



Together with[®]
Expressions[™]
English
Multiskill Coursebook

Author

Neera Verma

MA (Gold Medalist), M Ed
Topper P.G.C.T.E. (CIEFL, Hyderabad)
Formerly Coordinator, Head of English Deptt.,
Headmistress
St. Xavier's School, Delhi
(Winner of S. Radhakrishnan Memorial
National Teacher's Millennium Award 2000)

Series Editor

Seema Jerath

MA (Eng.), M Ed
Principal, DLF Public School

Recipient of:

National Award to Teachers 2012 by President of India

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- Reading
- Writing
- Speaking
- Listening
- Celebrate Life (Life Skills)



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Email info@rachnasagar.in, rachnasagar@hotmail.com, editorial@rachnasagar.in,

order@rachnasagar.in, export@rachnasagar.in

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Preface

Together with[®] **English** is not merely a textbook; it is a new approach to learning that goes beyond the two dimensional limitation of paper by creating innovative ways and means whereby teachers can be empowered to teach in creative, hands– on and interactive ways.

This new approach is also envisioned as learner–friendly— it allows for better participation by the students in their own learning process and at their own pace. All material has been presented in short, logically organized, and student–friendly modules. These move a student from simple to more complex levels of understanding and appreciation.

Opportunities for collaborative and cooperative learning have been woven into the fabric of the series. It is hoped that this will create great ‘Togetherness Times’ in every classroom as also engender ‘peer learning’ while ensuring motivated classrooms.

The series presents ample opportunity for the integration of multiple intelligences in the classroom. It addresses the needs of young learners of English as prescribed by the National Curriculum Framework for School Education 2005.

The series comprises Expressions Multiskill Coursebook (Classes 1–8), Expressions English Workbook (Classes 1–8), Expressions Literature Reader (Classes 1–8), Teacher’s Resource Manual (Classes 1–8).

Expressions Multiskill Coursebook

This is a multiskill approach to teaching–learning, i.e., need based and innovative. Instead of merely LSRW as the objectives of language teaching, this book affords a more holistic approach to imparting language proficiency. It provides various stimulating situations where a number of skills in conjunction with a variety of cognitive abilities are used together including vocabulary and spelling as well as grammar skills that prepare for accurate usage of the language.

Expressions English Workbook

The Expressions English Workbook provides a more systematic development of grammatical concepts in a graded and creative manner through learner–oriented activities. The prime objective is to provide a comprehensive coverage of grammatical concepts and to enable the learners to internalize them. The Expressions English Workbook is an essential supplement to the Multiskill Coursebook but since it has been conceptualised as an independent and complete package, it can be used in isolation or with another series with equal benefit.

Expressions Literature Reader

Literature Reader for classes 1 to 8 form an intrinsic part of the *Together with*[®] **Expressions English** package. They have been designed to provide learners with a valuable and varied literary experience through a range of literary genres such as fiction, poetry, drama, and prose. These have been aimed at engaging the learners of English with alternative perspectives portrayed. The books provide the learners with a critical lens whereby they interrogate the beliefs, attitudes and ideological perspectives depicted through literature.

Teacher’s Resource Manual

Special Teacher’s Resource editions strive to give teachers step by step guidelines at the beginning of each unit and make the course very user friendly. This material familiarizes the teacher with the pedagogical techniques and procedures required for an able handling of the course. It also contains solutions to the exercises and tasks in the book.

Reading texts have been thoughtfully selected for their interest and relevance, particularly those that embody universal themes. It is hoped that learners will read them with relish and thereby inculcate an urge to read extensively on their own.

Note to the Teacher

The *Together with* **Expressions English** series comprises of a Multiskill Coursebook, Expression English Workbook and Literature Reader.

There is a thematic link between the three books, but each of the books can be used independently as well. The Literature Reader and the Expressions English Workbook have been linked to all the themes covered in the Multiskill Coursebook. Moreover, the 'Grammar Link' in Multiskill Coursebook has been linked with the Frameworks in the Expression English Workbook.

The two grammar topics covered in Unit-1 of the Multiskill Coursebook corresponds with the Framework—1, 2 of the Expressions English Workbook. Also, the theme of the passages in these 2 Frameworks is based on the theme of Unit-1 of the Expressions Multiskill Coursebook.

The units of the Expressions Multiskill Coursebook have been divided into various segments.

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|---|--|--|
| <input type="checkbox"/> Let's Get Going | <input type="checkbox"/> Dictionary Focus | <input type="checkbox"/> Listen and Respond |
| <input type="checkbox"/> Read and Rejoice | <input type="checkbox"/> Pronunciation Drill | <input type="checkbox"/> About the Poet and Poem |
| <input type="checkbox"/> Word Wealth | <input type="checkbox"/> Grammar Link | <input type="checkbox"/> Rhythm Corner |
| <input type="checkbox"/> Quest Buzz | <input type="checkbox"/> Write-a-While | <input type="checkbox"/> Fast Learner's Corner |
| <input type="checkbox"/> Watchword | <input type="checkbox"/> Talk-a-While | |

Let's Get Going

This segment acts as a stimulant, a warm up. It gives a brief introduction on how the pieces of prose and poetry will enable the learners to appreciate the central theme of the unit from more than one dimension. It simply tells the learner *'Enjoy What You Read'*.

Read and Rejoice, Rhythm Corner

These segments contain selected pieces of prose and poetry in which the theme of the unit is brought out. The aim of these sections is to enable learners to read with maximum comprehension in minimum possible time. As the learners grow in reading proficiency, they are able to read silently and rapidly.

Do not always read a passage or text aloud except when your focus is on showing learners how a text should be read with correct pronunciation, word stress, sentence stress, intonation and pauses. Remember, our aim is to make our learners independent readers. Encourage them to read the text silently and on their own. Also, set a reasonable time limit for your learners to read a passage silently.

Word Wealth, Dictionary Focus, Watchword, Pronunciation Drill

These segments will help learners to explore the broader significance of words, contextually. The learners will also be able to enhance their vocabulary through exercises such as the Pronunciation drill, finding synonyms and finding one word to match with each of the given phrases, using words and phrases in appropriate sentences, etc. Moreover, there are various exercises provided for the learners to enhance their spelling skill— learners will learn spellings in a fun-filled way.

This segment also aims at familiarizing the learners with the use of a dictionary and a thesaurus. It give the students the opportunity to understand and interpret the rules that govern the structure and the style of the language used. Learners will be able to identify the implied meaning used therein.

Quest Buzz

The aim of this segment is to enable the learners read and develop the literal and inferential comprehension skills. This segment also helps to engage the learners more actively in writing and learning about the given topic or theme. An interesting variety of hands-on exercises have been designed to promote and evaluate factual, inferential and interpretive comprehension.

As a rule, the comprehension tasks should be worked **orally** before learners are asked to write down their responses to some of the questions. You must remember not to turn the reading comprehension tasks into **Memory tests**. Let learners refer to the text as they work through the comprehension questions. Besides the responses, encourage learners to come up with justification for their responses especially in case of inferential questions where responses might vary. At the end of this session, attempt a recapitulation of the reading text.

Grammar Link

This segment aims at making the learners use language more accurately. There are various innovative Grammar-based exercises that will help the students learn the discipline to focus, to organize, and to practice.

Write-a-While

This segment helps the learners to communicate effectively through a contextual written piece. There are various forms of writing which serve various purposes. This segment will enable students to practice the systematic way to write an extended text, deliver a speech, design a poster and even prepare a book review. They will be able to organize information in an orderly fashion, introduce and then divide the content appropriately into parts.

Most of the writing exercises fall in the category of controlled writing or guided writing. You may provide extra hints and clues if needed.

It is suggested that you begin by generating ideas through pair, small group or class discussion, or listing ideas individually.

Children are motivated by a change in scene. If resources permit, take the children outdoors. If not, create the space inside the classroom itself.

Each game will be a hit if you join the children and be the leader the first two times. Gradually, you may simply monitor.

Talk-a-While

This segment encourages the learners to interact with one another in English. This segment provides the learners with opportunities to talk about a variety of topics, such as projects, books, characters, television programmes, take interviews and videos. The topics of their conversation will act as springboards for their writing.

Varied classroom interaction modes have been used like pair work, groupwork and individual tasks to the whole class. You must ensure that all interaction is in English.

Pronunciation

Initial practice should be in front of the whole class under your supervision so that the students learn correctly the basic elements of stress and voice modulation. It is suggested that you initiate the activity yourself first. Further, you must realize that learners cannot help but make grammatical mistakes. *Errors are to be tolerated as a natural part of the process of language acquisition.* Do ensure that the environment is threat free.

Listen and Respond

Learning to speak well depends crucially on learning to listen well. This segment uses a constructive approach towards the teaching and learning of listening skills.

These aim at helping them build a bridge between the classroom and the real world.

Listening activities that encourage learners to listen for a clear purpose have been included

- to complete a text.
- to understand the main idea in the text.
- for listening the information.

The following guidelines may help :

- direct learners to the task in the Coursebook, and ask them to study it.
- give learners a few minutes to complete the task.
- discuss the answers, and confirm them by playing the relevant portions of the text, if necessary.

Poetry

The choice of poems has been made to heighten the learner's interest in poetry. Attention of learners is drawn to several aspects such as figures of speech, poetic devices and appreciation of poetry. It will encourage the learners to use their imagination in a creative manner, thereby develop and enhance their literary skills.

Fast Learner's Corner

This is a segment that primarily aims at encouraging and motivating the learners to take a step ahead and widen their horizons by exploring and reading some more. It encourages the learner to visit a bookshelf, library and the Internet, too. The activities are interesting and designed in a manner that will appeal to the learner's curious mind.

Learn as much as you can while you are young, since life becomes too busy later. ~Dana Stewart Scott

Phonetic Symbols

The symbols given are used both in British and American English. The symbols those are different in American English are written alongside.

Vowel Phonemes

ɪ	as in 'pit'
e	as in 'pet'
æ	as in 'pat'
ʌ	as in 'cut'
ɒ	as in 'pot'
ʊ	as in 'put'
ə	as in 'potato', 'upper'
i:	as in 'key'
ɑ:	as in 'car'
ɔ:	as in 'core'
u:	as in 'coo'
ɜ:	as in 'cur'
eɪ	as in 'bay'
aɪ	as in 'buy'
ɔɪ	as in 'boy'
əʊ	as in 'low' (British)
aʊ	as in 'how'
ɪə	as in 'here'
eə	as in 'there'
ʊə	as in 'tour'

Consonant Phonemes

p	as in 'pea'	b	as in 'bee'
t	as in 'tea'	d	as in 'do'
k	as in 'key'	g	as in 'go'
f	as in 'fat'	v	as in 'vat'
θ	as in 'thin'	ð	as in 'that'
s	as in 'sip'	z	as in 'zip'
ʃ	as in 'ship'	ʒ	as in 'measure'
h	as in 'hat'	l	as in 'led'
m	as in 'map'	r	as in 'red'
n	as in 'nap'	j	as in 'yet'
ŋ	as in 'hang'	w	as in 'wet'
tʃ	as in 'chin'	dʒ	as in 'gin'

Short Vowels

pit	pet	pat	putt	pot	put	another
ɪ	e	æ	ʌ	ɒ	ʊ	ə

Long Vowels

bean	barn	born	boon	burn
i:	ɑ:	ɔ:	u:	ɜ:

