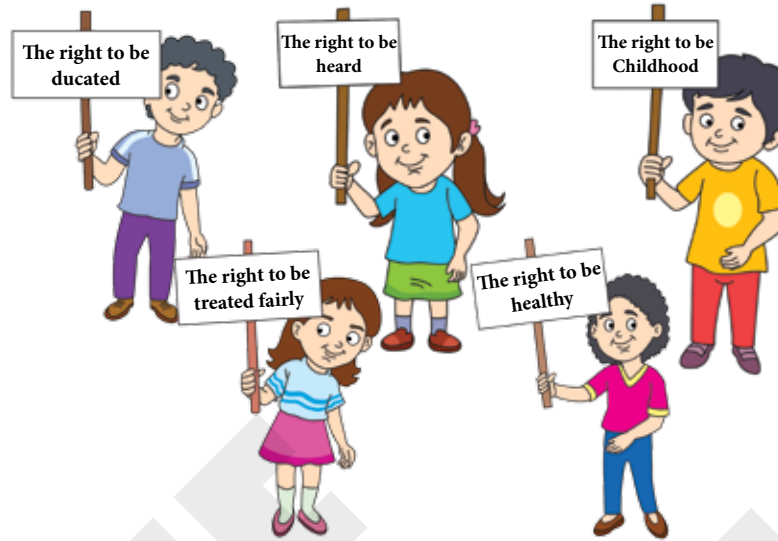
1. Number of fields in which Nobel prize is awarded  
(i) four  (ii) five  (iii) six
2. Satyarthi is a/an ..... by profession.  
(i) doctor  (ii) teacher  (iii) engineer
3. Bachpan Bachao Andolan was started by  
(i) Mahatma Gandhi.   
(ii) Malala Yousafzay.  (iii) Kailash Satyarthi.



## Conceptual Understanding

Tell Your Story

Do a quick research on which amendment act talk about children's rights in India. Discuss given below Children's rights.



## Communication

### Writing Skills

#### A. Tick (✓) the correct option

- The Nobel Peace Prize is awarded by committee chosen by  
(i) Parliament of Norway   
(ii) Parliament of Britain.   
(iii) Parliament of Sweden
- Kailash Satyarthi fought  
(i) for the right of girls to education.  
(ii) against the exploitation of children.  
(iii) against terrorism.

#### B. Write a few lines about Nobel Peace Prize and Kailash Satyarthi.



## Reading Skills

Read the explanation about Nobel Prize given below and discuss it with your friend.

The Nobel Prizes are five separate prizes that, according to Alfred Nobel's will of 1895, are awarded to "those who, during the preceding year, have conferred the greatest benefit to mankind." Alfred Nobel was a Swedish chemist, engineer, and industrialist most famously known for the invention of dynamite.

## Vocabulary Time

Fill in the blanks with the correct words given within the brackets.

- The boy ..... eggs being hungry. (eight/ate)
- We ..... the sound of a elephant munching sugarcane. (heard/herd)
- We had to travel ..... than the map indicated, so we decided to drive ..... . (farther/further)
- Manas pulled the horse's ..... . Remember the ..... points. (main/mane)
- The driver applied the..... He tried to ..... the fused bulb. (break/brake)

## Life Skills

Self Awareness Building

Read about  
can contri

and your class





# John Keats: A Biographical Account



## Learning Objectives

- ❁ To know about English Poet John Keats.
- ❁ To understand how to transcend intellectual and social constraints.

## Warm-up

**Read the instruction given below and write a bio-sketch of someone you are inspired by in your own words.**

- ❖ It is painting a picture of someone's life.
- ❖ Includes information about the person's name, place of residence, education, occupation, life and activities and other important details.
- ❖ Is always written by someone else and not the person on whom it is written.
- ❖ Is always written in third person.
- ❖ Presents facts about the person's life, including what the person did and how he\she influenced the world.
- ❖ Should describe the person's personality and provide an explanation for why he or she acted in certain ways.
- ❖ Most bio-sketches not only present the facts but also tell what those facts mean.



*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. A biography represents 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. Biographical works are usually non-fiction but fiction can also be used to portray a person's life.*

*John Keats was an English Romantic poet. He was one of the main figures of the second generation of Romantic poets, along with Lord Byron and Percy Bysshe Shelley. Let's read the biography of the great poet.*

### **Early Years**

A revered English poet whose short life spanned just 25 years, John Keats was born on October 31, 1795, in London, England. He was the eldest of Thomas and Frances Keats' four children. Keats lost his parents at an early age. He was eight years old when his father, a livery stable-keeper, was killed after being trampled by a horse.

In a more mundane sense, Keats' father's death greatly disrupted the family's financial security. His mother, Frances, seemed to have launched a series of missteps and mistakes after her husband's death; she quickly remarried and just as quickly lost a good portion of the family's wealth. After her second marriage fell apart, Frances left the family, leaving her children in the care of her mother.

She eventually returned to her children's life, but her life was in tatters. In early 1810, she died of tuberculosis.

During this period, Keats found solace and comfort in art and literature. At Enfield Academy, where he started shortly before his father's passing, Keats proved to be a voracious reader. He also became close to the school's headmaster, John Clarke, who served as a sort of a father figure to the orphaned student and encouraged Keats' interest in literature.

There is some debate as to whose decision it was to pull Keats out of Enfield, but in the fall of 1810, Keats left the school for studies to become a surgeon. He eventually studied medicine at a London hospital and became a licensed apothecary in 1816.



## Early Poetry

But Keats' career in medicine never truly took off. Even as he studied medicine, Keats' devotion to literature and the arts never ceased. Through his friend, Cowden Clarke, whose father was the headmaster at Enfield, Keats met publisher, Leigh Hunt of *The Examiner*.

Hunt's radicalism and biting pen had landed him in prison in 1813 for libeling Prince Regent. Hunt, though, had an eye for talent and was an early supporter of Keats poetry and became his first publisher. Through Hunt, Keats was introduced to a world of politics that was new to him and had greatly influenced what he put on the page. In honor of Hunt, Keats wrote the sonnet, "Written on the Day that Mr. Leigh Hunt Left Prison."

In addition to affirming Keats' standing as a poet, Hunt also introduced the young poet to a group of other English poets, including Percy Bysshe Shelley and William Wordsworth.

In 1817, Keats leveraged his new friendships to publish his first volume of poetry, *Poems by John Keats*. The following year, Keats published "Endymion," a mammoth four-thousand line poem based on the Greek myth of the same name.

Keats had written the poem in the summer and fall of 1817, committing himself to at least 40 lines a day. He completed the work in November of that year and it was published in April 1818.

Keats' daring and bold style earned him nothing but criticism from two of England's more revered publications. *Blackwood's Magazine* and the *Quarterly Review*. The attacks were an extension of heavy criticism lobbed at Hunt and his cadre of young poets. The most damning of those pieces had come from *Blackwood's*, whose piece, "On the Cockney School of Poetry", shook Keats and made him nervous to publish "Endymion".

## Recovering Poet

How much of an effect this criticism had on Keats is uncertain, but it is clear that he did take notice of it. But Shelley's later accounts of how the criticism destroyed the young poet and led to his declining health, however, have been refuted.

Keats in fact, had already moved beyond "Endymion" even before it was published. By the end 1817, he was reexamining poetry's role in society. In lengthy letters to friends, Keats outlined his vision of a kind of poetry that drew its beauty from real world human experience rather than some mythical grandeur.

Keats was also formulating the thinking behind his most famous doctrine, Negative Capability, which is the idea that humans are capable of transcending intellectual or social constraints and far exceed, creatively or intellectually, what human nature is thought to allow.

In effect Keats was responding to his critics, and conventional thinking in general, which sought to squeeze the human experience into a closed system with tidy labels and rational relationships. Keats saw a world more chaotic, more creative than what others he felt, would permit.

### **The Mature Poet**

In the summer of 1818, Keats took a walking tour in Northern England and Scotland. He returned home later that year to care for his brother, Tom, who'd fallen deeply ill with tuberculosis.

Keats, who around this time fell in love with a woman named Fanny Brawne, continued to write. He'd proven prolific for much of the past year. His work included his first Shakespearean sonnet, "When I have fears that I may cease to be," which was published in January 1818.

Two months later, Keats published "Isabella," a poem that tells the story of a woman who falls in love with a man beneath her social standing, instead of the man her family has chosen her to marry. The work was based on a story from Italian poet Giovanni Boccaccio, and it's one Keats himself would grow to dislike.

His work also included the beautiful "To Autumn", a sensuous work published in 1820 that describes ripening fruit, sleepy workers and a maturing sun. The poem, and others, demonstrated a style Keats himself had crafted all his own, one that was filled with more sensualities than any contemporary romantic poetry.

Keats' writing also revolved around a poem he called "Hyperion", an ambitious Romantic piece inspired by Greek myth that told the story of the Titans despondency after their losses to the Olympians.

But the death of Keats' brother halted his writing. He finally returned to the work in late 1819, rewriting his unfinished poem with a new title, "The Fall of Hyperion," which would go unpublished until more than three decades after Keats' death.

This, of course, speaks to the small audience for Keats' poetry during his lifetime. In all, the poet published three volumes of poetry during his life but managed to sell just a combined 200 copies of his work by the time of his death in 1821. His third and final volume of poetry, Lamia, Isabella, The Eve of St. Agnes and Other Poems, was published in July 1820.

Only with the help of his friends, who pushed hard to secure Keats' legacy, and the work and style of Alfred, Lord Tennyson, the Poet Laureate of the United Kingdom during the latter half of the 19th century, did Keats' stock rise considerably.

### **Finals Years**

In 1819, Keats contracted tuberculosis. His health deteriorated quickly. Some after his last

volume of poetry was published, he ventured off to Italy with his close friend, the painter Joseph Severn, on the advice of his doctor who had told him he needed to be in a warmer climate for the winter.

The trip marked the end of his romance with Fanny Brawne. His health issues and his own dreams of becoming a successful writer had stifled their chance of ever getting married.

Keats arrived in Rome in November of that year and for a brief a time started to feel better. But within a month, he was back in bed, suffering from a high temperature. The last few months of his life proved particularly painful for the poet.

His doctor in Rome placed Keats on a strict diet that consisted of a single anchovy and a piece of bread per day in order to limit the flow of blood to the stomach. He also induced heavy bleeding, resulting in Keats suffering from both a lack of oxygen and a lack of food.

Keats' agony was so severe that at one point he pressed his doctor and asked him, "How long is this posthumous existence of mine to go on?"

Keats death came on Febuary 23,1821. It believed he was clutching the hand of his friend, Joseph Severn at the time of his passing.

Keats was one of the most loved and loving of men, and the affection, philosophy and humour he poured into his letters to his brothers, his sisters, his friends and his fiance show him to be as great a genius in prose as in poetry. For his friends he was an inspired creature - a sight of a flower, the glitter of the sun, the buzzing of a bee, seemed to make his nature tremble- yet until his last illness he was industrious and manly, taking long walk, playing cricket, boxing and enjoying practical jokes. His friends and others have blamed the critics, Fanny Brawne, and even George for his untimely death. In fact, he was a victim to the family disease, which later carried off George as well, and that his own passionate nature drove him too hard for happiness.

- A biography of John Keats



## Find Meaning

<b>revered</b>	- someone who is held in deep respect and devotion	<b>apothecary</b>	- a person who prepared and sold medicines and drugs
<b>trampled</b>	- to beat down with the feet so as to crush or bruise	<b>squeeze</b>	- grasp
<b>mundane</b>	- dull	<b>sensuous</b>	- relating to or affecting the senses rather than the intellect
<b>voracious</b>	- having a huge appetite; excessive eager	<b>revolved</b>	- rotate
<b>surgeon</b>	- a medical practitioner qualified to practice surgery	<b>audience</b>	- viewers
		<b>industrious</b>	- diligent and hardworking
		<b>manly</b>	- brave; courageous

## EXERCISES

### Creative Expression

*Tell Your Story*

- A. In what way do you think Keats first book was a failure?
- B. How can we say that Keats was a great genius in prose as in poetry?



### Cross-Curricular Connect

### Learning by doing

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

1. Who was John Keat?
2. In which year he was born and where ?
3. Name Keats' parents.
4. What was Keats' father by his profession?
5. Give a short note on Keats' mother's character.



### Critical Thinking

*Let's Play a Game!*

Read the sentences and answer the questions.

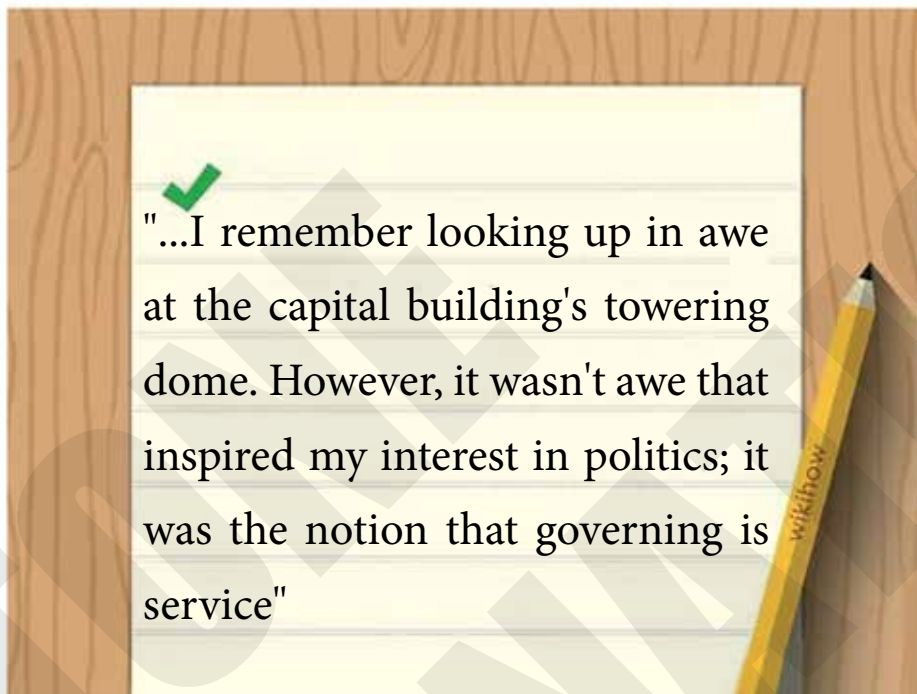
1. Keats saw a world more chaotic, more creative than what others he felt, would permit.
  - (a) Why was the world that Keats saw more chaotic and more creative?
  - (b) Did it really what Keats thought others to be?
  - (c) In which circumstances it is said?

2. How long is this posthumous existence of mine to go on?
  - (a) Who said these words and to whom?
  - (b) At what time did he say so?
  - (c) What do you mean by posthumous existence?



## Logical Thinking

What do you understand by this? What will you do to service society?



## Exercise Time

A. Write the answer of the following questions.

1. Who was John Keats? When and where was he born?
2. How did Keats lose his parents at an early age?
3. Who encouraged Keats' interest in literature at Enfield Academy?
4. Why did the reviewers attack Keats and his poem Endymion?
5. What is Keats poem Isabella about?
6. John Keats suffered from which disease? Did he recover?

**B. Find their meanings**

1. Untimely ..... 2. Buzzing .....
3. Affection ..... 4. Passionate .....
5. Deteriorated ..... 6. Clutching .....

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

1. The work was based on a story from .....
2. He was reexamining ..... role in society.
3. Formulating and thinking behind his most .....
4. The poem, and others demonstrated a .....
5. He completed the work in .....

**D. Match the following.**

- |                      |                                 |
|----------------------|---------------------------------|
| 1. Rupert Brookes    | Snake                           |
| 2. Keki N. Daruwalla | Now the leaves are falling fast |
| 3. D.H. Lawrence     | Fire-Hymn                       |
| 4. Kamala Das        | The Soldier                     |
| 5. W.H. Auden        | My Grand Mother's House         |

**E. Tick the right options.**

1. 1. John Keats short life spanned just
- (i) 20 years.  (ii) 25 years.  (iii) 30 years.
2. Keats lost his father when he was just
- (i) five years.  (ii) six years.  (iii) eight years.
3. Keats mother died of
- (i) cholera.  (ii) tuberculosis.  (iii) cancer.
4. The first volume of poetry, "Poems by John Keats" was published in
- (i) 1817.  (ii) 1825.  (iii) 1830.



## Conceptual Understanding

Tell Your Story

Use the following words and phrases in sentences of your own.

1. at an early age .....
2. in the care of .....
3. by the end of .....
4. creatively .....
5. at the time of .....



## Communication

### Writing Skills

Julia was a very  organized student. She kept all her school work in a folder with dividers with no titles. The  titled folders did not serve much. They were use . She asked her mom for help to put everything in order, but she had to  order her projects before working on the titles of the folders. Her mom helped her organize everything but she had  placed some of her projects and she could not find them. Mom showed her how to arrange the folders in alphabetical order. Now julia was able to find her projects easi  and submit everything on time. She was very thank  to mom.

### Reading Skills

Read the stanza given below and write the next few lines.

And sometimes like a gleaner thou dost keep  
Steady thy laden head across a brook;  
Or by a cyder-press, with patient look,  
Thou watchest the last oozings hours by hours.  
Where are the songs of spring? Ay, Where are they?  
Think not of them, thou hast thy music too, \_





# A Life on The Ocean Wave



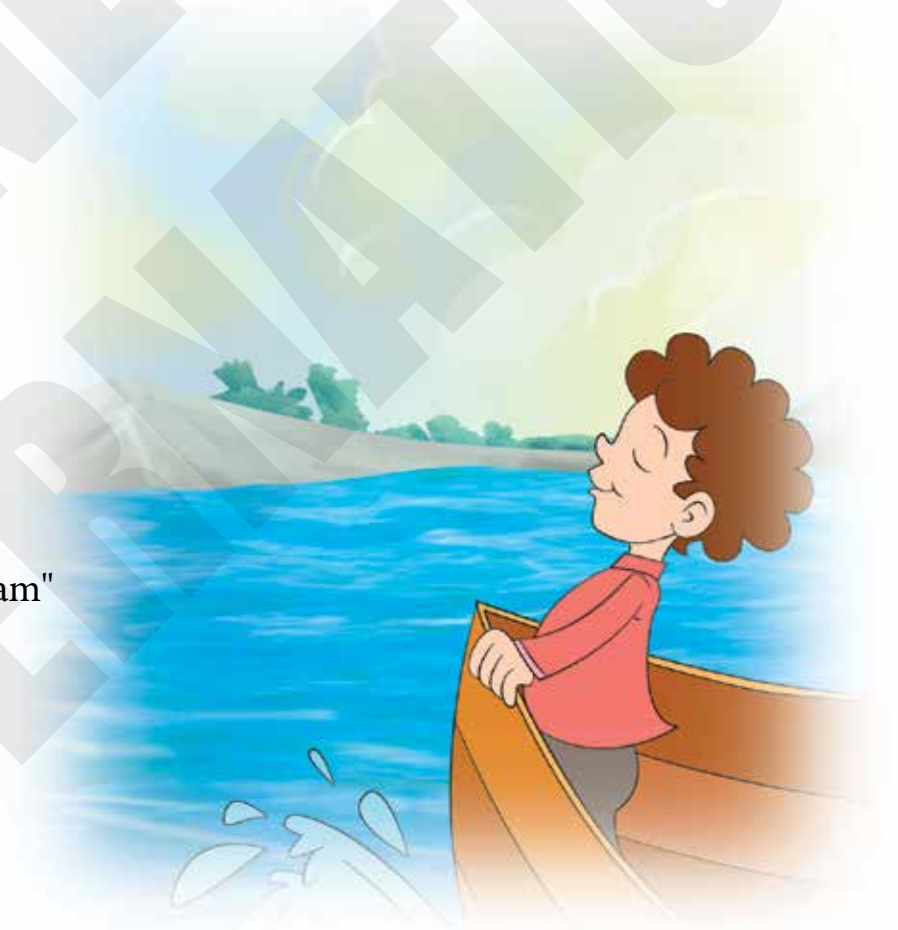
## Learning Objectives

- ❁ To understand a different way of living on a ship.
- ❁ To comprehend the challenges of living alone.

A life on the ocean wave,  
A home on the rolling deep,  
Where the scattered waters rave,  
And the winds their revels keep!  
Like an eagle caged, I pine  
On this dull, unchanging shore:  
Oh! give me the flashing brine,  
The spray and the tempest's roar!

Once more on the deck I stand,  
Of my own swift-gliding craft:  
Set sail! farewell to the land!  
The gale follows fair abaft.  
We shoot through the sparkling foam"  
Like an ocean-bird set free;-  
Like the ocean-bird, our home:  
We'll find far out on the sea.

The land is no longer in view,  
The clouds have begun to frown;



But with a stout vessel and crew,  
 We'll say, Let the storm come down!  
 And the song of our hearts shall be.  
 While the winds and the waters rave,  
 A home on the rolling sea!  
 A life on the ocean wave!

– Epes Sargent



### Find Meaning

<b>Deep</b>	– (here) the sea	<b>swift-gliding craft</b>	– fast-moving ship or boat
<b>Rave</b>	– move in an enthusiastic way	<b>Gale</b>	– an extremely strong wind
<b>Revels</b>	– noisy and energetic enjoyment	<b>Abaft</b>	– (technical) in or behind the stern (the back end) of the ship
<b>Pine</b>	– to want or miss something very much	<b>Brine</b>	– sea water
<b>Tempest</b>	– (here) a violent storm	<b>Stout</b>	– heavy and strong



### Exercise Time

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

Like an eagle caged, I pine  
 On this dull, unchanging shore:  
 Oh! give me the flashing brine,  
 The spray and the tempest's roar!

1. What does the poet compare himself to?
2. How does he describe the land?
3. What are the things that the poet demands for himself?

**B. Find their meaning.**

- |                  |                  |
|------------------|------------------|
| 1. Tassels ..... | 2. Chaplet ..... |
| 3. Azure .....   | 4. Aeons .....   |

5. Barcade ..... 6. Daggers .....

**C. Fill in the blanks.**

1. Once more on deck I .....
2. Of my own swift-gliding .....
3. Set sail! Farewell to the .....
4. The gale follows fair .....
5. We shoot through the sparkling .....

**E. Tick (✓) the right options.**

1. In this poem, the poet dislikes the life on/in
- (i) Air  (ii) Land  (iii) Sea
2. The poet wants to stay free as a .....
- (i) sea bird  (ii) flying kite  (iii) tempest
3. On his ship and with his shipmates, the poet challenges the ..... to come.
- (i) sparkling foam  (ii) sea bird  (iii) storm
4. The poet wants a home on the rolling .....
- (i) river  (ii) sea  (iii) land

**F. Match the following**

- |       |                               |
|-------|-------------------------------|
| Brine | Move in an enthusiastic way   |
| Rave  | Noisy and energetic enjoyment |
| Pine  | To want or miss something     |
| Deep  | Sea water                     |

**LET'S ENJOY THE POEM**

What would be your reaction, if you are asked to live permanently in a ship sailing in the sea? This is a poem in which the poet presents his dislikes for life on land and glorifies the careless, unbounded existence of the men who live on ships.

### Writing Skills

Read given columns and write appropriate sentences .

#### Person A:

I can hold this space  
for you  
momentarily. But  
I am not your person  
to stomach this burden.  
You must hike the load  
on your own back, trek  
until your quads, biceps are strong  
enough to carry more than yourself.

#### Person B:

I only wonder:  
if I am repenting,  
crawling  
on my knees for centuries—  
what happens at the end?  
when I can hold myself  
and you  
have never even entered  
the desert.

### Reading Skills

#### Rabindranath Tagore

- Birth : in 1861, wealthy family of Kolkata
- Education : no formal education – left free to pursue his literary activities - interest in literary creation shown even in childhood
- Achievements : Nobel Prize for literature (Gitanjali) in 1913 – first man from the East to win the prize
- Interests : Versatile genius - painted, acted, composed music - keen and active interest in the freedom struggle



# Stuck by an Iceberg



## Learning Objectives



To learn about story of Titanic.