Diphthongs

bay	buy	boy	no	now	peer	pair	poor
eɪ	aɪ	ɔɪ	əʊ	aʊ	ɪə	eə	ʊə

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Unit	Reading Skills	Vocabulary	Grammar Skills	Reading & Writing Skills	Listening & Speaking Skills	Activity
1. Children — The Dreamers of Dreams (The aspirations of children; their self respect and their innate qualities)	A. 'Dream, Dream, Dream' (Literal Inferential Analytical Comprehension)	<ul style="list-style-type: none"> Matching words with their meaning 	<ul style="list-style-type: none"> Recall Sentences Kinds of sentences 	<ul style="list-style-type: none"> Making questions for an interview Report for a school magazine 	<ul style="list-style-type: none"> Listening for comprehension 	Group Activity <ul style="list-style-type: none"> Role Play Interaction with a celebrity
	B. The Purple Haze (Critical and Evaluative Comprehension)	<ul style="list-style-type: none"> Synonyms Dictionary work finding the meaning applicable in context Phrases 	<ul style="list-style-type: none"> Adjectives Kinds Formation Comparison 	<ul style="list-style-type: none"> Informal letter 	<ul style="list-style-type: none"> Listening for gathering information Pronunciation of 'in' and 'i' sounds Short vowel and Long vowel 'a' and 'ai' 	Pair Activity <ul style="list-style-type: none"> A class room situation presented in dialogue Slogans used by the Indian National Army of Netaji
	C. Imagination (Poem) (Appreciation of poetry)			<ul style="list-style-type: none"> Writing about a favourite poet/writer 		
2. About Love (Attitude of Sympathy towards other men, animals; of serving men and God)	A. Out of Love for the Friendless (Literal Inferential Comprehension)	<ul style="list-style-type: none"> 'extra' added to other words 'break' phrasal verb words with similar meaning 	<ul style="list-style-type: none"> Adverbs Kinds Formation 	<ul style="list-style-type: none"> Narration in first person Essay writing 	<ul style="list-style-type: none"> Listening for appreciation of a story Long and short vowel sounds 	Group Activity <ul style="list-style-type: none"> Writing and presenting a court scene
	B. Where Love is, God is (Critical and evaluative comprehension)	<ul style="list-style-type: none"> Synonyms Phrases 'over' as a prefix 'lodge' various uses 	<ul style="list-style-type: none"> Adverbs Comparison Position 	<ul style="list-style-type: none"> Paragraph Notice 	<ul style="list-style-type: none"> Listening for gathering information 'o' and 'ow' sounds 	<ul style="list-style-type: none"> Preparing a cartoon strip
	C. The Ballad of Father Gilligan (Poem) (Reading for Appreciation)					

<p>3. Animal Facts and Fantasy (Animals in real life and literature, a sympathetic)</p>	<p>A. Penguin Frolic (Literal inferential Comprehension)</p> <p>B. Dr. Dolittle (Critical and Analytical Comprehension)</p> <p>C. The Walrus and The Carpenter (Poem) (Reading for appreciation of poetry and humour)</p>	<ul style="list-style-type: none"> • Matching phrases with their meanings • Phrasal verb 'give' • Verbs and their noun forms • Synonyms • Similes 	<ul style="list-style-type: none"> • Noun clauses • Relative clauses • Adverb clauses 	<ul style="list-style-type: none"> • Article • Diary entry • Describing a landscape 	<ul style="list-style-type: none"> • Listening for comprehension • Telling a story • Listening for information • Long and short vowel 'uɪ' and 'ʊ' sounds • Conversation : Making enquiries • Sharing information of extremely odd and hilarious things/people/situations 	<ul style="list-style-type: none"> • Writing a play/musical • Making cutouts puppets for the above • Conversation about learning a new language
<p>4. Secrets from Our Glorious Past (History & Culture)</p> <p>Commercial centres, centre of learning in ancient India)</p>	<p>A. The Discovery of Lothal : A Commercial Centre (Information transfer, Literal, inferential, Comprehension)</p> <p>B. Nalanda : The Giver of Knowledge (Information transfer, Literal and inferential, comprehension)</p> <p>C. Upagupta (Poem) (Appreciation of Poetry)</p>	<ul style="list-style-type: none"> • Synonyms • Use of prefixes 'un' and 'dis' • homophones • Synonyms • Word making • 'Down' in various combinations 	<ul style="list-style-type: none"> • Prepositions • Determiners 	<ul style="list-style-type: none"> • Essay • Describing a place 	<ul style="list-style-type: none"> • Listening for information • Conversation • Dialogue-making requests • Listening for information • Diphthong 'ei'; 'e' • and 'æ' • Syllables • Conversation • Making enquiries and plans • Short debate on a topic 	<ul style="list-style-type: none"> • Finding excavation sites on a city/state map • Prepare a collage with captions

<p>5. Towards a Better Me (Personality development and Growing up)</p>	<p>A. Self Esteem (Literal inferential Comprehension) B. The Star (Appreciation of a story) C. If (Poem) (Appreciation of poetry)</p>	<ul style="list-style-type: none"> Specific vocabulary Verb and noun forms Idiomatic expressions Similes Phrasal verb 'push' Dictionary work Idiomatic expressions and their meanings 	<ul style="list-style-type: none"> Tenses Modals 	<ul style="list-style-type: none"> Paragraph Essay Dialogue Comparing two people Diary entry 	<ul style="list-style-type: none"> Listening for comprehension Role Play Listening for comprehension Diphthongs – 'əʊ' and 'aʊ' 	<ul style="list-style-type: none"> Draw up a Personality Development Plan in 5 points Group Discussion
<p>6. Travel</p>	<p>A. Ladakh (Information transfer) B. Travel Alone (Appreciation of Story) C. Travel (Poem) (Appreciation of Story)</p>	<ul style="list-style-type: none"> Synonyms Placing together words with opposite meaning Synonyms Expressions using 'heart' Words, phrases with similar meaning Antonyms Phrasal verb 'carry' Synonyms 'fire' used figuratively 	<ul style="list-style-type: none"> Active and Passive Voice Reported Speech Subject verb agreement Integrated Grammar Exercises 	<ul style="list-style-type: none"> Describing a building Describing a holiday travel Developing a story Formal letter Alliteration Interview First person narration Essay Speech Making questions with 'Why' and 'How' 	<ul style="list-style-type: none"> Listening for comprehension and appreciation Conversation — Questions and Answers Listening for appreciation Diphthong 'ei'; 'v' Conversation : Asking for directions Listening for information Speech Practice with 'the' Listening for information Similar vowel sounds likely to be confused Diphthong 'eə' and 'ɪə' 	<ul style="list-style-type: none"> Making a collage Forming a Travellers' Club Writing a poem Fact file on the first flight of aeroplane Debate Writing a poem
<p>7. Flights Yesterday and Today (Science and Technology)</p>	<p>A. The First Flights (Information Transfer, Literal, Inferential Comprehension) B. Flights into Space: India's Flag on the Moon (Information transfer, Literal, Inferential, Comprehension) C. Why (Poem) (Appreciation of Poetry)</p>	<ul style="list-style-type: none"> Synonyms Expressions using 'heart' Words, phrases with similar meaning Antonyms Phrasal verb 'carry' Synonyms 'fire' used figuratively 	<ul style="list-style-type: none"> Subject verb agreement Integrated Grammar Exercises 	<ul style="list-style-type: none"> Interview First person narration Essay Speech Making questions with 'Why' and 'How' 	<ul style="list-style-type: none"> Listening for information Speech Practice with 'the' Listening for information Similar vowel sounds likely to be confused Diphthong 'eə' and 'ɪə' 	<ul style="list-style-type: none"> Fact file on the first flight of aeroplane Debate Writing a poem

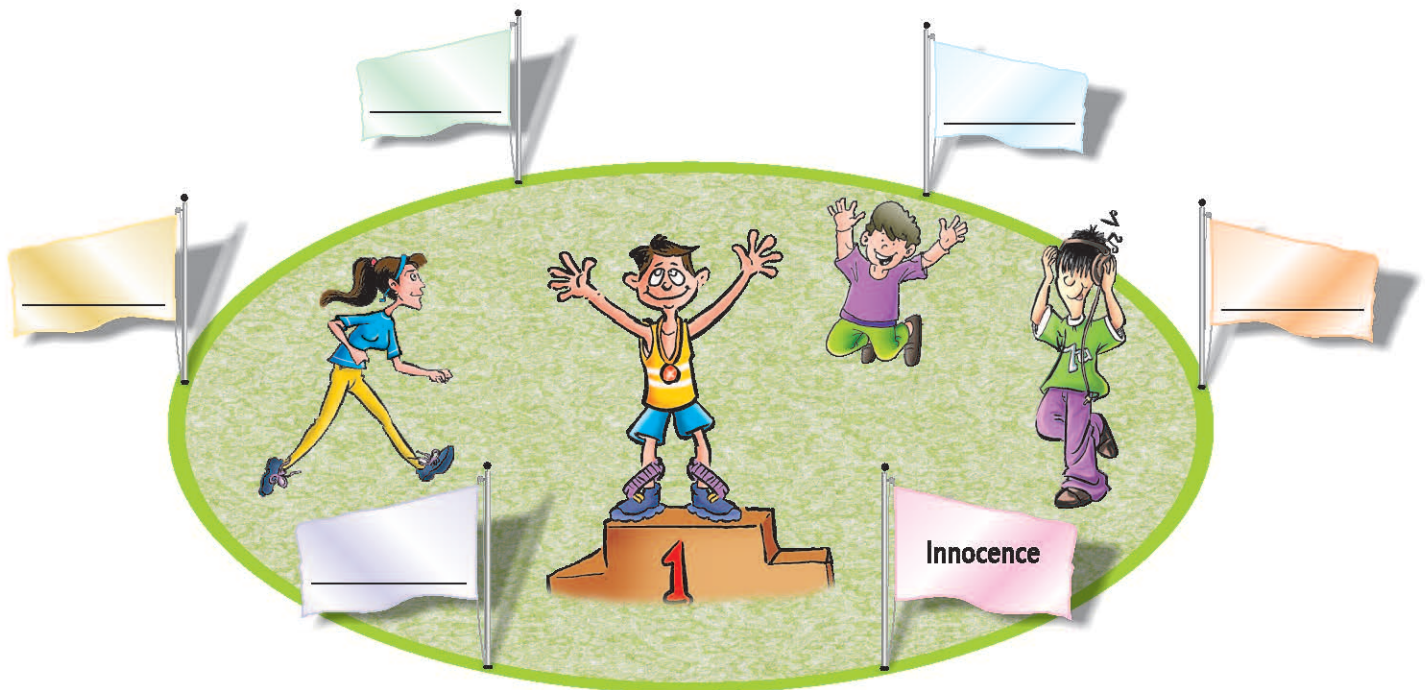
Children— The Dreamers of Dreams

Unit 1



Let's Get Going [Warm up]

All over the world for all people, children are a bright symbol of hope and a better future. Apart from the fact that children grow up and carry on the work of the previous generation, there are many things about a child that are endearing and special. Look at the picture below and add more qualities that children stand for. You may add more flags if you need to.



India's 'Missile Man' and the greatest Indian scientist of the later 20th century, our ex-President, Dr. A.P.J. Abdul Kalam has a special place in his heart for children. So much so, that he regards the application of his research for handicapped children as one of the 'four milestones' of his career. The material that the scientists used for building missiles was so light that the orthopaedic surgeon from Nizam Institute of Medical Sciences, Hyderabad requested Dr. Abdul Kalam, 'Please remove the pain of my patients.' Dr. Kalam and his scientists made calipers of only 300 gms to the great delight of the children whose legs were weighed down with calipers of three kilograms.

Read what he has to say to the children of India.

Next, you will read a story of a young girl who stands up for her right to be treated with respect. One of the amazing qualities of children is their idealism. Read about how the poor girl lives with her dreams and self-respect.

You will also read what one of the greatest writers of the 20th century has to say about children's imagination.

Section–A

DREAM, DREAM, DREAM

Our ex-President, Dr. A.P.J Abdul Kalam had an accident out of which he came miraculously unhurt and the same night had a dream which added a dimension to his superbly rich personality.

Dr. Kalam has written about this occasion in his book 'Ignited Minds' in which he has addressed the children and youth of India.

Read how he set about to implement his decision to know India's children better.



Read and Rejoice [Reading Skill]

It happened on 30th September 2001 when his helicopter crashed, moments before landing in Bokaro. The same night he had a strange dream in which he was in a desert on a full moon night with Mahatma Gandhi, Albert Einstein, Emperor Ashoka, Abraham Lincoln and Caliph Omar. All were standing in a circle—engaged in a conversation. They talked about violence among people, and living peacefully together. Dr. Kalam describes the experience, thus, 'The next morning, I kept sitting for sometime, drinking my tea and **pondering** about the strange dream. What if the helicopter had lost power at some more height? I had been lucky to survive and now there was the night's experience that seemed to hold a message for me. What should I do?'

Word Wealth

pondering: in deep thought |

He writes ‘It is my most important decision to help discover the nature of India’s true self in its children... and discover the inner higher self that is in us through my interaction with joyous children.’

Dr. Kalam is probably the best loved President of India ever. He started at a humble level and made it to the highest office of our country. He firmly believes in the greatness of India. His vision of India as a world power by 2020 AD is known to all. He believes that it is possible to rise by technological advancement. Children and youth of the country are crucial to the realisation of this vision.

Dr. Kalam’s book ‘Ignited Minds’ has been written to inspire the children of India. His own childhood was tough and full of struggle. He recalls, ‘From the island of Rameswaram, what a journey it has been! Looking back, it all seems quite incredible. What was it that made it possible ? Hard work ? Ambition ? ...,’ Dr. Kalam seeks to fire the children’s minds with enthusiasm. He feels that others too can be achievers like him if they believe in their own abilities and importance.



Self-worth

He proceeds to give the children the value of self-worth and belief in oneself. ‘I feel the most important thing was that I always **assessed** my worth by the value of my contribution. The **fundamental** thing is that you must know that you deserve the good things of life, the benefits that God **bestows**. Unless our students and young believe that they are worthy of being citizens of a developed India, how will they ever be responsible and enlightened citizens ?’ So, before one can shoulder responsibilities, one must believe that one is worthy, and deserving the best. Such self-esteem is the foundation of solid work.

Living a Good Life

So, Dr. Kalam made it his mission to interact with the children and youth. He says, ‘This was the basis of my decision to connect with the young. To know their dreams and to tell them that it is perfectly all right to dream of a good life – an **abundant** life, a life full of pleasures and comforts and work for that golden era. Whatever you do must come from the heart, express your spirit and thereby you will also spread love and joy around you.’

People in the West believe in living a good life and they achieve it by working hard to give themselves comforts.

Word Wealth

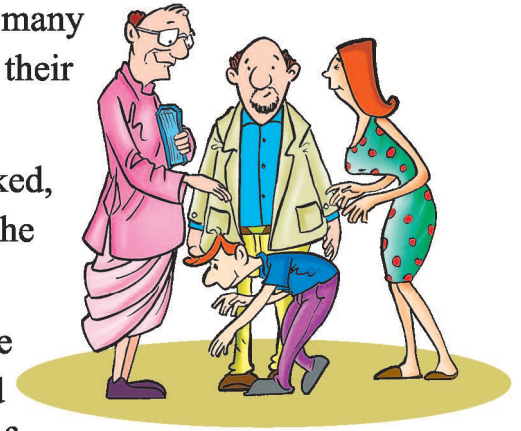
assessed: evaluated | **fundamental**: basic | **bestow**: grant | **abundant**: plentiful |

Interactions

During his **tenure** as the president, Dr. Kalam visited many schools, talked to scores of children and directly answered their questions.

On one occasion at Dindigul in Tamil Nadu a boy asked, ‘Please tell me, who would be the first scientist in the world?’

Dr. Kalam answered, ‘The child is the first scientist.’ He explained, ‘It occurred to me—science was born and survives only by questions. The whole foundation of science is questioning and as parents and teachers well know, children are the source of unending questions.’ There was a **thunderous** applause.



In Tezpur, Assam a child asked, ‘Why cannot water from the Brahmaputra, which is in flood most of the time, be diverted to Rajasthan or Tamil Nadu which are starved of water?’

Dr. Kalam’s reaction was of amazement.

He answered, ‘India Vision 2020 demands from the young that they start a great mission of connecting rivers cutting across states.’ He writes, ‘Only children will have these **innovative** ideas. Grown-ups tend to see more impossibilities. It was such a powerful question, I was completely beaten. I personally feel the young have most powerful minds.’

Dr. Kalam recalls his first meeting with students. It was in Tripura with a group of students and teachers. A question stands out in his memory. ‘Where do we get a role model from?’

He answered, ‘Till the age of fifteen, the best role model, I can think of, would be your father, your mother and your school teacher...’

‘Dream Dream Dream’

Another child asked, ‘You always give a message to dream. Tell me, why dream?’

In reply Dr. Kalam asked the children to recite the following,

‘Dream, dream, dream.

Dreams transform into thoughts.

Thoughts result in action.’

Word Wealth

tenure: term of office | **thunderous**: loud | **innovative**: new and original |

He said that parents and teachers should let the children dream.

A boy in Gujarat asked, 'Who is our enemy?'

Dr. Kalam put the question to the other children and the answer came, 'Poverty'.

Dr. Kalam **dedicated** his book 'Ignited Minds' to the girl Snehal Thakkar who gave that answer and has mentioned the incident in the dedication, so pleased was he with the answer.



Quest Buzz

A. Find Facts

1. What were Dr. Kalam's feelings on the morning after the strange dream?
2. What, according to Dr. Kalam, made his incredible journey from Rameswaram possible?
3. Desiring to possess material things is not wrong, according to Dr. Kalam. Why do you think he feels so?
4. 'Only children will have these innovative ideas.' Justify Dr. Kalam's statement.
5. Did the answer to the question, 'Who is our enemy?' satisfy Dr. Kalam? Give reasons for your answer.

B. Think and Write

1. Complete the sentences to show Dr. Kalam's thoughts.
 - (a) Dr. A.P.J. Abdul Kalam made spectacular progress in his life starting from the island of Rameswaram. He feels that the youth should feel that they _____.
The abundance in the developed countries took place because the people believed that they must live a good life in a strong and prosperous nation.
 - (b) There is nothing wrong in wanting to live _____.
 - (c) Dr. Kalam told a student that parents and teachers should _____
because if there are no dreams _____. Thoughts lead to _____.
 - (d) He said, 'Child is the first scientist because _____.

Word Wealth

dedicated: addressed to a person as a tribute |

2. What do you think is common to these leaders, Emperor Ashoka, Mahatma Gandhi, Abraham Lincoln, Albert Einstein and Caliph Omar.
3. Why do you think Dr. A.P.J. Abdul Kalam was deeply loved as a President by the people of India ?
4. What does Dr. Kalam mean by 'self worth' in this passage ?
5. Why did Dr. Kalam say, 'The child is the first scientist ?'



Watchword

1. Words with similar meanings used in the passage are listed below in columns A and B. Find the matching pairs by drawing a line from column A to column B.

A	B
(a) worth	(i) most important
(b) pondering	(ii) deliberation
(c) escape unhurt	(iii) value
(d) fundamental	(iv) survive

2. Rewrite these words correctly.

(a) voilence _____
 (c) enlightned _____
 (e) modle _____

(b) esteem _____
 (d) abandant _____



Dictionary Focus

Look at the sentences below and understand the two different meanings of the word 'dream'.

- (a) I had a strange dream.
- (b) I dream of climbing Mt. Everest some day.



Find out from the dictionary two different meanings of each of the words given below.

- | | | |
|-------------|--------------|-----------|
| (a) mission | (b) shoulder | (c) solid |
| (b) vision | (e) desert | |



Grammar Link

Recall : Kinds of Sentences

Remember: A sentence is a group of words that makes complete sense.

1. Look at these sentences and say whether they are Assertive (Declarative), Imperative, Interrogative or Exclamatory. Write **A** for Assertive, **Im** for Imperative, **In** for Interrogative and **Ex** for Exclamatory.

(a) What should I do? _____

(b) Dr. Kalam is the best loved President of India ever. _____

(c) What was it that made it possible? _____

(d) What an innovative idea! _____

(e) Why do grownups not see possibilities? _____

(f) Please answer my question. _____

(g) The best role model would be your parents. _____

(h) Read the book 'Ignited Minds'. _____

(i) What an extraordinary dream! _____

(j) Dr. Kalam did not have an easy childhood. _____

2. Rewrite these sentences according to instructions in brackets. You may make the necessary changes.

(a) It is cold tonight. (Exclamatory)

(b) Please book two seats on the Rajdhani tonight. (Interrogative)

(c) You are not punctual. (Imperative)

(d) What a remarkable president Dr. A.P.J. Kalam was! (Assertive)

(e) You should prepare thoroughly for the exam. (Imperative)



Talk-a-While [Speaking Skill]

A. Role Play

This activity can be done in groups of four, five or six.

The teacher/a student can be the moderator. Dr. A.P.J. Abdul Kalam has come to your school and is meeting the students. One of you assumes the role of Dr. Kalam and the others ask questions. Each student will ask only ONE question. Reverse roles after some time.



How to go about—some suggestions :

- (a) Do this exercise very seriously keeping the personality of Dr. Kalam in mind.
- (b) Since a student gets to ask only one question, he should think carefully and frame a relevant question.
- (c) 'Dr. Kalam' should be appreciative of the students. His answers should befit his stature and personality. His answers should be; (i) relevant (ii) compassionate (iii) original and (iv) dignified.
- (d) Pen and paper may be used for framing/answering the questions.
- (e) Give sufficient time to the activity.

B. Group Discussion

Teacher divides the class in two or four groups. Teacher throws the question to the groups and encourages them to discuss the question : 'Who is your favourite Indian political leader? Why?'

After five minutes of discussion, teacher asks each group to name their leaders and any two of their qualities. Teacher puts the names and qualities on the blackboard.



Listen and Respond* [Listening Skill]

Listen to the account your teacher will read/play for you and answer the questions based on it.

RESPONSE SHEET

1. What extraordinary opportunity did the children get?

2. What do you know about Hansa?

3. Meera Nair is the _____
4. Meera Nair decided to work with street children because _____
5. The principal characters of 'Salaam Bombay' are _____



Fast Learner's Corner

Collect two pictures of your favourite Indian political leaders and paste. State any two of their qualities. Then, make a list of questions you wish to put to any one of the leaders, if he/she visits your school.

Further Reading:

Get a copy of Dr. A.P.J. Abdul Kalam's 'Ignited Minds' and read it from cover to cover. It is meant for you.

*For the Teacher : The text has been given at the end of the book for you to read to the students.

Section–B

THE PURPLE HAZE

The story 'The Purple Haze' has been translated from Marathi by the author.

How does poverty affect human dignity?

How can a poor child preserve its self-respect?

Find out how Vasanthi, the daughter of a freedom fighter, preserves her dignity in spite of being weighed down by poverty.



Read and Rejoice [Reading Skill]

The fat headmistress entered the classroom. As usual, her glasses were **perched** on her nose and she held a cane in her hand. The thirty children in class four had the usual feeling. Their hearts stopped beating.