To understand glacier and icebergs.

## Warm-up

### Icebergs

What is an iceberg?

Why are icebergs sometimes black?




Types of icebergs

How are icebergs created?

### Glaciers

What is a glacier?

Why are glaciers sometimes blue?



Types of glaciers

How are glaciers created?





*You may already know that the Titanic hit an iceberg at 11:40 p.m. on the night of April 14, 1912 and sunk just over two and a half hours later. Let's know some of the facts about the Titanic.*

- 1. The Titanic is the only ocean liner to ever be sunk by an iceberg.*
- 2. The Titanic could have been saved if it wasn't for a 30 second delay in giving the order to change course after spotting the iceberg.*
- 3. It took 73 years to find the wreck of the Titanic.*
- 4. The Titanic was built between 1909 and 1911.*
- 5. The Titanic was 882 feet in length and 175 feet in height.*

*Have you heard about the ship or watched a film based on Titanic, the largest ship that had ever built? What debacle occurred to this gigantic ship and what happened to those thousands who were travelling in it? Let's read the chapter to know all about it.*

The S S Titanic set sail on her maiden voyage from Southampton to New York on April 10, 1912. She was the largest ship that had ever been built and was thought to be unsinkable. On the night of April 14 -15, the Titanic struck an iceberg 500 miles southeast of Newfoundland. The collision tore a 300-foot gash in the ship's hull, and the ship sank in about 2 hours. The lifeboats held less than half of the approximately 2,200 persons on board. Seven hundred and fifty survivors were picked up by the liner Carpathia. Archibald Gracie was among the last to leave the stricken ship.

I was now working with the crew at the davits on the starboard side forward, adjusting them, ready for lowering the Engelhardt boat from the roof of the officers' house to the Boat Deck below. One of the crew on the roof, sang out, "Has any passenger a knife?" I took mine out of my pocket and tossed it to him, saying, "Here is a small penknife, if that will do any good." It appeared to me then that there was more trouble than there ought to have been in removing the canvas cover and cutting the boat loose, and that some means should have been available for doing this without delay. Meantime, four or five long oars were placed aslant against the walls of the officers' house to break the fall of the boat, which was pushed from the roof and slipped with a crash down on the Boat Deck, smashing several of the oars. Clinch Smith and I scurried out of the way and stood leaning against with our backs against the rail, watching this procedure and feeling anxious lest the boat be injured so as to cause her to leak in the water.

About this time I recall that an officer on the roof of the house called down to the crew at this quarter, "Are there any seamen down there among you?" "Aye, Aye, sir," was the response, and quite a number left the Boat Deck to assist in what I supposed to have been the cutting loose of the other Engelhardt boat up there on the roof. Again I heard an inquiry

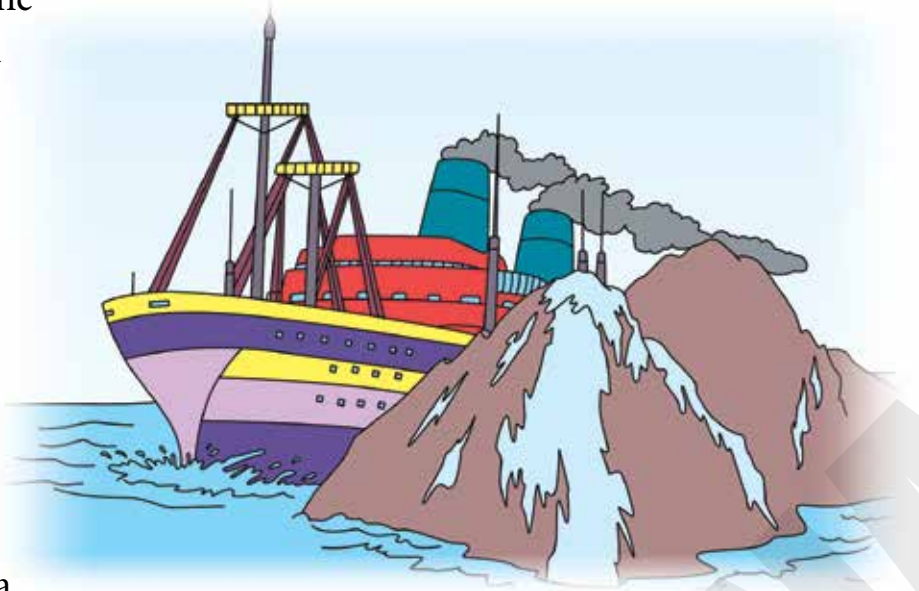
for another knife. I don't know who gave it to him. Meanwhile Boat B was thrown down to the Boat Deck, and was the one on which he and I eventually climbed. The crew had thrown the Engelhardt boat to the deck, but I did not understand why they were so long about launching it, unless they were waiting to cut the



other one loose and launch them both at the same time. Two young men of the crew, nice looking, dressed in white, one tall and the other smaller, were coolly debating as to whether the compartments would hold the ship afloat. They were standing with their backs to the rail looking on at the rest of the crew, and I recall asking one of them why he did not assist. At this time there were other passengers around, but Clinch Smith was the only one associated with me here to the last. It was about this time, fifteen minutes after the launching of the last lifeboat on the port side, that I heard a noise that spread consternation among us all. This was no less than the water striking the bridge and gurgling up the hatchway forward. It seemed momentarily as if it would reach the Boat Deck. It appeared as if it would take the crew a long time to turn the Engelhardt boat right side up and life it over the rail, and there were so many ready to board her that she would have been swamped. Probably taking these points into consideration, Clinch Smith made the proposition that we should leave and go toward the stern, still on starboard side, so he started and I followed immediately after him. We had taken but a few steps in the direction indicated when there arose before us from the decks below, a mass of humanity several lines deep, covering the Boat Deck, facing us, and completely blocking our passage toward the stern.

There were women in the crowd, as well as men, and they seemed to be steerage passengers who had just come up from the decks below. Instantly, when they saw us and the water on the deck chasing us from behind, they turned in the opposite direction toward the stern. This brought them at that point plumb against the iron fence and railing which divide the first and second cabin passengers. Even among these people there was no hysterical cry,

or evidence of panic, but oh, the agony of it! Clinch Smith and I instantly saw that we could make no progress ahead, and with the water following us behind over the deck, we were in a desperate place. I can never forget the exact point on the ship where he and I were located, viz, at the opening of the angle made by the walls of the officers' house and only a



short distance abaft the Titanic's forward "expansion joint". Clinch Smith was immediately on my left, nearer the apex of the angle, and our backs were turned toward the ship's rail and the sea. Looking up toward the roof of the officers' house I saw a man to the right of me and above, lying on his stomach on the roof, with his legs dangling over. Clinch Smith jumped to reach this roof, and I promptly followed. The efforts of both of us failed. I was loaded down with heavy long-skirted overcoat and Norfolk coat beneath, with clumsy life preserver over all, which made my jump fall short. As I came down, the water struck my right side. I crouched down into it preparatory to jumping with it, and rose as if on the crest of a wave on the seashore. This expedient brought the attainment of the object I had in view. I was able to reach the roof and the iron railing that is along the edge of it, and pulled myself over on top of the officers' house on my stomach near the base of the second funnel. The feat which I instinctively accomplished was the simple one, familiar to all bathers in the surf at the seashore. I had no time to advise Clinch Smith to adopt it. To my utter dismay, a hasty glance to my left and right showed he had not followed my example, and that the wave, if I may call it such, which had mounted me to the roof, had completely covered him, as well as all people on both sides of me, including the man I had first seen on the roof.

I was thus parted forever from my friend, Clinch Smith, with whom I had agreed to remain to the last struggle. I felt almost a pang of responsibility for our separation; but he was not in sight and there was no chance of rendering assistance. His ultimate fate is a matter of conjecture. Hemmed in by the mass of people toward the stern, and cornered in the locality previously described, it seems certain that as the ship keeled over and sank, his body was caught in the angle or in the coils of rope and other appurtenances on the deck and borne down to the depths below. There could not be a braver man than James Clinch Smith.

He was the embodiment of coolness and courage during the whole period of the disaster. While in constant touch and communication with him at the various points on the ship when we were together on this tragic night, he never showed the slightest sign of fear, but manifested the same quiet imperturbable manner so well known to all his friends, who join with his family in mourning his loss. His conduct should be an inspiration to us all, and an appropriate epitaph to his memory taken from the words of Christ would be: "Greater love hath no man than this, that a man lay down his life for his friend".

As we gazed awe-struck, the Titanic tilted slightly up, revolving apparently about a center of gravity just astern of amidships until she attained a vertical upright position, and there she remained – motionless! As she swung up, her lights, which had shown without a flicker all night, went out suddenly, then came on again for a single flash and then went out altogether; and as they did so there came a noise which many people, wrongly, I think, have described as an explosion. It has always seemed to me that it was nothing but the engines and machinery coming loose from their place and bearings and falling through the compartments, smashing everything in their way. It was partly a roar, partly a groan, partly a rattle and partly a smash, and it was not a sudden roar as an explosion would be; it went on successively for some seconds, possibly fifteen or twenty, as the heavy machinery dropped down to the bottom (now the bows) of the ship; I suppose it fell through the end and sank first before the ship. But it was a noise no one had heard before and no one wishes to hear again. It was stupefying, stupendous, as it came to us along the water. It was as if all the heavy things one could think of had been thrown downstairs from the top of a house, smashing each other, and the stairs and everything in the way .....

With this second wind under water there came to me a new lease of life and strength, until finally I noticed by the increase of light that I was drawing near to the surface. Though it was not daylight, the clear starlit night made a noticeable difference in the degree of light immediately below the surface of the water. As I was rising, I came in contact with ascending wreckage, but the only thing I struck of material size was a small plank, which I tucked under my right arm. This circumstance brought with it the reflection that it was advisable for me to secure what best I could to keep me afloat on the surface until succor arrived. When my head at last rose above the water, I detected a piece of wreckage like a wooden crate, and I eagerly seized it as a nucleus of the projected raft to be constructed. Looking about me, I could see no Titanic in sight. She had entirely disappeared beneath the calm surface of the ocean and without a sign of any wave. That the sea had swallowed her up with all her precious belongings was indicated by the slight sound of a gulp behind me as the water closed over her. The length of time that I was underwater can be estimated by the fact that I sank with her, and when I came up there was no ship in sight.

What impressed me at the time that my eyes beheld the horrible scene was a thin light-gray smoky vapour that hung like a pall a few feet above the broad expanse of sea that was covered with a mass of tangled wreckage. That it was a tangible vapour, and not a product of imagination, I feel well assured. It may have been caused by smoke or steam rising to the surface around the area where the ship had sunk. At any rate it produced a supernatural effect. Add to this, within the area described, which was as far as my eyes could reach, there arose to the sky the most horrible sounds ever heard by mortal man except by those of us who survived this terrible tragedy. The agonizing cries of death from over a thousand throats, the wails and groans of the suffering, the shrieks of the terror stricken and the awful gaspings for breath of those in the last throes of drowning, none of us will ever forget to our dying day. "Help! Help! Boat ahoy! Boat ahoy!" and "My God! My God!" were the heart rending cries and shrieks of men, which floated to us over the surface of the dark waters continuously for the next hour, but as time went on, growing weaker and weaker until they died out entirely.

As I clung to my wreckage, I noticed just in front of me, a few yards away, a group of three bodies with heads in the water, face downward, and just behind me to my right another body, all giving unmistakable evidence of being drowned. Possibly these had gone down to the depths as I had done, but did not have the lung power that I had to hold the breath and swim underwater, an accomplishment which I had practiced from my school days. There was no one alive or struggling in the water or calling for aid within the immediate vicinity of where I arose to the surface. I threw my right leg over the wooden crate in an attempt to straddle and balance myself on top of it, but I turned over in a somersault with it underwater, and up to the surface again.

I espied to my left, a considerable distance away, a better vehicle of escape than the wooden crate on which my attempt to ride had resulted in a second ducking. What I saw was no less than the same Engelhardt, or "surfboat", to whose launching I had lent my efforts, until the water broke upon the ship's Boat Deck where we were. On top of this upturned boat, half reclining on her bottom, were now more than a dozen men, whom, by their dress, I took to



be all members of the crew of the ship. Thank god, I did not hesitate a moment in discarding the friendly crate that had been my first aid. I struck out through the wreckage and after a considerable swim reached the port side amidships of this Engelhardt boat, which with her companions, wherever utilized, did good service in saving the lives of many others.

When I reached the side of the boat I met with a doubtful reception, and, as no extending hand was held out to me, I grabbed, by the muscle of the left arm, a young member of the crew nearest and facing me. At the same time I threw my right leg over the boat astraddle, pulling myself aboard, with a friendly lift to my foot given by someone astern as I assumed a reclining position with them on the bottom of the capsized boat. Then after me came a dozen other swimmers who clambered around and whom we helped aboard. Among them was one completely exhausted, who came on the same port side as me. I pulled him in and he laid face downward in front of me for several hours, until just before dawn he was able to stand up with the rest of us. The moment of getting aboard this upturned boat was one of supreme mental relief, more so than any other until I reached the deck of the hospitable Carpathia on the next morning.



## Find Meaning

<b>maiden voyage</b>	- the first voyage of a ship	<b>appurtenances</b>	- accessories
<b>crew</b>	- the personnel of a ship	<b>compartment</b>	- a separate division
<b>aslant</b>	- in a slanting direction	<b>wreckage</b>	- ruin
<b>launch</b>	- to set afloat	<b>entirely</b>	- completely
<b>consternation</b>	- concern	<b>tangible</b>	- substantially real
<b>hatchway</b>	- an opening as in the deck of the sea	<b>wail</b>	- mournful
<b>hysterical</b>	- out of control	<b>groan</b>	- a deep moaning sound
<b>crouch</b>	- to lower	<b>accomplishment</b>	- achievement
<b>expedient</b>	- useful or convenient	<b>straddle</b>	- to be on land on either side of something
<b>conjecture</b>	- guess	<b>capsized</b>	- overturned

## EXERCISES

### Creative Expression

*Tell Your Story*

Listen to your teacher carefully who will read a paragraph from the chapter. Then answer the following questions.

1. On which date the SS Titanic set sail on her maiden voyage?
2. On which date did the Titanic strike an iceberg?

3. How many person were there on board?
4. What was the role of liner carpathia?

## CROSS-CURRICULAR CONNECT

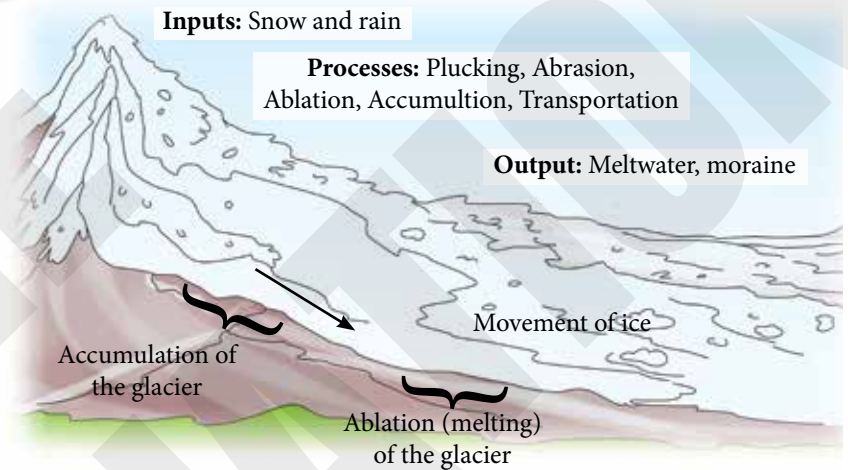
### Learning by doing

Icebergs are large chunks of ice that break off from glaciers. This process is called calving. Do a quick research and find out about different glaciers across Asia.

### Critical Thinking

Do research about glaciers and explain the diagram.

*Let's Play a Game!*



### Exercise Time

#### A. Answers the following questions.

1. Explain the horrible scene at the time of night.
2. The titanic could have been saved. How?
3. When did the Titanic hit the iceberg?
4. What is an iceberg? How it is formed?

#### B. Find their meaning.

- |                   |                     |
|-------------------|---------------------|
| 1. Abduct .....   | 6. Benovolent ..... |
| 2. Calamity ..... | 7. Elucidate .....  |

- |                    |                       |
|--------------------|-----------------------|
| 3. Tedious .....   | 8. Slender .....      |
| 4. Destitute ..... | 9. Inquisitive .....  |
| 5. Exorbitant..... | 10. Disseminate ..... |

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

render drowned caught helping power

- He could not ..... him any assistance.
- The wave that lifted him ..... him.
- His body was ..... in the coils of rope and went down with the ship.
- There was a wooden crate which he clung to.
- The people around him gave him a ..... hand.
- He had developed lung ..... to hold his breath through practice during school days.

**D. Tick (✓) the right options.**

- The S S Titanic set sail on her maiden voyage from
 

(i) Wasington to New York	<input type="checkbox"/>	(ii) Bermingham to Hampshire	<input type="checkbox"/>
(iii) Southampton to New York	<input type="checkbox"/>		
- The writer and his friend were in a desperate place because
 

(i) they did know the exact place on the ship shere they were located.	<input type="checkbox"/>
(ii) their backs were turned towards the ship's rail and the sea	<input type="checkbox"/>
(iii) the water was following them and in front of them was a crowd of people	<input type="checkbox"/>

**E. Match the following.**

- |           |              |
|-----------|--------------|
| 1. Null   | a. Socialise |
| 2. Legal  | b. Smoothen  |
| 3. Smooth | c. Broaden   |
| 4. Broad  | d. Legalise  |
| 5. Social | e. Nullify   |





# Julius Caesar



## Learning Objectives

- To understand the play.
- To comprehend Julius Caesar's dilemma.

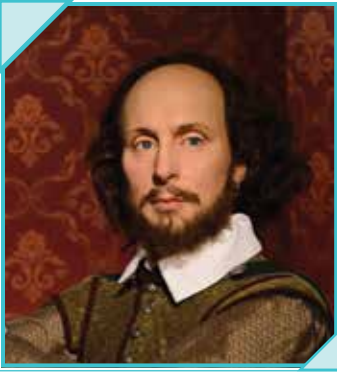
### Warm-up

## Julius Caesar

foreshadowing  
 ides of march  
 julius caesar  
 assassinate  
 marc antony  
 triumvirate  
 calphurnia  
 conspiracy  
 soothsayer  
 octavius  
 phillipi  
 tradgedy  
 cassius  
 flavius  
 suicide  
 brutus  
 pompey  
 portia  
 senate  
 casca  
 ruler  
 rome



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



*William Shakespeare (1564-1616) was an English poet and playwright. He is widely considered as the greatest writer in English literature. He is also one of the best dramatists the world has known. He wrote about 38 plays, 154 sonnets and many poems. His works have been translated into many languages and his play have been performed all over the world. His words will live on forever as he is the most quoted writer in the literature of the English-speaking world.*

Julius Caesar (100 BC - 44 BC) was a powerful Roman General. His role in the transformation of the Roman Republic into Roman Empire is incomparable. Caesar fought a good many of military battles and brought back great riches to Rome.

William Shakespeare's this play is all about the life of Julius Caesar. It is an exciting play with many colourful characters, some powerful speeches and lots of action.

### **Some Important Characters**

**Julius Caesar** : the great Roman General

**Calpurnia** : Caesar's wife

**Mark Antony** : the one true friend of Julius Caesar

**Brutus** : another dear friend of Caesar who turns against him

**Decius** : one of the conspirators sent to make sure that Caesar goes to the capitol

Julius Caesar, the powerful Roman General, has just returned to Rome after defeating in battle, his enemies, the sons of another general, named Pompey. As Caesar parades through the cheering crowds who love him, the men in authority become nervous watching his growing powers and popularity with the common people. They begin to conspire against him- the evil Cassius, the jealous Casca and finally the gentle Brutus all plan to bring Caesar to the Senate House or the Capitol and kill him.

Calpurnia, Caesar's beautiful and loving wife, begs him not to go to the capitol but Decius, one of the conspirators, convinces Julius Caesar to go with him to the capitol where he is to be assassinated. He had earlier been warned to be careful of 'the ideas of March'. It was the 15th of March today.

### **Scene-I**

*Caesar's house*

*(Terrible thunder and lightning)*

*Enter Caesar*

**Caesar** : What a terrible storm! Neither the sky, nor the earth was peaceful during the

night. Even Calpurnia herself, while asleep, called out three times, "Help! Help! They are about to murder Caesar."

*Enter Calpurnia*

**Calpurnia** : Caesar, What are you thinking about? Are you still thinking of going out? I will not allow you to even step outside the house today.

**Caesar** : I shall certainly go out. Why ?

**Calpurnia** : I have never attached much importance to omens, Caesar. But I am frightened of them today. Many unusual things have been witnessed and reported. A lioness has given birth to her young ones on the street of Rome. Graves with dead bodies have opened wide. Soldiers have been seen fighting among the clouds. Their blood fell like rain upon the Senate House in the capitol.

**Caesar** : What is determined by the mighty gods cannot be avoided. I shall go.

**Calpurnia** : When princes are to die, the very heaven proclaim the coming calamity.

**Caesar** : Cowards die many times before their actual death. The brave experience the agony of death only once. Why do people fear death which is unavoidable ?

**Calpurnia** : Stay indoors for my sake. Mark Antony will convey your message to the Senate that you are ill.

**Caesar** : Very well. I will not go to for your sake.

*Here is Decius. He shall tell them so.*

**Decius** : Good morning, noble Caesar. I have come to accompany you to the Capitol.

**Caesar** : I will not go to the Senate House today. Tell the Senators that I am not coming. Calpurnia had a dream last night. She saw my statue having a hundred spouts like a fountain. From each of these spouts ran blood instead of water. She also saw many Romans bathing their hands in my blood. She think that some evil will overtake me. So she has requested me to stay at home today.

**Decius** : This is a wrong interpretation of the dream. Romans bathing in your blood only shows that your vitality shall renew the strength of them. Rome shall draw strength from you. If you don't come, the Senate may change its decision to offer you a crown today.

**Caesar** : How foolish do your fears appear now, Calpurnia! Fetch me my robe. I shall not stay at home.

*(They all leave)*



## Scene-II

*The Senate Hall in Rome (Casca, Cassius and Cinna are all conspirators who hate Caesar. Sound of trumpets.)*

*Enter Caesar, Brutus, Cassius, Casca, Decius, Metellus, Antony and others.*

**Metellus** : Most high, most powerful and most potent Caesar ! I place my humble heart in front of you.

**Caesar** : I cannot allow you to do so, Cimber. Don't be so foolish as to think that your flattering words, bowing, or cringing will change my heart. Your brother has been exiled under legal orders. My decisions are always just, and I'll not change them.

**Brutus** : I have no intention to flatter you, but I beg you to recall Publius Cimber's sentence of banishment immediately.

**Caesar** : You, too, Brutus?

**Cassius** : I also fall at your feet to plead for the recall of Publius Cimber.

**Caesar** : I am like the pole-star. Like the pole-star I do not change my position. I will not change my mind. Cimber would remain banished.

**Cassius** : Let my hands express my view in this matter.

*(First Cassius stabs Caesar, then the other conspirators do so; and lastly his friend, Brutus, does the same.)*

**Caesar** : What, you, too Brutus? Then let me die!

*(Caesar dies)*

**Cinna** : We have freedom and liberty at last. Oppression is over.

**Cassius** : Let some of you go to the public platforms and shout the slogans of liberty, freedom and equality for all.

*(There is chaos outside. People are horrified that Caesar has been killed. There is panic and confusion in Rome)*

## Scene-III

*(Enter Mark Antony)*

**Brutus** : Here comes Antony. I welcome you, Mark Antony!



**Antony** : (*addressing Caesar's dead body*) O Great Caesar! Only a little while ago, you stood above mankind like a tower; but now you lie low on the ground. (*turning to the conspirators*) If you want to kill me, do so. I'd like to die here beside Caesar.