They stood up to greet the headmistress. She marched straight up to the classteacher, tiny Mrs. Karpe, who looked even smaller beside her.

'Inspection after eight days,' the headmistress announced. 'Is everything ready?'

'Yes,' Mrs. Karpe replied meekly.

'Make sure that all the girls bring their needlework,' she boomed looking pointedly at me. And then she marched out of the classroom.

The class returned to its noisy self. Before this interruption, I had been thinking about the doll I had seen long ago, in Belgaum. Mrs. Shevde had brought it over to the school to show it to us. The doll was so beautiful, I just couldn't forget it, especially the doll's dress.

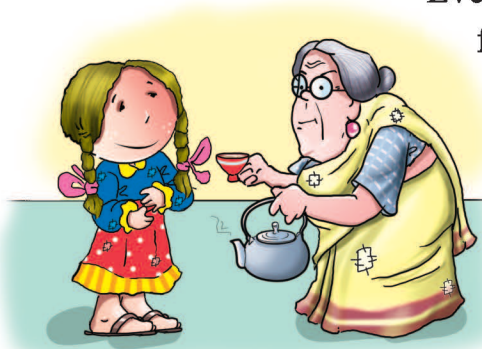
¹¹It was made of extremely fine material. I wanted to tell my friend Prema about it but the thought of needlework pushed everything else out of my mind.

'Vasanthi, Stand up!' That was Mrs. Karpe. 'Don't forget to bring your needlework tomorrow, understand?'

'Yes,' I said. Though I did not quite know why I said it. I knew I would not be able to get any cloth for the needlework.

Word Wealth

perched: placed lightly |



Evening came and I was back home. *Aai* had not yet returned from her school. I lit the fire in the kitchen and went to Dabholkar *kaki's* house to fetch the milk vessel. She had already boiled the milk.

'Why did you?' I asked. 'I would have done it myself.'

Kaki smiled. 'Silly child,' she said. 'You had tea? I have made some.'

'*Nai, nai kaki!*' I replied hastily and ran back with the milk. To make tea of course.

²³The *chulha* burnt brightly, furiously as a matter of fact. I reduced its fury. And then put the water to boil.

Aai should be coming any moment. She should have tea. She was teaching in an English High School. She gave tuitions too, in the mornings, from seven thirty to nine thirty. She had to, to keep the three of us going. We all knew about *baba*. From the newspaper, mainly. He was in jail ever since Subhash Chandra Bose disappeared from the surface of the earth.

²⁷Even before he went to jail, *baba* was never at home. But whenever he came, it was a festival for us. Once, he came with his long, dirty woollen coat. His method of **dry-cleaning** was simple, without fuss. He simply beat the coat against the wall to rid it of all the dust it had collected. After dry-cleaning got over, he told *aai* to get him something to eat. He went out and came back after fifteen days. Must have eaten somewhere else.

I have learnt one lesson rather well. When someone comes home tired after a day's work, don't **pester** him or her with any demand.

³⁴But it was all right to practise making the demand. For **one yard** of cloth, the demand would be addressed to *aai*. Of course I was minding the *chulha* all the while.

Pramila and Shrikant were there. I gave them each a cup of tea and sent them out to play.

I was about to drink my tea when I heard *aai's* footsteps.

'Tea is ready!' I called out even before she entered, very pleased with my **strategy**.

'*Shabash !*' *aai* said.

It made me quite hopeful. I waited for *aai* to finish her tea before launching the attack.

Word Wealth

aai: mother (in Marathi) | **dry-cleaning**: clean with solvents without using water | **pester**: cause irritation | **one yard**: three feet long | **strategy**: plan of action |

‘Inspection in eight days,’ I said casually, my back to her. I was washing up, as a **preliminary**.

‘I know,’ *aai* said. ‘Mrs. Chiplunkar is coming.’

‘How do you know?’ I was astonished. *Aai* knew everything ! She smiled.

‘*She’s* very strict... that’s what they say.’ I was making conversation.

Aai was silent. She was sitting, leaning against the wall, her legs stretched out before her. Her eyes were closed. *Aai* had a sharp nose. It seemed to pierce right through me.

I gathered up all the courage I had. ‘The teacher asked me to bring my needlework for the inspection,’ I said.

‘Put the rice to boil, will you?’ *Aai* had probably not heard about the needlework, nor about the inspection.

I did not have the courage to pursue the conversation further. I stuffed another log into the mouth of the *chulha* and put the rice vessel on.

I got up and brought the pillow, the only one in the house, gave it to *aai* and told her to rest.

‘Where are Shri and Pammi?’ She asked stretching out. ‘Tell them to come in. They’ve played enough. Let them start with the tables.’

It had become dark. I got busy with the lantern, striking matchstick after matchstick. It was no use. Then I lifted up the dome and shook it. No oil. Not in the lantern. Not at home either.

‘No oil,’ I said to *aai*.

‘No oil?’ *aai* was fully rested now. ‘Well, we will have the purple haze then...’

Our house had been partitioned recently. Between us and our **tenants**.

Without them we would not have been able to manage, really. The partition was made of matting. So when the tenants lit the lantern in the evening, we got part of the light too. It was a bright light, a really bright shadow, actually—the shadow of life. The purple haze... our surprise diwali... the diwali we celebrated once a fortnight, at least. The purple haze—we had the haze this evening too. The kitchen was aglow. The *chulha* saw to it.



Word Wealth

preliminary: as preparation | **tenants:** a person who rents a room or a house |

We had our food. Washing up was my job. Shri and Pammi went to sleep early. I was pressing *aai's* tired feet.

'I need a yard of cloth,' I said once again. 'It is not expensive, really. Only twelve *annas* a yard.'

Aai was silent for a while. Finally she spoke, very, very softly, 'Vasanthi, child, not this month. Next month maybe. I'll come and speak to your teacher.'

'The inspection?' I could bring out no other word. *Aai* sat up. I could see her face, blurred but visible. The tenant's lantern helped me see it.

'Don't worry, child. I'm there, aren't I? I'll see your Inspectress too ...' After a short pause, she took a deep breath and whispered, 'These days will pass, I'm sure of it. Things have to change after all...' Then her voice grew a little louder. 'Not today, maybe, but some day we will be free. And when the country is free, your father too will be free ... out of jail.' Now *aai's* voice blurred too. She continued, 'The purple haze cannot last for ever. It has to go ...'

'We will be free, God willing...' I said it too.

Suddenly, *aai* flared up. 'God willing? What has God to do with it? So many of our people are *languishing* in jails, so many children are waiting for their fathers to return ... All this can't be for nothing! We will be free one day! And then there will be everything for everyone.'

Aai's words made me feel very happy. I hugged her and went off to sleep. *Aai* was always like that. A little on the loud side whenever under stress, but...

She gave speeches, I believe, before I was born. And when she made a speech she had no fear, none at all.

The purple haze bathed the needlework, the Inspectress, everything in its purple glory.

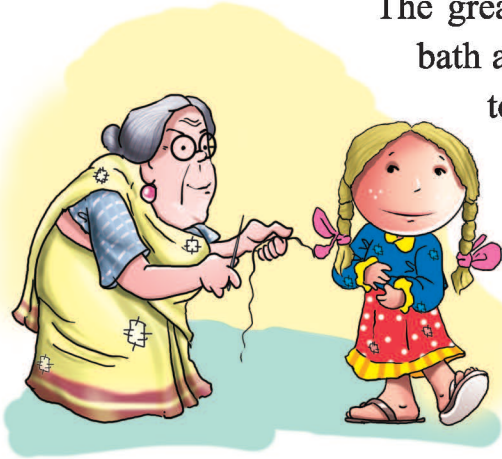
But the classteacher did not stop making her demand. For a yard of cloth.

Not that I asked *aai* again.

We were preparing for the welcome ceremony. I was going to be the leader of the welcome group. So the teacher stopped pestering me. *Aai* was busy with her school. The inspection was to be held in her school too, so she was late every evening. When she came home, we exchanged notes – what her school was doing for their inspection, and what we were doing for ours.

Word Wealth

annas: 1 anna is equal to 4 paise (old Indian currency) | *languishing*: living under weakening and depressing conditions |



The great Day came. I had decided to get up before *aai*, have a bath and touch her feet. When I opened my eyes, *aai* was ready to leave for work. No time even for a quick *namaskar*. ‘Blessings can be taken once the work is done,’ she used to say.

I had my bath. The previous night I had put my one good yellow frock under my pillow. For it to iron itself out. As I slipped it on, I heard that fatal sound. A rip ! I was in tears. But I had no time. I looked for something whole to wear. I **rummaged** through all the trunks.

They were full of torn clothes. But I finally did see something that was still whole. A black blouse with a gold border. I was pleased. I looked over it carefully. It was absolutely all right, except for the buttons. There was not a single button on the blouse. I put it on over the frock with the tear. Then I rushed to Dabholkar *kaki* and asked her to stitch up the blouse in front.

All this took a lot of time. I ran as fast as I could to school.

It seemed like it was the **auspicious** muhurta of a wedding. The school was all decked up. Mango leaves had been strung to decorate the main gate. The fragrance of agarbattis, supplied generously for the occasion, filled the classrooms.

Place the plantain leaves for the food, Vasanthi! In a straight row, please! The headmistress did not say that, of course, but she might as well have.

The classteacher spotted me in the **hectic** activity. ‘Late again as usual,’ she said. She had no time to say anything else.

Kasturi, Pramodini, Prema, Shevanti... the whole lot gathered round me. To admire my blouse.

‘Real *zari*?’ Prema wanted to know, as she felt the border. I was about to tell them the truth.

‘Girls for the welcome song, this way please!’ That was the headmistress’s booming voice.

I couldn’t tell the whole truth about the blouse. The ceremony had started.

I tried to look at the Inspectress. She looked quite happy—cheerful.

Everything will be all right, I told myself.

Word Wealth

rummaged: searched | **auspicious**: a prophetic sign of success | **hectic**: full of wildly agitated excited activity |

The welcome song got over, we dispersed into our classrooms. The inspection began. My class was the first target. Not just that. Needlework was the bull's eye.

All the girls had displayed their needlework on their desks. All the girls except me, that is, I had nothing to display.

I could see two feet beneath the black border of a nine yard saree. They were approaching my desk. My breath stuck in my throat.

My eyes threatened to fill.

'What's your name? Stand up!' the words were familiar, but the tone was different, unknown.

'Vasanthi Deshpande,' I blurted out, standing up.

'Needlework?' The question was familiar. Not the voice that asked it.

I don't have any, I gestured, shaking my head.

'Why not?' The question was again familiar. The voice remained strange.

'No money...' I answered, my voice just above a whisper.

I marvelled at my tears. They had not left my eyes. I was ashamed of myself. If only I could melt away, melt away like ice.

'Can't afford it, can you? Can't afford plain cloth for needlework but can afford blouses with zari borders, hanh ?' It was the same unfamiliar voice, rude now.

My fear, my sense of shame, everything vanished. I looked straight into her eyes. When I spoke it was my mother's voice that came out.

'You don't know what the zari border is hiding,' I said. 'It is the purple haze... Some children have lots of purple haze in their lives! Do you know that ? How dare you make fun of it !' Abruptly, I stopped.

And walked out of the classroom. I ran all the way home and cried and cried.

The whole afternoon was spent in cleaning the house.

I collected some flowers in the evening. I spread a mat on the ground and sat down weaving the flowers into a *veni*. I was so deeply engrossed in it that I did not see *aai* and the visitor she had with her.

I looked up. Instinctively, I stood up. It was the Inspectress ! She was staring hard at the *zari* border on my blouse. And then she spoke. 'So this is the house with the purple haze !' she said slowly.