**Brutus** : O Antony, do not ask to die at our hands. We killed Caesar for the people of Rome who had been wronged by Caesar's tyranny.

**Antony** : I wish to know no more. I beg, however, that you permit me to carry Caesar's body to the forum and say a few words from the rostrum, as a friend should do during the funeral ceremony.

**Brutus** : Well, you are granted the permission. But I shall mount the rostrum myself first and explain why Caesar was put to death.

(*All leave, except Antony*)

**Antony** : (*addressing Caesar's dead body*)

Forgive me for being polite and submissive with your murderers. You are the remains of the noblest man that ever lived. I, hereby, predict that there will be fierce civil war. Famine, sword, fire and war will be widespread. Dead bodies will lie decaying with no one to bury them.

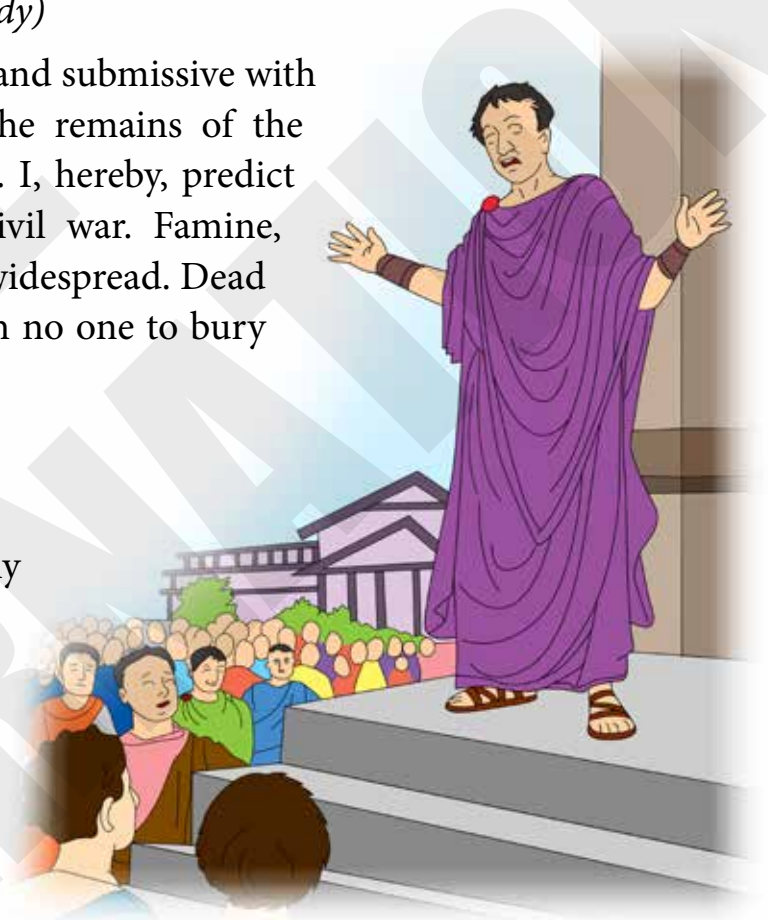
(*Leaves with Caesar's body*)

### After the extract

After Brutus, Antony addresses the Romans. He is able to convince them that Caesar was not a dictator and that he loved them. He instigates them to revenge. Before the angry crowd reacts, the conspirators flee in terror. The war begins. The armies of Caesar and Antony clash with those of Brutus and Cassius. Brutus and Cassius are defeated and both commit suicide.

Read the play quietly, then do the group reading. You could have a class play.

– William Shakespeare





## Find Meaning

<b>conspire</b>	- to make an evil plan to harm, or kill someone	<b>interpretation</b>	- explanation
<b>assassinate</b>	- to kill a political leader/king	<b>vitality</b>	- power, strength
<b>omens</b>	- events regarded as signs that something good or bad will happen	<b>spout</b>	- a pipe or tube projecting from a container
<b>proclaim</b>	- announce	<b>potent</b>	- powerful
<b>calamity</b>	- a tragic incident	<b>cringing</b>	- showing excessive respect in order to gain favour
<b>capitol</b>	- the Senate House	<b>exiled</b>	- sent out of the country as punishment
<b>overtake</b>	- befall	<b>tyranny</b>	- despotism
<b>cowards</b>	- persons who are weak and fearful	<b>rostrum</b>	- a raised platform

## EXERCISES

### Creative Expression

*Tell Your Story*

1. You have read the speeches of Antony and Brutus. Both these speeches are counted amongst the greatest in English literature. This is so because they have the power to 'move'. This power to 'move' is called 'persuasiveness'. It is an important characteristic of any speech because its absence renders the speech ineffective.

Writing a speech requires preparation and planning. Let's look at some steps that will help you to write a speech of your own.

- ❖ Begin your speech by greeting the audience.
- ❖ Introduce yourself and your topic to the audience.
- ❖ Organise your topic into points. These points are used to present your thought patterns
- ❖ in a lucid and logical manner.
- ❖ Support your points with factual data like statistical figures/examples/research conclusions etc. The purpose of this exercise is to lend a sense of authenticity and persuasiveness to your speech.
- ❖ Conclude your speech with a reiteration of your main argument.
- ❖ Thank the audience.

Now, share your experience as how would you prepare yourself with speech in the next school's need boy qist contest.

## CROSS-CURRICULAR CONNECT

### Critical Thinking

*Let's Play a Game!*

Think about the reaction of the Roman mob after the speeches of Brutus and Antony. What characteristics can be associated with the Roman mob? Do you think that Antony's speech had a greater effect on the mob? Why?

### Logical Thinking

Fill in the blanks and choose three points to create an individual story on each.

Use *almost*, *nearly* or *hardly* to fill the blanks.

1. He had a long story to tell ..... anyone believed him.
2. My guest was not feeling well. He ate ..... nothing.
3. Hurry up ! Dinner is ..... ready.
4. Go elsewhere. There's ..... no space to sit here.
5. She sang so quietly that I could ..... hear her.
6. She fell and ..... broke her leg.
7. He is a busy person. He ..... always arrives late.

### Exercise Time

**A. Answer the following questions.**

1. Why did Calpurnia want Caesar, her husband to stay at home?
2. What was Caesar's reaction to Calpurnia's superstitions?

3. Who convinced Caesar to go to the Senate?
4. What request was made to Caesar? Was it a genuine request or just an excuse?
5. Who was Mark Antony? How did he feel about Caesar's death?
6. What reason did Brutus furnish for killing Caesar?
7. How did the people react to Caesar's assassination? What does this tell about their feeling for Caesar?
8. What happened to the conspirators at last?

**B. Find their meaning.**

- |                    |                     |
|--------------------|---------------------|
| 1. Defeated .....  | 3. Frightened ..... |
| 2. Accompany ..... | 4. Cheering .....   |
| 5. Exciting .....  |                     |

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

1. You needn't worry about this golden child of yours. ....
2. The kind tree spread its love and warmth on all those who sat in its shade. ....
3. We've reached a point of great decision, not just for our nation, not only for all humanity, but for life upon the earth. ....
4. Who is here so vile that will not love his country? .....
5. He lost his family, his car, and his cell phone. ....
6. O Grave! Where is the victory?.....



**D. Match the following.**

- |                |                  |
|----------------|------------------|
| 1. Freedom     | a. Scheme        |
| 2. Ground      | b. Eradicate     |
| 3. Conspiracy  | c. Straight Away |
| 4. Banishment  | d. Liberty       |
| 5. Immediately | e. Base          |

**E. Tick (✓) the right options.**

1. This Poem showcast two qualities when hero should
- (i) Julius  (ii) Brutus  (iii) cassius
2. "I am like the pole-star. Like the pole, I do not change my position." Who said these words and to whom?
- (i) Julius  (ii) Brutus  (iii) cassius
3. What does, "Et tu, brut mean?"
- (a) You too, Brutus?
- (b) Not yhou brutus
- (c) Come here, brutus

**Conceptual Understanding**

**Given below are a few sentences. Complete the sentences given below and write a story based on them.**

1. Art lies in concealing art. ....
2. It is a very cold day, as cold as a cup of hot chocolate, with vinegar added to it and placed in a refrigerator for several hours. ....
3. The baby was as light as a feather in my lap. ....
4. As a helicopter pilot, he walks the razor's edge every day. ....
5. The tree spread his branches to shade me from the hot sun. ....
6. She is a snake in hiding. ....

12 O Love! Where have you flown? ..... **English-8**





# The Hero



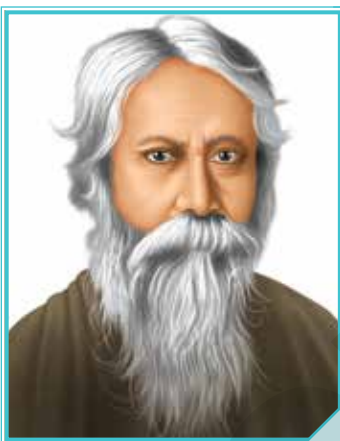
## Learning Objectives



To learn about the spirit of a Hero



To understand the spirit of unity.

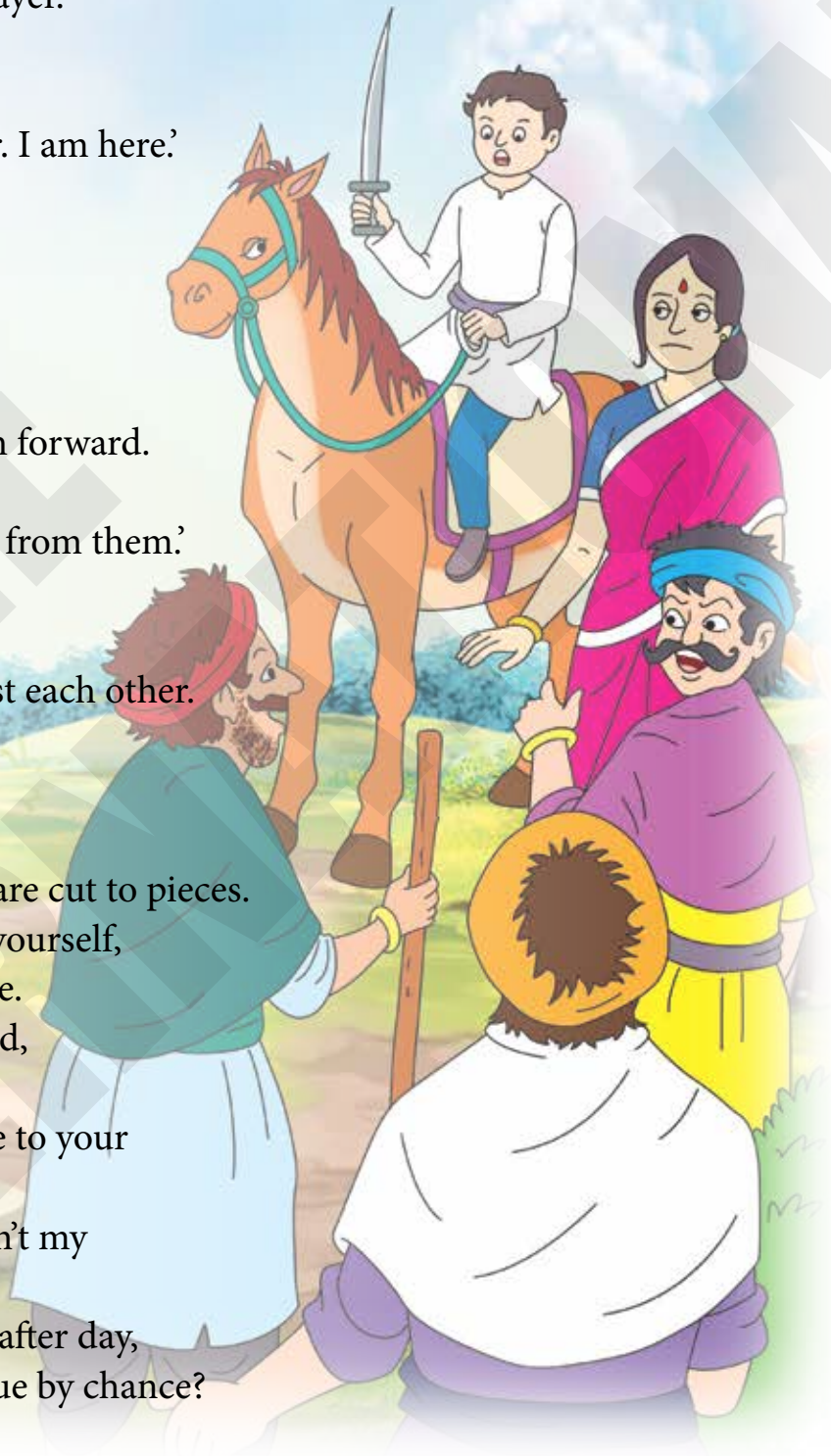


*Rabindranath Tagore (1861-1941) was born in Kolkata into a prominent family which took keen interest in literature and culture. He started writing poetry at the age of eight. He eventually became the first Asian to win the Nobel Prize, in 1913. Tagore founded a school called Patha-Bhavana in 1901, which eventually expanded into the Visva-Bharati University at Santiniketan.*

Mother, let us imagine we are travelling, and passing through a strange and dangerous country. You are riding in a palanquin and I am trotting by you on a red horse. It is evening and the sun goes down. The waste of Joradighi lies wan and grey before us. The land is desolate and barren. You are frightened and thinking, 'I know not where we have come to.' I say to you, 'Mother, do not be afraid.' The meadow is prickly with spiky grass, and through it runs a narrow broken path. There are no cattle to be seen in the wide field; they have gone to their village stalls.