Quest Buzz

A. Find Facts

1. Complete this part of the story that gives the information about Vasanthi.

'The Purple Haze' is the story of (a) _____ who is the daughter of a follower of (b) _____. She lives with her mother and (c) _____, her sister and brother. Her mother (d) _____ in an English High School. The family lives in (e) _____, but with dignity.

The teacher asks Vasanthi to (f) _____ because the school would have (g) _____ after eight days. Vasanthi's mother is not able to buy (h) _____ needed for her needlework.

2. Who said these words?

- (a) 'Inspection after eight days' _____
- (b) 'No oil' _____
- (c) 'Don't worry child. I'm there, aren't I? ...' _____
- (d) 'Can't afford it, can you?' _____
- (e) 'Some children have lots of purple haze in their lives!' _____
- (f) 'What has God got to do with it?' _____

3. Say whether these statements are true or false.

- (a) Vasanthi's father was not with his family to look after them because he was in Netaji's army.
- (b) Vasanthi demanded a yard of cloth from Aai.
- (c) Aai got angry when Vasanthi said, 'God willing...' about India getting her freedom.
- (d) Vasanthi wore a black blouse with a gold border to school in order to look smart and well dressed.

B. Think and Write

1. (a) Vasanthi is good at

(i) _____ ←

household chores ←

(iii) _____ ←



(ii) _____ →

(iv) _____ →

(v) _____ →

(b) Vasanthi's Aai

is a (i) _____ ←



→ assures Vasanthi that she would
(ii) _____

is waiting for
(iii) _____ ←

→ used to
(iv) _____

2. Do you think that the title of the story is appropriate? Give reasons for your answer.
3. 'When I spoke it was my mother's voice that came out'. What is the author trying to convey in this line?
4. What is your impression of Vasanthi? Which quality of her character has impressed you the most?
5. How does 'The Purple Haze' bring out the main idea of the story?
6. Make a sketch of the classroom with a dialogue between Vasanthi and the classteacher. Use bubbles to show speeches.



Watchword

Find words in the story that have a meaning similar to the given words.

- (a) spoke in a loud impressive voice (line 7) _____
- (b) cloth (line 11) _____
- (c) with a strong flame (line 23) _____
- (d) celebration (line 27) _____
- (e) taking care (line 34) _____



Dictionary Focus

1. Look at the words given below. Find their meanings from the dictionary and write the most appropriate one. All the words are from the story.
 - (a) astonished _____
 - (b) sharp (nose) _____
 - (c) blurred (face) _____
 - (d) loud (Aai ... a little on the loud side) _____
2. Add *ly* to the following words and re-write the new words with correct spelling. Make the necessary changes.
 - (a) beautiful
 - (b) funny
 - (c) political
 - (d) happy
 - (e) weary



Pronunciation Drill [Speaking Skill]

Your teacher will play/pronounce the words given. Listen carefully and attempt the questions.

1. Notice the difference in these sounds. Pronounce these pairs correctly.

In the second word of each pair, 'r' is silent.

bud – bird

cut – curt

hut – hurt

cull – curl

bun – burn

ton – turn

The phonetic symbol for 'bud' is 'ʌ' and for 'bird' is 'ɜ:'.

2. 'Button' is pronounced as 'but'n'. The 't' sound is softened to the point of being almost inaudible. Practise saying these words — The underlined sounds should be spoken softly.

Cotton

Little

Middle

Clinton

Do not pronounce the 't' and 'd' sounds strongly.



Grammar Link

Adjectives

1. Read the passage given below.

The fat headmistress entered the tiny classroom. As usual, her glasses were perched on her nose and she carried some exercise books in her hand.

She said, 'I need four volunteers from this class. Each volunteer will be given a duty. Which boys and girls live close to the school?'

Pick out the adjectives from the passage and say what kind they are.

adjective	kind	adjective	kind
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Make adjectives from the following words using suffixes.

- (a) noise _____
- (b) forget _____
- (c) haste _____
- (d) nation _____
- (e) wool _____
- (f) please _____
- (g) courage _____
- (h) expense _____
- (i) stress _____
- (j) festival _____

3. Fill up each blank with the proper degree of comparison.

- (a) My uncle is _____ to my father. (old)
- (b) What is the _____ medal tally ? (late)
- (c) Darshana is _____ than Patricia. (polite)
- (d) Dr. Kalam is the _____ president of India (popular)
- (e) What is the _____ you can do for your country ? (little)



Write-a-While [Writing Skill]

Vasanthi writes a letter to her father in prison telling him about the inspection at school. She also writes how she stood up to defend herself and of the inspectress's visit to their home later. Write this letter for her.

How to Write: A letter to a relative or a friend is an **informal letter**. It is written only for asking or exchanging news of family and friends.

Format:

Date
Sender's Address
Dear
Para 1. Greeting. Thanks for letter received ...
Para 2. Main body of the letter
Para 3. Conclusion
Yours affectionately
Name

Content: In an informal letter, the content will be family news, about oneself and common friends.

Language and Style: The language and style in this kind of letter is informal.



Talk-a-While [Speaking Skill]

Dialogue : Pair Work

Two students may represent the inspection of Vasanthi's class in dialogues only. One student may speak for the inspectress, the other for Vasanthi.

It should be a short presentation.



Listen and Respond* [Listening Skill]

Listen to the account, your teacher will read/play, of an invention by school girls that can save many lives. Then answer the following questions.

RESPONSE SHEET

Complete the following information.

A. About the two girls

1. Their names are (a) _____ and (b) _____.
2. They live in a village named _____ kms from Mumbai.
3. They invented a device as _____.
4. The reason for the invention was _____.

B. About the device

1. It works by _____
_____.
2. It costs _____.



Fast Learner's Corner

Find out about Netaji Subhash Chandra Bose and his Indian National Army. What were some of the slogans that he gave to the country?

*For the Teacher : The text has been given at the end of the book for you to read to the students.

IMAGINATION

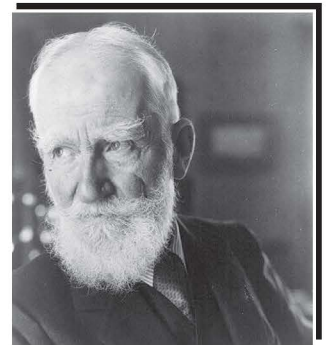


About The Poet and Poem

George Bernard Shaw is known primarily for his plays. His plays are outstanding for their wit and underlying philosophy.

His play 'Pygmalion' has been turned into a charming musical and movie 'My Fair Lady'. Though he is probably the greatest playwright of the 20th century in English, he has written some poems too.

In this poem, he writes about the marvellous imagination of children which makes childhood magical.



Rhythm Corner [Reading Skill]

I used to play at pirates,
And sailed the seven seas,
Then I was a cowboy,
These simple things did me please.

I had a **vivid** imagination,
Adventure was on my mind.
I discovered the joys of reading,
And escaped the **daily grind**.

Once I lived with the Eskimos,
In the land of ice and snow.
Went hunting and a fishing,
My fantasy was **all aglow**.



Word Wealth

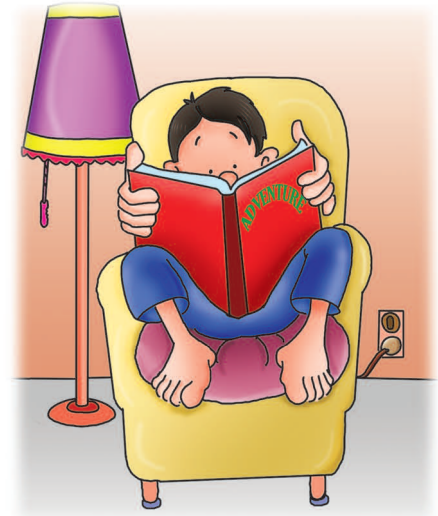
vivid: clear | **daily grind**: the boring and tedious daily routine | **all aglow**: bright and active |

I read a book of Jules Verne,
And went off to the moon.
It was just to take a look,
Then it was time to return.

I spent time in the forests of Africa,
With Dr. Livingstone as my guide.
Then off again to America,
With Huckleberry Finn I did hide.

In my world of fantasy and imagination,
I performed such wonderful deeds.
A Hero of all the Nations,
I was the one that did succeed.

Then I grew up, my childish world at an end,
I had become serious it nearly **drove me around the bend**.
I still do like the **mysterious**
This is the message I am trying to send.



Quest Buzz

A. Answer the following questions briefly.

1. What, in your opinion, is the poem about?
2. The imaginary adventures inspired by reading were different from his earlier imaginings. Do you agree? Give reasons for your answer.
3. The kind of writing that would take the reader 'off to the moon' has a special name. Write it down.
4. The poet was able to explore Africa and America. Do you agree? Justify your answer.
5. Pick out and write the lines which show that the poet loves imaginary adventures.
6. What happened when the poet grew up? What does the poet feel about the change?

Word Wealth

drove me around the bend: made me crazy | *mysterious*: unexplained puzzles |

- B. 1. Find out and write the rhyme scheme of the poem.
 2. Which sounds have been repeated in the phrases ‘all aglow’, ‘forests of Africa’ ‘sailed the seven seas?’ What is this figure of speech called? Find another example from the poem.
- C. Notice the line ‘*I had become serious it nearly drove me round the bend.*’ What is unusual about this line in its use of words?



Fast Learner’s Corner [Speaking skill, Writing skill]

Find out the following.

- A. The name of at least one book by Jules Verne.
 B. The name of the creator of ‘Huckleberry Finn’.
 C. Complete the following, giving information about your favourite writer/poet.

My Favourite Writer	
Name of the writer/poet _____	Picture of your favourite writer/poet
My favourite book is _____	
It is about _____ _____	
The most important character in the book is _____ _____	
I like/dislike him/her because _____ _____	
When I first read this book I felt _____ _____	
I like to read books by _____ because _____ _____ _____	

For more practice, refer ‘Framework 1 and 2’ in the respective Expressions English Workbook.

About Love

Unit 2



Let's Get Going [Warm up]

Fill up this chart to tell what we need to be happy in life.

Physical Needs	
_____	_____
_____	_____
_____	_____
Other Needs	
_____	_____
_____	_____
_____	_____

Compare your chart with the child sitting next to you.

Have you filled the most important ingredient of all? It is love.

Read about the multihued quality of love.

It is love, which enriches our lives in many ways.

Section–A

OUT OF LOVE FOR THE FRIENDLESS

Arjun, Aradhana, Rajshri and Kabir were watching '101 Dalmatians' on TV while the elders were engaged in some discussion. The children caught some phrases, but did not try to follow.

'We are miserable today because love has dried up in people's hearts...'

Little Kabir murmured, 'Mom loves me...'

Aradhana, watching the antics of a tiny dalmatian said firmly, 'I love my dog...'

Words like 'Gautam Buddha...' '...love of nature...' floated in the air.

Arjun and Rajshri had questions. They were arguing that 'no cruelty to animals while shooting the film' meant that Cruella was not allowed to abuse the animals. The matter was referred to Grandpa who knew everything.

Grandpa decided to tell them about the man who was known as the 'friend of the friendless,' Henry Bergh, who achieved the near impossible by preventing cruelty to animals. Grandpa said, 'This is about love, which like the sun, has innumerable hues. I will tell you about a great soul whose heart overflowed with love — love for the dumb, fourfooted, friendless fellow creatures.' Then he said something which the children found hard to believe, 'Mind you, it takes a lot of courage to love like this man did.' This is the story told by the grandfather to the children.



Read and Rejoice [Reading Skill]

The case before the judge in a New York Courtroom, that morning of 1866, was extraordinary. One of the wealthiest men of New York was standing in favour of a horse! The horse owner, a cab driver was angry and bewildered. He felt he had done no wrong in cracking his whip on his horse. What if the horse had fallen? The plea of the wealthy man that the horse was exhausted and should not be whipped was utter nonsense. '**Meddling swells,**' the cab driver muttered.

Word Wealth

meddling: interfering | **swells:** rich men (slang) |

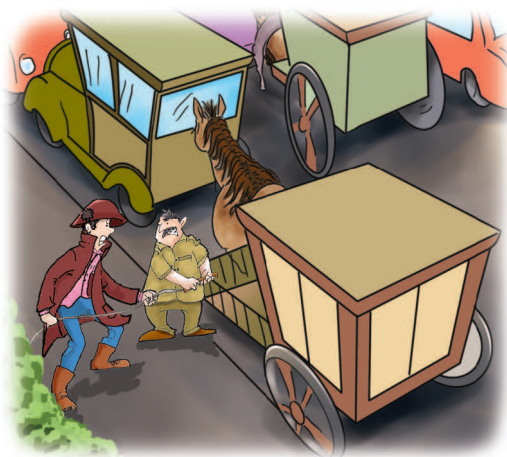
‘A fine of ten dollars for inflicting cruelty on an animal’ was the judge’s verdict. The verdict became the talk of the town. The American Society for the Prevention of Cruelty to Animals that the ‘Meddling Swell’ Henry Bergh represented, had been formed the same year, but hardly had any **convictions** been made.



The 19th century can be called the century of the horse for they worked in the cities and in the country pulling heavy loads, carriages with people, goods, officials, aristocrats and commoners. City trams were horse-drawn as were hansom cabs and taxis. Electricity was still unknown.

Henry Bergh—the **crusader** for the cause of animals was most unexpected in this role. He belonged to a rich family of shipowners, was educated in arts and was a man of refined sensibilities. He was young, over six feet tall, dressed in elegant style and had travelled extensively abroad. Moreover, he was close to the President Abraham Lincoln and was a member of the diplomatic services of the USA. Such a man earned for himself the nickname, ‘The Great Meddler!’ He got sneers and jeers when he tried to save beasts of burden from cruelty.

Young Bergh was extremely sensitive to the plight of animals working for man. If he saw cruelty to animals, he could not contain himself. Once, in 1864 he was in St. Petersburg, Russia as Secretary to a **delegation** of the US government. As usual, he dressed **elegantly**. This afternoon, he was wearing a Napoleonic hat and gold lace.



Suddenly, he saw a Russian cab driver madly whipping his horse that had fallen on its knees. Bergh forgot that he was on a diplomatic mission. He leaped out of his official carriage and snatched the whip from the cab driver who was ready to strike once again. The cabby, overawed by his grand appearance, bowed and begged forgiveness.

This incident gave Bergh a focus. He decided to take concrete steps in a matter so close to his heart. Borrowing the scheme from the humane society, England’s Royal Society for

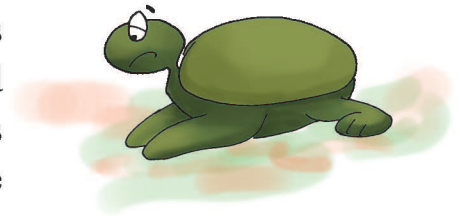
Word Wealth

conviction: pronounced guilty by court | **crusader:** active campaigner | **delegation:** a group on official business | **elegantly:** stylishly |

Prevention of Cruelty to Animals, he returned to America. He resigned from the diplomatic service. Two years later, in 1866, he founded the first American Society for the Prevention of Cruelty to Animals along with some like-minded people.

Saving animals from cruelty was easier said than done. Horse power was needed everywhere. Even the sports of the **genteel** folk inflicted cruelty on animals in the **endemic** dogfights, cockfights and live pigeon shoots. In slaughter houses, there were no easy or painless ways of killing animals. Killing or torturing animals was a matter of routine.

The big challenge before Bergh was to change the mindset and to sensitize people to the suffering of animals. His efforts were taken as the eccentricities of a ‘crank’. The press ignored his efforts. He battled almost alone and unnoticed. At this time, a major event broke the indifference among the people of New York.



A ship named ‘Active’ carrying a load of turtles arrived in New York. Bergh found, in the hold of the ship, a hundred turtles, half dead, blood oozing from their flippers where holes had been drilled and rope was run through them. Bergh had the captain and the crew of ‘Active’ arrested and taken to court. The lawyer, defending the captain of Active, said the law applied only to animals, not to turtles. Bergh countered by saying that since turtles were neither vegetables nor minerals, they were animals but he lost the case. He, however, achieved his purpose to a great extent because the trial got wide publicity. New York Herald, a leading newspaper, devoted six full columns to the trial. A million people came to know about Bergh’s aims and work. His **campaign** started to have effect. Overburdened horses got some **respite** from whip lashes. Those convicted in anticruelty cases were fined heavily. The badge of ASPCA (American Society for Prevention of Cruelty to Animals) on the uniforms of agents started drawing respect. But even after four years of ASPCA, the cab owners and load carriers continued to abuse their horses.



Word Wealth

genteel: belonging to the upper classes | **endemic**: commonly found | **campaign**: organized action to rouse public opinion | **respite**: relief |

One **blizzardy** afternoon, Henry Bergh stepped on to the tracks, right in the path of an overloaded passenger car being dragged by two exhausted nags. ‘Unload!’ he ordered as he showed the society badge. At the driver’s refusal to comply, Bergh pulled him out of his seat and flung him headlong into a snowbank. This caused the other carriages behind to stop. The traffic jams (unknown in 1870) extended a quarter of a mile. Inside the carriages, the passengers fumed. The **transit company** tried to send the carriages by alternative routes, but found them blocked by ASPCA agents. Catcalls against Bergh came from cabbies as well as passengers. Evening came. More than two hours had passed since the traffic had come to a standstill. Finally, the company gave in. To relieve the burden of the tired nags their team was doubled. Now, four horses instead of two would pull the cars. ASPCA had achieved a major victory and won the approval of New York.

As the influence of ASPCA grew, it needed more funds which were just not available. The main office did not even have enough chairs for all its agents! Again, destiny came to help Henry Bergh.

Bergh was requested to visit a sick man in a hospital. He went to the bedside of Mr. Louis Bonard, a rich Frenchman who had made a fortune trading in animal furs.

Bonard was full of praise for Bergh’s work. He wanted to leave a fortune of \$100,000 to the society. He said to Bergh, ‘I shall help you! Only promise that if ever you have the power, you will extend your protection to the wild things of forest and plain.’



With this money and some other donations, ASPCA’s finances improved. Eventually, the Audubon Society was formed. This society aimed at protecting wildlife. Bergh was its vice-president. Bergh’s tireless efforts paid off. Thirty-three societies throughout the country were formed during his lifetime. Today, more than six hundred ASPCA in New York alone handle more than 250,000 animals a year. More importantly, every home, classroom, meat and poultry market, pet shop, dog pound, race track, circus and even Hollywood makes definite efforts to be kind to animals.

Word Wealth

blizzardy: stormy (generally of snow) | **transit company:** company owning taxis |

Yet, few know about Henry Bergh. American poet H.W. Longfellow wrote these lines to honour him—

Among the noblest of the land,
 Though he may count himself the least,
 That man I honour and revere,
 Who without favour, without fear,
 In the great city dares to stand
 The friend of every friendless beast!



Quest Buzz

A. Find Facts

1. Complete the summary by filling in the blanks.

Henry Bergh lived in (a) _____ in the 19th century. He belonged to (b) _____. His heart was full of (c) _____.

In 1866, Henry Bergh founded the (d) _____. In those days, it was customary to treat animals cruelly. Horses were used for (e) _____. The sports of the people were dogfights, (f) _____. Bergh was determined to change (g) _____ towards animals. He gave up the diplomatic service and devoted himself to the cause of animals. Due to his efforts, change came about at home, (h) _____ and all other areas where animals worked for men.

2. The happenings between 1864 and Henry Bergh's death have been written below in two columns. Match the columns.

A	B
(a) In 1864	(i) a cabby in New York was convicted for thrashing his horse.
(b) Bergh established the ASPCA	(ii) 'The Great Meddler'
(c) In 1866	(iii) Bergh went to Russia as part of a delegation
(d) The New York Herald	(iv) donated \$ 100,000 to the ASPCA.
(e) Henry Bergh was called	(v) in 1866
(f) Henry Bergh caused	(vi) gave a wide coverage to a case of cruelty to turtles.
(g) Mr. Louis Bonard, a rich Frenchman	(vii) a massive traffic jam on the roads of New York.

3. Answer these questions.

- (a) Why was the case before a court in 1866 extraordinary ?
- (b) The 19th century in America can be called ‘The century of the horse’. Give a reason.
- (c) What did Henry Bergh decide after the incident in St. Petersburg in Russia ?
- (d) On the basis of which scheme did Henry Bergh form ‘the American Society for Prevention of Cruelty to Animals’.
- (e) By stopping traffic one blizzardy evening on the roads of New York, what did Henry Bergh want to do?

B. Think and Write

- 1. Why was saving animals from cruelty easier said than done in the 19th century?
- 2. Henry Bergh’s behaviour was considered unusual and unexpected. Explain with examples.
- 3. Why were the captain and crew of the ‘Active’ taken to court?
- 4. Is there anything ironical in Louis Bonard’s dying request to Henry Bergh?
- 5. Henry Bergh was able to achieve what he set out to achieve. It was possible because of the kind of person he was. Write briefly about his life and achievements.



Watchword

1. Write two words/phrases from the passage with meanings similar to each of the words given below.

- (a) wealthiest _____
- (b) bewildered _____
- (c) cruelty _____
- (d) vehicles running on the roads _____
- (e) sneers _____

2. Look at the uses of the word ‘break’. It is used as a noun as well as a verb. Are you familiar with the following uses? It is used as a phrasal verb in some sentences. In each sentence two meanings/choices have been given for the underlined words. Tick the correct one. Give yourself 1 mark for each correct answer.

(a) A fire broke out in the building.

- A fire damaged a building.
- A fire started in the building.

(b) Raul broke the ice and a pleasant conversation started.

- Raul removed the awkwardness of silence.
- Raul broke ice into cubes.

(c) The Gang of Four broke up once the kids left school.

- The Gang of Four broke the belongings of the kids.
- The members of the Gang of Four separated.

(d) Every news channel on TV has a heading 'Breaking News'.

'Breaking News' on TV channels means

- Giving fresh news.
- Contradicting the news given earlier.

(e) He broke his promise to his friend.

- He did not fulfil the promise.
- He broke the object that he had promised to his friend.

Your score ___/5



Dictionary Focus

1. Look at the word '*extraordinary*'.

In this word, 'extra' has been combined with 'ordinary'. 'Extra' in this case means 'situated outside of a thing'. Thus, 'extraordinary' means 'out of the usual course', 'exceptional', 'surprising' or 'unusually great'. Use the dictionary for doing the following exercises.

Here are some other words with 'extra' used in the same sense as above. What do you think they mean? Match the words with their meanings and give yourself 1 mark for each correct answer.

A	B
(a) extraterrestrial	(i) of the space beyond the atmosphere.
(b) extra-curricular	(ii) not subject to physical laws
(c) extracranial	(iii) outside the earth or its atmosphere
(d) extra physical	(iv) beyond the curriculum.
(e) extra atmospheric	(v) outside the skull.

Your score ___/5

2. Now find some words using 'extra' in the above way and award yourself 2 marks for each.

extra _____

extra _____

extra _____

Your score ____/6

Remember, words like 'extract' and 'extravagant' are not acceptable for this exercise.