It grows dark and dim on the land and sky,  
and we cannot tell where we are going.  
Suddenly you call me and ask me in a whisper,  
'What light is that near the bank?'  
Just then there bursts out a fearful yell,  
and figures come running towards us.  
You sit crouched in your palanquin  
and repeat the names of the gods in prayer.  
The bearers, shaking in terror,  
hide themselves in the thorny bush.  
I shout to you, 'Don't be afraid, mother. I am here.'  
With long sticks in their hands  
and hair all wild about their heads,  
they come nearer and nearer.  
I shout, 'Have a care, you villains!  
One step more and you are dead men.'  
They give another terrible yell and rush forward.  
You clutch my hand and say,  
'Dear boy, for heaven's sake, keep away from them.'  
I say, 'Mother, just you watch me.'  
Then I spur my horse for a wild gallop,  
and my sword and buckler clash against each other.  
The fight becomes so fearful, Mother,  
that it would give you a cold shudder  
could you see it from your palanquin.  
Many of them fly, and a great number are cut to pieces.  
I know you are thinking, sitting all by yourself,  
that your boy must be dead by this time.  
But I come to you all stained with blood,  
and say, 'Mother, the fight is over now.'  
You come out and kiss me, pressing me to your  
heart, and you say to yourself,  
'I don't know what I should do if I hadn't my  
boy to escort me.'  
A thousand useless things happen day after day,  
and why couldn't such a thing come true by chance?  
It would be like a story in a book.



My brother would say, 'Is it possible?  
I always thought he was so delicate!  
Our village people would all say in amazement,  
'Was it not lucky that the boy was with his mother?'

– Rabindranath Tagore

## Find Meaning

**palanquin** — covered or box-like carriage carried on poles on the shoulders of many people

**wan** — dark and gloomy

**desolate** — lonely

**buckler** — a round shield

**fly** — (here) run away

**escort** — (here) guard on a journey

## Exercise Time

### A. Answers the following questions.

1. Who is the speaker in the poem? What information about the speaker can you find from the poem?
2. What is happening in the poem?
3. How do you think the boy's mother or father would react on hearing the boy's story?
4. Give two reasons for his mother's fear.
5. Are the doors of the palanquin closed or open?
6. Describe the horse that the speaker was riding?
7. How would the speaker's brother react if he heard about this incident?
8. Describe the people who attack?
9. What was the result of the clash between them and the speaker?

### B. Find their meaning.

- |             |       |              |       |
|-------------|-------|--------------|-------|
| 1. Delicate | ..... | 2. Palanquin | ..... |
| 3. Wan      | ..... | 4. Buckler   | ..... |
| 5. Fly      | ..... | 6. Escort    | ..... |

**C. Fill in the blanks.**

1. They ..... (talk) for over an hour before Rohit arrived.
2. What ..... (do) for the last 30 minutes?
3. In November, we ..... (live) in Spain for five years.
4. Ashish ..... (look) for his book since Tuesday but has still not found it.
5. Amit ..... (dream) about an adventure journey when mother woke him up.
6. Mr Sharma ..... (teach) for two years next August.

**D. Tick (✓) the right options.**

1. This poem showcase two qualities which hero should have.  
(i) courage and kindness  (ii) coward and bravery   
(iii) humility and pride
2. The summary of the poem depicts the journey of .....  
(i) mother and son  (ii) father and son   
(iii) daughter

**E. Match the following**

- |             |                    |
|-------------|--------------------|
| 1. wan      | a. a round shield  |
| 2. desolate | b. weak            |
| 3. buckler  | c. lonely          |
| 4. delicate | d. dark and gloomy |

**LET'S ENJOY THE POEM**

**Think and answer.**

1. How do you know that the incidents described only happen in the imagination of the boy? What do you think the boy imagines such a dangerous situation?
2. Is this a real happening? Pick out words and phrases that support your answer.



# The History of Women's Cricket



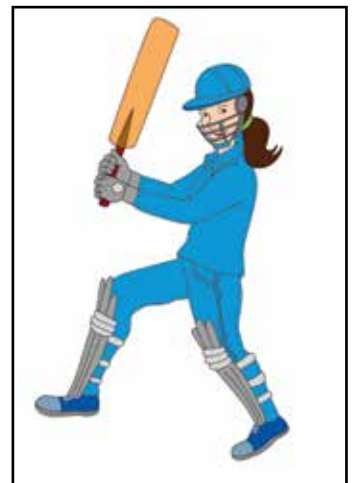
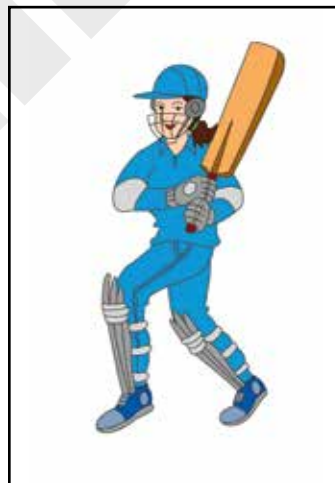
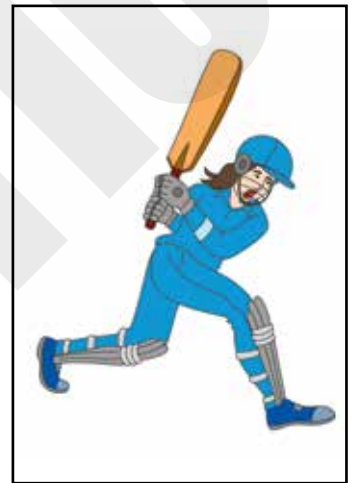
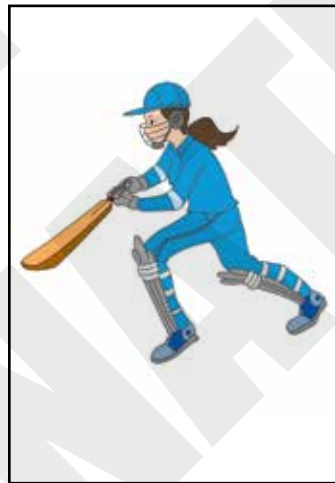
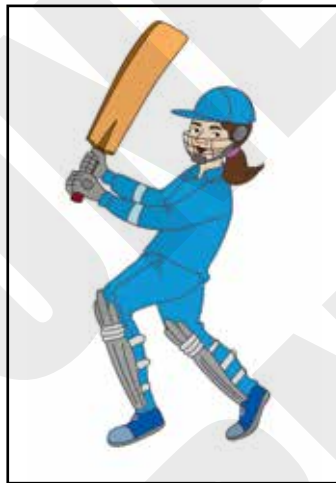
## Learning Objectives

❁ To understand gender equality.

❁ To understand the history of women's cricket.

## Warm-up

Look at the pictures given below and tell which posture is relevant to what in a cricket game.





*Rosalind Fergusson (1953 – ) is a former teacher, a freelance writer and editor with a wide range of reference book to her name. She is the author of The Penguin Rhyming Dictionary. She lives in Kent with her husband David and occupies her leisure time with walking, sailing, literature and music.*

*The sport of cricket has a known history beginning in the late 16th Century. The history of woman Cricket can be traced back to a report in The Reading Mercury on 26th July 1745 and a match that took place between the villages of Bramley and Hambledon near Guildford in Surrey. Let's learn more about the History of Women's Cricket by reading the chapter written by Rosalind Fergusson.*

“That's not cricket!”. This exclamation has entered the English language as an idiom, used when one person does something that another person considers to be unfair or unsportsmanlike. The implication is that cricket, traditionally called “the game of gentlemen”, sets the standard for fair play. Whether the players are professional sportsmen or villagers who got together for an informal match, they are expected to treat each other as gentlemen would : with honesty and respect. For many years, however, it was felt that the sport behaved very unfairly towards a group of people who make up half of the world's population - women.

The Marylebone Cricket Club (MCC) in London, England, is widely considered to be the bastion of the sport. Founded in 1787, it revised the laws of a game that had been played in various forms for more than two hundred years. These included the lbw rule, which had already been rewritten at least once before, and rules relating to the way the ball is bowled. (The modern overarm bowling style was originally classed as a no-ball).

Membership of the MCC, however, was restricted to men until the closing years of the 20th century. Before the historic decision to admit female members in 1998, the only woman (apart from domestic staff) allowed to enter the club's pavilion at Lord's Cricket Ground had been Queen Elizabeth II. As the official patron of the club, she could hardly be refused admission.

Meanwhile, cricket had been played with great enthusiasm by women since the 18th century. An article in an English newspaper of July 1745 talks about a match played "between eleven maids of Bramley and eleven maids Hambledon, all dressed in white". It goes on to make the admiring(if slightly ungrammatical) remark:"The girls bowled, batted, ran and caught as well as most men could do in that game." Bramley and Hambledon are villages in southern England, and in its early years the woman's sport was largely confined to this region. Players

ranged in age from teenage girls to woman in late middle age. Sometimes a team of single woman would compete against their married counterparts.

According to legend, it was a woman, Christina Willes, who pioneered roundarm bowling (which evolved into the now-familiar overarm technique) because her hand became entangled in her skirts when she bowled underarm. Sadly, this legend has since been discredited, and the male cricketer Tom Walker is now hailed as the first roundarm bowler.

By the late 19th century the game was being played professionally in England by two touring teams known as the Original English Lady Cricketers. Large crowds would come to watch them play. In the rather patronizing words of an 1890 cricket annual, "As an exercise cricket is probably not so severe as lawn tennis, and it is certainly not so dangerous as hunting or skating and if therefore, the outcome of the present movement is to induce ladies more generally to play cricket we shall consider that a good result has been attained.' Little did these early female players know that it would be another hundred years before their successors gained full acceptance and recognition.

The woman's game soon spread to Australia and then to other countries, including New Zealand, South Africa, the West Indies, Denmark and the Netherlands. A young Tasmanian woman called Lily Poulett-Harries, whose brother was a member of the state cricket team, founded the first Australian club for female cricketers in 1894. As captain she led her team to many victories in her tragically short career: she died of tuberculosis at the age of 23 in 1897.

By the mid-20th century there were woman teams all over the world, competing against one another in international matches. One of the most famous female cricketers of the modern era is Rachel Heyhoe Flint. Born in 1939, she played for the England woman's cricket team in the 1960s and 1970s. Captained by





Heyphoe Flint, the team won the first-ever Woman's Cricket World Cup in 1973. After retiring from active participation in the game she devoted her time to writing, broadcasting and making speeches on the subject.

In 1991, Heyhoe Flint applied to join the MCC and was refused. Her skill and achievements undoubtedly matched-and probably exceeded those of many of the club's male members, but she was a woman, therefore ineligible. This rebuff spurred her into campaigning for the

abolition of what was widely regarded as an antiquated rule. The 21st century was fast approaching and equality was the norm in most other walks of life. Finally, in 1999, Heyphoe Flint was chosen to be one of the first ten female members of the MCC. the others included Audrey Collins, former president of the Women Cricket Association, who began playing in the 1930s and continued for more than 40 years. A woman's team was formed and played its first match a few months later.

At last, the women's sport stood on an equal footing with the men's. In the words of Tony Lewis, then president of the MCC, "We could not claim to be a great cricket club unless we had a women's team and women members."



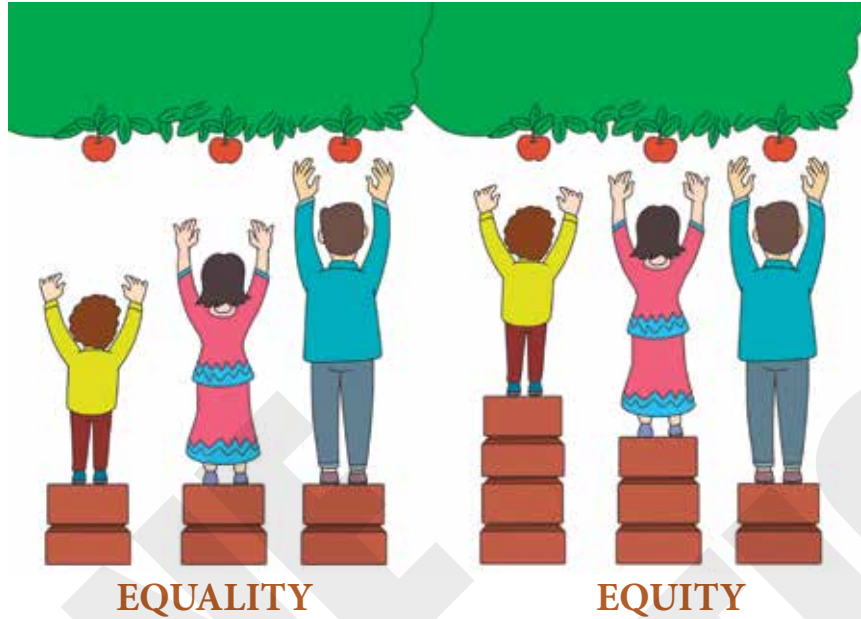
## Find Meaning

- |                    |   |                   |             |
|--------------------|---|-------------------|-------------|
| <b>bastion</b>     | - a place or group of people that protects the traditions, principles and standards of an activity. |                   |             |
| <b>pioneered</b>   | - developed   | <b>entangled</b>  | - caught in |
| <b>discredited</b> | - dishonour   | <b>successors</b> | - inheritor |
| <b>abolition</b>   | - stopping  |                   |             |

# EXERCISES

## Creative Expression

*Tell Your Story*



Take into account what was said about fair play and gender equality. Do you think men and woman should take part in the same sports? If so should they complete against each other?

.....

.....

.....

.....

.....

.....

.....

.....

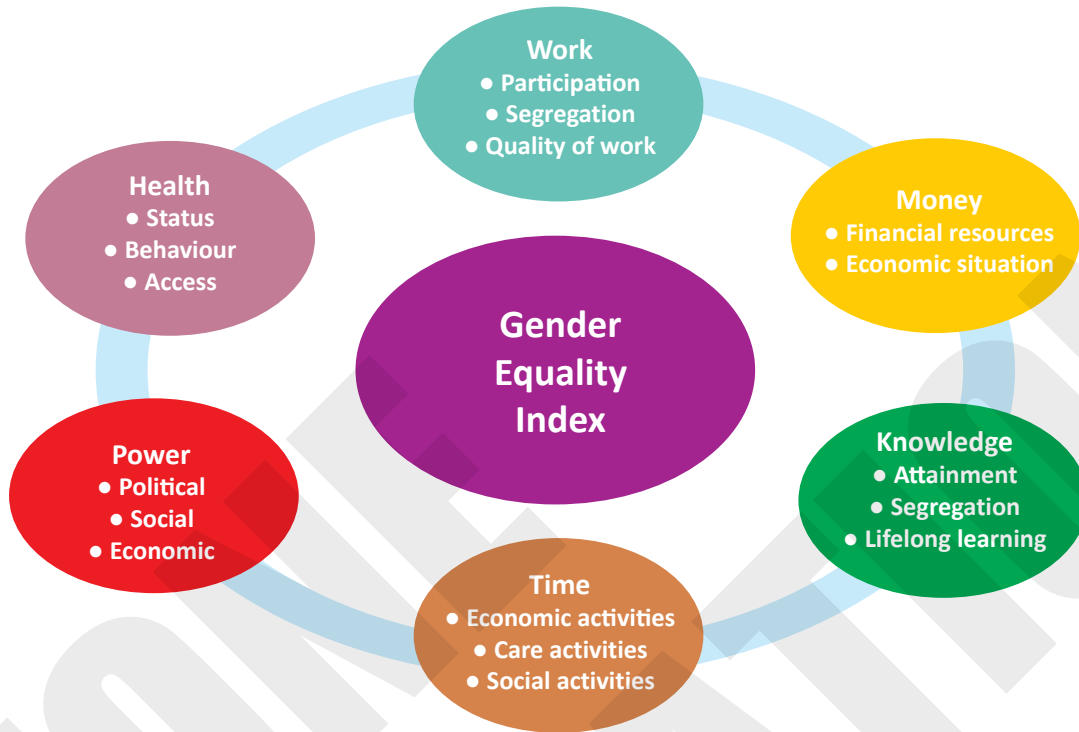
.....

.....

.....

## Learning by doing

Create a lifestyle based on given points for both genders.



## Critical Thinking

*Let's Play a Game!*

What physical exercise do you do to keep yourself fit? Which sports do you play in school? What sport do you enjoy the best? Do you play it regularly or are you just a fan?

Choose from the questions above and use them as a guide to present a talk about a sport to a small group.

1. Give your talk an interesting title
2. Begin by giving a brief introduction to your talk
3. Remember to give details or reasons.





# Logical Thinking

Write about 450 words explaining why you think sports is important to young people.

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



# Exercise Time

A. Answers the following questions.

1. Where was women's cricket first played?
2. What is ungrammatical about the remark quoted in the chapter? Can you think of a possible reasons for this apparent mistake?
3. Who was the pioneer of roundarm bowling?
4. Write down two similarities and two differences between Lily Poulett-Harris and Rachel Heyhoe Flint.
5. Make a timeline for women's cricket, naming at least five key events.

B. Find their meaning.

- |              |       |            |       |
|--------------|-------|------------|-------|
| 1. Mastiffs  | ..... | 4. Purring | ..... |
| 2. Trembling | ..... | 4. gallons | ..... |



**C. Decide whether the blanks in the following sentences should be filled with the definite article(the), the indefinite article (a/an), or be left unfilled. Put a cross (û) in the blank if it should be left unfilled.**

1. Have you found ..... book that you were looking for yet?
2. No, I don't want ..... milk in my tea, thank you.
3. Is there ..... pen that I could borrow?
4. Rani arrived today on ..... 10.30 flight from ..... Sri Lanka
5. Do you eat this dish with ..... rice or with ..... bread?
6. She's eating her soup with ..... wrong spoon!
7. To make this dish, you will need ..... onion ..... clove of garlic, 250 grams of ..... minced lamb and 100 millilitres of ..... water.
8. Milly wants to study ..... geography at ..... university.
9. To reduce ..... risk of ..... accident, ..... high-visibility clothing should be worn at all times.
10. It takes ..... skill and ..... patience to create ..... complex work of art.

**D. Tick (✓) the right options.**

1. Cricket is traditionally called
  - (i) the game of men.
  - (ii) the game of woman.
  - (iii) the game of gentlemen.
2. MCC stands for
  - (i) Malaysia Cricket Club.
  - (ii) Marylebone Cricket Club.
  - (iii) Manchester Cricket Club.

3. Cricket had been played with great enthusiasm by woman since the
- (i) 18th century.
  - (ii) 19th century.
  - (iii) 20th century.
4. In 1991, Heyhoe Flint applied to join the
- (i) ICC.
  - (ii) BCCI.
  - (iii) MCC.
5. Finally Heyhoe Flint was chosen to be one of the first ten female members of the MCC in
- (i) 1985.
  - (ii) 1989.
  - (iii) 1991.

**E. Match each word with the sentences that shows its meaning.**

- |                   |   |
|-------------------|---|
| 1. unprofessional | The decision makers were detached from the fans and did not know what they wanted.                        |
| 2. unmarried      | In the early years, male and female players were not given the same amount of recognition and acceptance. |
| 3. inequality     | Unlike her teammates, she retired and no longer participated in any of the events.                        |
| 4. inactive       | The entire team was fined for misconduct and for not keeping to the standards of fair play in the game.   |
| 5. disengaged     | The referee was fair to both teams.   |
| 6. impartial      | She devoted her life to the sport and remained single all her life  |



# Lionel Messi Hangs Up His Boots



## Learning Objectives

- To understand Messi and his love for football.
- To understand football game rules.

### Warm-up

Activity	Definition
<b>Active decision making</b>	
Skills (active)	Isolated technical or tactical skills from game situations in a small group with some opposition in the which the players are active decision makers
Uni-directional games	Uni-directional in a small group towards one line (e.g., 2 vs. 1)
Small-sided and conditioned games	Bi-directional with a team vs. team but with variations to player numbers, rules, goals, or areas of play (e.g., teams scoring by dribbling across end-line)
Possession games	Games with no goals in which the main intention is for one team to maintain possession of the ball from another
Phase of play	Uni-directional match play in a larger group towards one goal
<b>Non-active decision making</b>	
Fitness	Improving fitness aspects of the game with no focus on technical or tactical skill (e.g., warm-up, cool down, conditioning)
Technical	Isolated technical skills unopposed either alone or in a group
Skills (non-active)	Isolated technical or tactical skills from game situations, in a small group with some opposition in which there is no active decision making for the players
<b>Other</b>	
Transition	Movement from the end of one activity to the start of another activity. It is activity that is not football related (e.g. drink breaks). This includes the coach's explanation of the forthcoming activity and debrief of preceding activity.



*Soccer is one of the most popular sports in Europe and the Americas. It has a vivid and interesting history in the world of sports. Early evidence of soccer being played as a sport finds occurrence in China during the 2nd and 3rd centuries BC. In China, it was during the Han dynasty that people dribbled leather balls by kicking it into a small net. Recorded facts also support the fact that Romans and Greeks used to play ball for fun and frolic. It is said that early growth of the modern soccer started in England. It is said that during medieval times, the old form of soccer used to allow many ill practices like kicking, punching, biting and gouging. The main aim was to carry the ball to a target spot. People grew so fond of the game that they would throng the field all day long. The history of modern-day soccer was established in 1863.*

*Whilst the eyes of much of the world had been on the European Championship, a scarcely believable story occurred that sent shocks waves reverberating around the world.*

*The story is — Eleven years after making his debut, and four final defeats later, the world's best player Lionel Messi retired from international football on 26th June 2016 in the aftermath of Argentina's penalty shootout loss to Chile at the Copa America.*



Lionel Messi is an Argentinian footballer widely regarded as the one of the greatest players of the modern generation. He had been playing for FC Barcelona and the Argentina national team. He has won FIFA world player of the year four times (a record already). He has often been described as Diego Maradona's successor because of his prolific goal scoring record and ability to dribble past opponents.

Lionel Messi was born, 24 June 1987, in Rosario, Argentina to a working class family. His father was a factory steel worker, and his mother a cleaner.

He began playing from an early age, and his talent was soon apparent. However, at the age of 11, Messi was diagnosed with growth hormone deficiency (GHD). This was a condition that stunted growth, and required expensive medical treatment, including the use of the drug Human growth hormone.