3. Spell check

Write the spelling of these words correctly and give yourself 1 mark for each correct answer.

(a) verdict _____

(b) cruelty _____

(c) prevension _____

(d) carridges _____

(e) snears _____

(f) plite _____

(g) deligation _____

(h) focas _____

(i) resined _____

(j) exentricities _____

Your score ____/10



Grammar Link

Adverbs

Adverbs tell us more about the verb. They also modify an adjective or another adverb. Adverbs are of five types — time, place, manner, frequency, degree and interrogative.

1. Read the passage given below.

Henry Bergh was extremely sensitive to the plight of animals. He always dressed elegantly. When he saw a Russian cab driver madly whipping his horse, he immediately got off his carriage. He got very angry and snatched the whip out of his hands. Right there on the road, he was ready to punish the driver.

The cabby was bewildered. He asked, 'Why do you want to hit me? How have I offened you?'

Pick out and write the adverbs from the above passage. State their kind also.

adverb	Kind of adverb
(a) _____	_____
(b) _____	_____
(c) _____	_____
(d) _____	_____

(e)	_____	_____
(f)	_____	_____
(g)	_____	_____
(h)	_____	_____
(i)	_____	_____
(j)	_____	_____

2. Write the adverb form of these words.

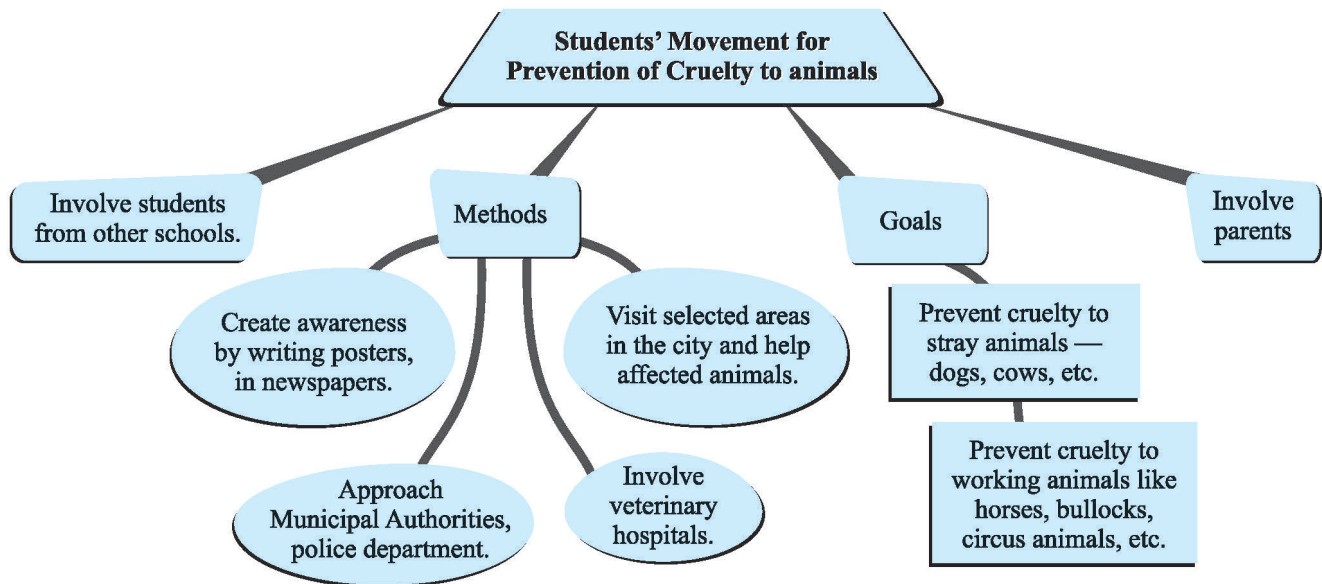
(a) close	_____	(b) easy	_____
(c) merciless	_____	(d) painless	_____
(e) purpose	_____	(f) wide	_____
(g) early	_____	(h) best	_____
(i) wild	_____	(j) eventual	_____



Write-a-While [Writing Skill]

You are deeply troubled when you see animals ill-treated and abused in your city. You and your friends wish to start a students' movement for prevention of cruelty to animals in your city. You can give it an appealing name.

Write an essay showing what your goals are and how you will achieve them. The following graphic organiser gives some ideas which you can use.





Talk-a-While [Speaking Skill]

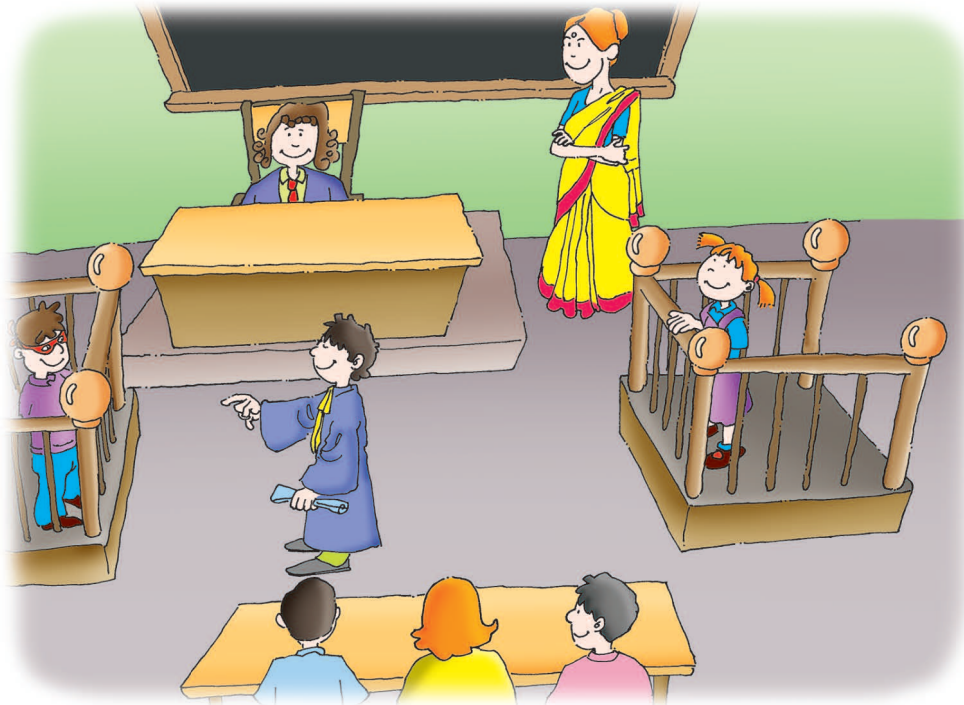
Role-play: Group Work

The case of the captain of 'The Active' is in the court. One of the students is the judge.

Two students assume the roles of the two lawyers, one for the captain and the other for the American Society for the Prevention of Cruelty to Animals.

Enact a court scene. The lawyers present their case one by one. The judge can interrupt. The other lawyer can raise objections which the judge may sustain or overrule. Two students take roles of Henry Bergh and the captain of Active. They may be called to testify.

The lawyers have to prepare speeches of about one minute duration. They may put questions to the witnesses. About ten minutes will be given for preparation, after which each group will present their 'case'.



Listen and Respond* [Listening Skill]

Listen to the extract from Kipling's 'Jungle Book'. It is a crucial moment in the story when a fierce animal like a wolf extends its love to a human baby and adopts it. After listening, respond to the questions given in the Response Sheet.

***For the Teacher** : The text has been given at the end of the book for you to read to the students.

RESPONSE SHEET

A. Complete the statements.

1. Shere Khan burnt its feet when _____
2. Father Wolf was surprised to _____
3. Father Wolf brought the baby to mother wolf by _____

B. Answer the questions briefly.

1. Why did Shere Khan come to the wolves' cave ?

2. What was Father Wolf's response to Shere Khan's demand ?

3. What did Mother Wolf say to Shere Khan ?



Fast Learner's Corner

Find out how an animal is trained to perform for the entertainment of people. Talk to a monkey trainer, for example,

Are the training methods cruel ? What gentler methods can be adopted?

Further Reading:

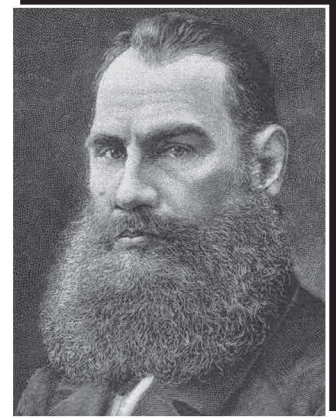
My Family and Other Animals — by Gerald Durrel.

Section–B

WHERE LOVE IS, GOD IS

Read these lines aloud

*Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.*



If there is love in a person's heart, his actions will be for the good of all. Read this story of Martin and see how he met 'Christ'.



Read and Rejoice [Reading Skill]

In a certain town there lived a cobbler, Martin Avdeich. He had a tiny room in a **basement**, the one window of which looked out on the street. Through it one could only see the feet of those who passed by, but Martin recognised the people by their boots. There was hardly a pair of boots in the neighbourhood that had not been once or twice through his hands, so he often saw his own handiwork through the window. He had plenty to do, for he worked well, used good material did not charge too much and could be relied on ; so he was well known and never short of work.



While he still worked for a master, before he set up on his own account, his wife had died, leaving him with a three-year old son. None of his elder children had lived, they had all died in **infancy**.

Word Wealth

basement: room below ground level | **infancy:** babyhood |

Martin left his master and went into his lodgings with his little son. But he had no luck with his children. No sooner had the boy reached an age when he could help his father and be a support as well as a joy to him, than he fell ill and after being laid up for a week with a burning fever, died. Martin buried his son, and gave way to despair so great and **overwhelming** that he murmured against God. In his sorrow, he prayed again and again that he too might die, **reproaching** God for having taken the son he loved, his only son, while he, old as he was, remained alive. After that Martin also left off going to church.

One day an old man from Martin's native village, who had been a pilgrim for the last eight years, called in on his way from the Troitsa Monastery. Martin opened his heart to him and told him of his sorrow. 'I no longer even wish to live, holy man,' he said. 'All I ask God is that I soon may die. I am now quite without hope in the world.'

The old man replied, 'You have no right to say such things, Martin. We cannot judge God's ways. Not our reasoning but God's will decide. If God willed that your son should die and you should live, it must be best so. As to your despair—that comes because you wish to live for your own happiness.'

'What else should one live for?' asked Martin.

'For God, Martin', said the old man. 'He gives you life and you must live for Him.'

Martin was silent awhile and then asked, 'But how is one to live for God?'

The old man answered, 'Can you read? Then buy the **Gospel** and read them — there you will see how God would have you live.'

These words sank deep into Martin's heart and that same day he went and bought himself a **Testament** in large print and began to read. At first, he meant only to read on holidays, but having once begun, he found it made his heart so light that he read every day. His life became peaceful and joyful.

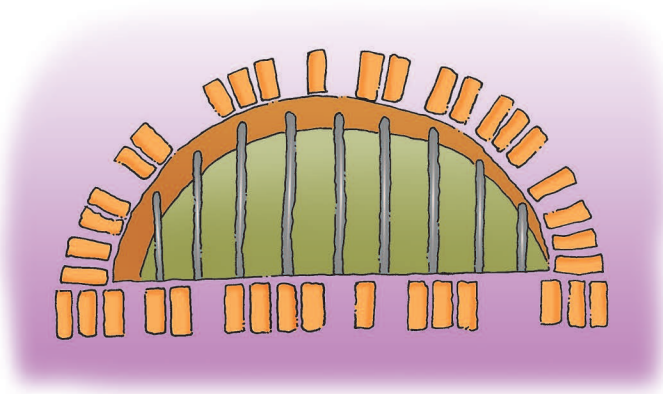
It happened once that Martin sat up late, absorbed in his book. He read in Luke's Gospel 'Give to every man that asketh thee ; And as ye would that men should do to you, do ye also to them likewise.'