Local club, River Plate were interested in signing Messi, but didn't want to pay for his medical treatment. However, Messi was given a trial with Barcelona, and coach Carles Rexach was impressed – offering Messi a contract which included paying for Messi's treatment in Spain. Messi moved to Barcelona with his father and became part of the prestigious FC Barcelona youth academy.

Messi progressed through the ranks and was given his first appearance in the 2004/05



season becoming the youngest player to score a league goal. In 2006, Messi was part of the double winning team which won both La Liga (Spanish League) and Champions League. By next season, (2006-07) aged just 20, Messi was the first choice striker and a key part of the Barcelona team – scoring 14 goals in 26 league games.

In the 2009-10 season, Messi scored 47 goals in all competitions, equalling Ronaldo's record total for Barcelona. As the seasons have progressed, Messi kept improving and breaking his own records. In the calendar year of 2012, he broke the all time world record for most goals scored in a calendar year. His final total of goals in 2012 was 91 – beating the previous record of 85 by German Gerd Muller, and Pele's milestone of 75 in 1958.

At the start of 2013, in club football, Messi scored 292 goals from a total of 359 appearances, and in international football, 31 goals from 76 appearances.

Because Messi was brought up in Spain, since he was 11 years old, he has Spanish nationality. In 2004, he was offered the chance to play for Spain's Under 20 side, but Messi decided to play for Argentina, the country of his birth. He led Argentina to victory in the 2005 FIFA Youth championship. Messi made his full international debut in August 2005, during a friendly against Hungary. In his first game, Messi was sent off for allegedly elbowing a player. The decision was contentious and not in keeping with Messi's style of play which is not dirty, and has very rarely been accused of diving.

In 2006, he participated in the World Cup, becoming Argentina's youngest player to play in the world cup. Argentina were eliminated in the quarter finals. In 2008, he won an Olympic gold medal for Argentina in football at the Beijing Olympics. Initially Barcelona had not allowed him permission to play, but new coach Pep Guardiola allowed him time off.

In the 2010 World Cup, Messi wore the number 10 shirt and played well to help Argentina reach the quarter finals, but Messi struggled to score and Argentina disappointingly lost 4-0 to Germany in the quarter final. Messi had admitted he is desperate to play in a world cup final. Pele by contrast was part of Brazil's three times winning World Cup side '58, '62 and '70.

What is so frustrating for anybody that has followed Messi's career is that, for all his individual and club level honors, he has always fallen short internationally.

This is a player that has won five Balloon d'Ors, four Champions League trophies and eight league titles, yet he cannot seem to repeat the feat on the international stage. That maybe

says more about the calibre of his Barca teammates than his own ability, but he has clearly reached a point of such disappointment that he feels he can try no more.

One Olympic gold medal does not do him justice, and he may be joined by arch-rival Cristiano Ronaldo as one of the best players to never win a major international honour. Like Messi, the closest Ronaldo has come to date is a defeat in a final. That Euro 2004 final against Greece was a defeat that left him distraught and adamant he would lead Portugal to glory. He has, in turn, become Portugal's record scorer, and made more appearances than anyone else for the national side.

However, unless Ronaldo gets a European Championship medal this summer, you have to feel he won't win a major honour with his country, and when he plays for Portugal he seems a frustrated figure, just like Messi has been in an Argentina shirt recently.



Teammates, pundits and ex-Argentina international stars had all been pleading with Messi to change his mind, to give the fans one more World Cup, to try and get that elusive title when the tournament comes around again in two years and Messi will be 31. But if Messi really has made up his mind and really won't be reversing his decision, then it is a massive moment in footballing history.

It would mean a player widely regarded as the best to ever walk the planet will have fallen short on the biggest stage. It will mean Messi will never be a world champion. And if rumours that his fellow internationals are contemplating following their captain into retirement prove to be true, it would mean a huge rebuilding job for Argentina.

Messi is widely regarded as one of the most exciting players of the modern age—in fact any age. He has a peerless ability to dribble and taken on opponents. Maradona has described his ball control as supremely good. "The ball stays glued to his foot; I've seen great players in my career, but I've never seen anyone with Messi's ball control."



## Find Meaning

- |  |  |
|--|--|
| <b>reverberating</b> – <i>be repeated several times as an echo</i>                 | <b>accused</b> – <i>a person with a charge of crime or offence</i> |
| <b>debut</b> – <i>a person's first appearance in a particular capacity or role</i> | <b>eliminate</b> – <i>completely remove</i>                        |
| <b>successor</b> – <i>heir</i>   | <b>distraught</b> – <i>very worried and upset</i>                  |
| <b>apparent</b> – <i>clearly visible</i>   | <b>adamant</b> – <i>refusing to change one's mind</i>              |
| <b>contentious</b> – <i>likely to cause an argument</i>                            | <b>elusive</b> – <i>difficult to find</i>                          |
|  | <b>massive</b> – <i>great</i>                                      |

## EXERCISES

### Creative Expression

*Tell Your Story*

Read to discover our top football facts for kids and tell your story about how you relate to it.

1. Football is the world's most popular sport. It's played in over 250 countries by over 250 million people.
2. Football is said to have originated in China. There's also historical evidence of people kicking a makeshift ball around from the Middle Ages.
3. Football is known as soccer in America and Canada.
4. The origins of modern football began in England in the mid-nineteenth century.



### Cross-Curricular Connect

### Learning by doing

- A. Lionel Messi who is aged 29 decided to quite international football in a spar of moment after losing a match against Chile in the European Championship. Do you think it was a good judgment? How do you feel?
- B. Who is the winner of European Championship 2016?





## Critical Thinking

Let's Play a Game!

Some football terminologies are given in the crossword puzzle. Read the hints and encircle the terms in the crossword puzzle.

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

### Hints :

1. This card is held up by a referee to signal a caution for a minor infringement.
2. A player whose job is to stop the opposition attacking players from goal scoring.
3. Any illegal play.
4. The specialised player who is the last line of defense, who is allowed to control the ball with his hands when in the goal area.
5. An attacking player whose job is to finish attacking plays by scoring a goal.
6. A player who plays nearest to the opposite team's goal.
7. The official who is in charge of the game.



## Logical Thinking

Look at the pictures below and discuss the following.

1. It would mean a player widely regarded as the best to ever walk the planet will have fallen short on the biggest stage.
  - (a) Who is the player being talked about?
  - (b) What does the words biggest stage refer to?
  - (c) Did the player miss any feat under his feet that he might have cherished forever?



2. "The ball stays glued to his foot."
  - (a) Who said these words?
  - (b) Why did he say so?
  - (c) Do you agree with the speaker?



## Exercise Time

### A. Answer the following questions.

1. Who is Lionel Messi? When and where was he born?
2. What incident moved Messi to Barcelona with his father and made him become part of the prestigious FC Barcelona youth academy?
3. Why was Lionel Messi described as Diego Maradona's successor?
4. What was the profession of Messi's parents in his childhood?
5. When did Messi make his full International debut? What was happened in his first game?
6. In which year and what occasion did Lionel Messi win an olympic gold medal for Argentina in football?
7. Write down some great achievements of Lionel Messi.

### B. Find their meanings.

- |                       |                     |
|-----------------------|---------------------|
| 1. Contemplated ..... | 2. Rebuilding ..... |
| 3. Tournament .....   | 4. Reversing .....  |

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

talks   shows   hits   sent off   head   bounces   shoots   crosses   deflects

1. Number 10 is .....
2. Rooney ..... to Scholes.
3. A German player ..... the ball.
4. Number 7 ..... the ball.
5. The referee ..... to the linesman.
6. The ball ..... the woodwork.
7. The referee ..... a yellow card.
8. The ball ..... on the goal line.

## Model Test Paper-1

Time: 1 Hour

MM: 30

### Section-A (Reading)

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

Physical pain and suffering are two aspects of human life that we are usually scared of. Physical pain is related to the body; suffering is our mental and emotional response to the experience of pain. Do pain and suffering serve any deeper purpose?

In his book *Pain: The Gift Nobody Wants*, Dr Paul Brand explores the purpose and value of physical pain. He is of the opinion that pain is a very sincere friend that warns us of some danger to the body and thus protects us. If there were no warning in the form of pain, one would not hesitate even sticking one's hand in the fire to retrieve a burning object. Our hand would even get singed and we wouldn't know. A little pain saves us from larger damage. Children often complain of toothache and are taken to a dentist. The dentist attends to the problem and takes steps to set it right. Had pain not been there, the entire tooth might have decayed without the child ever knowing it. Dr Brand once had to work with some patients who had lost pain sensation in their limbs. He saw some of them walking with broken skin and even exposed bones. Their condition was getting worse day by day, but they were not aware of it. Had they been capable of experiencing pain, they would have taken steps to protect themselves. But why must the experience of pain be so unpleasant?

Dr Brand says that it is the unpleasantness of pain that makes it so effective in protecting us and warning us of danger and injury. The feeling of unpleasantness forces the entire body to attend to the cause of pain and act. Besides, the memory of the experience gets preserved in the mind and protects us in the future.

a. How are pain and suffering different from each other?

.....

b. Why does Dr Brand describe the pain as a sincere friend?

.....

c. How does the memory of a painful experience help us?

.....

### Section-B (Grammar)

**2. Underline the complement in each of the following sentences and write whether it is a noun, adjective or pronoun.**

1. This pencil is hers.
2. Riya is a painter.
3. The food tasted bland.
4. Aarohi turned pale.
5. Neha looked angry.



### 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.

1. Who declared, "Indians will build their own India"?

a. Gandhiji  b. Nehru  c. Subash

2. What was the age difference between the narrator and his elder brother?

a. three years  b. Four years  c. five years

3. The poet compares the world to a \_\_\_\_\_.

a. cinema  b. Stage  c. school

4. Phileas started his journey from

a. London  b. Suez  c. Bombay

5. The poet describes a

a. modern bazaar  b. a mall  c. traditional bazaar

5. Answer the following questions:

1. What are the problems the poet mentioned in the poem 'Don't Quit'?
2. What made Larry roar with fright?
3. Who is the poet of the poem 'Punishment in Kindergarten'?
4. Who was Mr Watson?
5. Did Mr Fogg win the bet in the end?

## Model Test Paper-2

Time: 1 Hour

MM: 30

### Section-A (Reading)

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

My parents kept me from children who were rough  
Who threw words like stones and who wore torn clothes  
Their thighs showed through the rags. They ran in the street, climbed cliffs, and were  
stripped by the country streams.  
I feared more than tigers their muscles like iron,  
Their jerking hands and their knees were tight on my arms.  
I feared the salt coarse pointing of those boys  
Who copied my lisp behind me on the road.  
They were lithe, they sprang out from behind hedges. like dogs to bark at my world.  
They threw mud. While I looked the other way, pretending to smile, I longed to forgive  
them, but they never smiled. **-Stephen Spender**

1. What made the speaker afraid of the rough children?

.....

2. What actions of the rough children hurt the speaker?

.....

3. Explain the expression: salt coarse pointing.

.....

### Section-B (Grammar)

**2. Identify the main clause and subordinate clause in each of these sentences.**

1. The old man picked up the bottle that was lying on the ground.

2. Mother was alarmed to see the front door open when she came home.

3. You can eat whatever you like.

4. When we were in Mumbai, we always walked to school.

5. The little girl who is singing is my niece.



### 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.

- Keats's mother died of  
a. cholera  b. tuberculosis  c. cancer
- The poet wants a home on the rolling .....  
a. river  b. sea  c. land
- Cricket is traditionally called  
a. the game of men  b. the game of woman   
c. the game of gentlemen
- MCC stands for  
a. Malaysia Cricket Club  b. Marylebone Cricket Club   
c. Manchester Cricket Club
- Lionel Messi represented  
a. Argentina  b. Portugal  c. Chile

5. Answer the following questions:

- Name the recipient of the Nobel Peace Prize for 2014.
- Who was John Keats? When and where was he born?
- Why did Calpurnia want Caesar, her husband to stay at home?
- What was Caesar's reaction to Calpurnia's superstitions?
- What was the result of the clash between them and the speaker?