When Martin read these words, his soul was glad within him. He tried his own life by the standard of those words. He came to the part where a rich **Pharisee** invited the Lord to his house but did not receive him well.

Word Wealth

overwhelming: overpowering | **reproaching**: conveying protest | **Gospel**: Record of Christ's life and teachings
| **Testament**: The Bible | **Pharisee**: ancient hypocrite Jew |

‘He must have been like me, that Pharisee. He too thought only of himself – how to get a cup of tea, how to keep warm and comfortable; never a thought of his guest. He took care of himself, but for his guest he cared nothing at all. Yet who was the guest? The Lord himself! If he came to me, should I behave like that?’ Then Martin laid his head upon both his arms, and before he was aware of it, he fell asleep.



‘Martin!’ he suddenly heard a voice, as if some one had breathed the word above his ear. He started from his sleep. ‘Who’s there?’ he asked. He turned round and looked at the door; no one was there. He called again. Then he heard quite distinctly, ‘Martin, Martin ! Look out into the street tomorrow, for I shall come.’

Next morning he rose before daylight, and after saying his prayers, he lit the fire and prepared his cabbage soup and buckwheat porridge. Then he lit the **samovar**, put on his apron, and sat down by the window to his work. As he sat working, Martin thought over what had happened the night before. At times it seemed to him like a dream, and at times he thought that he had really heard the voice.

So he sat by the window, looking out into the street more than he worked, and whenever any one passed in unfamiliar boots, he would **stoop** and look up, so as to see not the feet only but the face of the passer by as well. Presently, an old soldier came near the window, spade in hand. Martin knew him by his boots, which were shabby old felt ones **galoshed** with leather. The old man was called Stepanich – a neighbouring tradesman kept him in his house for charity, and his duty was to help the house-porter. He began to clear away the snow before Martin’s window. Martin glanced at him, and then went on with his work. ‘I must be growing crazy with age,’ said Martin, laughing at his fancy. ‘Stepanich comes to clear away the snow, and I must imagine it’s Christ coming to visit me. Old dotard that I am !’

Yet after he had made a dozen stitches, he felt drawn to look out of the window again. He saw that Stepanich had leaned his spade against the wall, and was either resting himself or trying to get warm. The man was old and broken down, and had evidently not enough strength even to clear away the snow.

Word Wealth

Samovar: Russian tea boiler | **stoop:** bend | **galoshed:** piece of leather put round lower part of the boot to act as an overshoe |

‘What if I called him in and gave him some tea?’ thought Martin. ‘The samovar is just on the boil.’

He stuck his **awl** in its place and rose ; and putting the samovar on the table, made tea. Then he tapped the window with his fingers. Stepanich turned and came to the window. Martin beckoned to him to come in and went himself to open the door.

‘Come in,’ he said, ‘and warm yourself a bit. I’m sure you must be cold.’

‘May God bless you!’ Stepanich answered. ‘My bones do ache, to be sure.’

‘Come friend, sit down and have some tea.’

Filling two tumblers, he passed one to his visitor and pouring his own out into the saucer, began to blow on it. Stepanich emptied his glass. He began to express his thanks but it was plain that he would be glad of some more. ‘Have another glass,’ said Martin, refilling the visitor’s tumbler and his own. But while he drank his tea, Martin kept looking out into the street.

‘Are you expecting any one?’ asked the visitor.

‘Am I expecting any one? Well, you see, I was reading of how Christ, the Lord walked on earth. I came to that part, you know, where he went to a Pharisee who did not receive him well. Well, friend, as I read about it, I thought how that man did not receive Christ, the Lord with proper honour. Suppose, such a thing could happen to such a man as myself, I thought, what would I not do to receive him! Well, friend, as I was thinking of this, I began to doze, and as I dozed, I heard someone call me by name. I got up and thought I heard someone whispering, ‘Expect me; I will come tomorrow.’ This happened twice over and to tell you the truth, it sank so into my mind that, though I am ashamed of it myself, I keep on expecting him, the dear Lord!’

Stepanich shook his head in silence, finished his tumbler and laid it on its side; but Martin stood it up again and refilled it for him. Stepanich forgot his tea. He was an old man, easily moved to tears and as he sat and listened, the tears ran down his cheeks.

‘Thank you, Martin Avdeich,’ he said, ‘you have given me food and comfort both for soul and body.’

‘You are very welcome. Come again another time. I am glad to have a guest,’ said Martin.

Stepanich went away; and Martin sat down to his work, stitching the back seam of a boot.

Word Wealth

awl: a tool used by shoemakers |

And as he stitched, he kept looking out of the window, waiting for Christ and thinking about him and his doings. And his head was full of Christ's sayings.

Two soldiers went by — one in government boots, the other in boots of his own; then a baker carrying a basket. All these passed on. Then a woman came up in **worsted** stockings and peasant-made shoes. She passed the window but stopped by the wall. Martin glanced up at her through the window and saw that she was a stranger, poorly dressed and with a baby in her arms. She stopped by the wall with her back to the wind, trying to wrap the baby up though she had hardly anything to wrap it in. The woman had only summer clothes on, and even they were shabby and worn. Through the window Martin heard the baby crying, and the woman trying to soothe it, but unable to do so. Martin rose and going out of the door and up the steps, he called to her.

'My dear, I say, my dear!' The woman heard and turned round.

'Why do you stand out there with the baby in the cold? Come inside. You can wrap him up better in a warm place. Come this way!'

The woman was surprised to see an old man in an apron, with spectacles on his nose, calling to her, but she followed him in. They went down the steps, and entered the little room.

'There, sit down, my dear, near the stove. Warm yourself and feed the baby.'

Martin brought out a basin and some bread. Then he opened the oven door and poured some cabbage soup into the basin. He spread a cloth on the table and served only the soup and bread.

'Sit down and eat, and my dear and I'll mind the baby. Why, bless me, I've had children of my own ; I know how to manage them.'

The woman crossed herself, and sitting down at the table began to eat, while Martin put the baby on the bed and sat down by it. The baby first grew quiet and then began to laugh. And Martin felt quite pleased. The woman sat eating and talking, and told him who she was and where she had been.

'I'm a soldier's wife,' said she. 'They sent my husband somewhere, far away, eight months



Word Wealth

worsted: woollen |

ago and I have heard nothing of him since. I had a place as cook till my baby was born but they would not keep me with a child. For three months now I have been struggling unable to find a place and I've had to sell all I had for food.'

Martin sighed. 'Haven't you any warmer clothing?' he asked.

'How could I get warm clothing?' said she. 'Why, I pawned my last shawl for sixpence yesterday.'

Then the woman came and took the child, and Martin got up. He went and looked among some things that were hanging on the wall and brought back an old cloak.

'Here,' he said, 'though it's a worn-out old thing, it will do to wrap him up in.'

The woman looked at the cloak, then at the old man and taking it, burst into tears. And the woman said —

'The Lord bless you, friend. Surely Christ must have sent me to your window, else the child would have frozen'. Martin smiled and said, 'It is quite true, it was he who made me do it. It was no mere chance made me look out.'

And he told the woman his dream and how he had heard the Lord's voice promising to visit him that day.

'Who knows? All things are possible,' said the woman. She got up and threw the cloak over her shoulders, wrapping it round herself and round the baby. Then she bowed and thanked Martin once more.

'Take this for Christ's sake,' said Martin and gave her sixpence to get her shawl out of pawn. The woman crossed herself, and Martin did the same and then he saw her out.

After the woman had gone, Martin ate some cabbage soup, cleared the things away, and sat down to work again.

After a while Martin saw an apple-woman stop just in front of his window. She had a large basket but there did not seem to be many apples left in it; she had evidently sold most of her stock. On her back, she had a sack full of chips, which she was taking home. No doubt she had gathered them at some place where building was going on. The **sack** evidently hurt her and she wanted to shift it from one shoulder to the other, so she put it down on the footpath and placing her basket on a post, began to shake down the chips in the sack. While she was doing this, a boy in a tattered cap ran up, snatched an apple out of the basket and tried to slip away; but the old woman noticed it and turning, caught the boy by his sleeve. He began to

Word Wealth

sack: large bag made of strong coarse fabric |

struggle, trying to free himself but the old woman held on with both hands, knocked his cap off his head and seized hold of his hair. The boy screamed and the old woman scolded. Martin dropped his awl, not waiting to stick it in its place and rushed out of the door. Stumbling up the steps and dropping his spectacles in his hurry, he ran out into the street. The old woman was pulling the boy's hair, and scolding him and threatening to take him to the police.

The lad was struggling and protesting, saying, 'I did not take it. What are you beating me for? Let me go!'

Martin separated them. He took the boy by the hand and said,

'Let him go, **granny**. Forgive him for Christ's sake. I'll pay him out, so that he won't forget it for a year! He won't do it again. Let him go for Christ's sake!'

The old woman let go, and the boy wished to run away, but Martin stopped him.

'Ask the granny's forgiveness!' said he. 'And don't do it another time. I saw you take the apple'.

The boy began to cry and to beg pardon.

'That's right. And now here's an apple for you,' and Martin took an apple from the basket and gave it to the boy, saying, 'I will pay you, granny.'

'You will spoil them that way, the young rascals,' said the old woman. 'He ought to be whipped so that he should remember it for a week.'

'Oh, granny, granny,' said Martin, 'that's our way— but it's not God's way. If he should be whipped for stealing an apple, what should be done to us for our sins?'

The old woman was silent.

'God bids us forgiveness,' said Martin, 'or else we shall not be forgiven. Forgive every one, and a thoughtless **youngster** most of all.'

The old woman wagged her head and sighed.

'It's true enough,' said she, 'but they are getting terribly spoilt.'

'Then we old ones must show them better ways,' Martin replied.



Word Wealth

granny: grandmother | **youngster**: a young person or child |

‘That’s just what I say,’ said the old woman. ‘I’ve had seven of them myself, and only one daughter is left.’ And the old woman began to tell how and where she was living with her daughter, and how many grandchildren she had. ‘I have but little strength left, yet I work hard for the sake of my grandchildren; and nice children they are, too. No one comes out to meet me but the children. Little Annie, now, won’t leave me for any one.’ And the old woman completely softened at the thought.

‘Of course it was only his childishness, God help him,’ said she, referring to the boy.

As the old woman was about to hoist her sack on her back, the lad sprang forward to her saying, ‘Let me carry it for you, granny. I’m going that way.’

The old woman nodded her head, and put the sack on the boy’s back, and they went down the street together, the old woman quite forgetting to ask Martin to pay for the apple. Martin stood and watched them as they went along talking to each other.

When they were out of sight, Martin went back to the house.

‘Seems it’s time to light up,’ thought he. So he trimmed his lamp, hung it up, and sat down again to work. He finished off one boot and turning it about, examined it. It was all right. Then he gathered his tools together, swept up the cuttings, put away the bristles and the thread and the awls, and taking down the lamp placed it on the table. Then he took the Gospel from the shelf. He meant to open at the place he had marked the day before with a bit of **morocco**, but the book opened at another place. As Martin opened it, his yesterday’s dream came back to his mind, and no sooner had he thought of it than he seemed to hear footsteps, as though some one was moving behind him. Martin turned round, and it seemed to him as if people were standing in the dark corner, but he could not make out who they were. And a voice whispered in his ear—

‘Martin, Martin, don’t you know me?’

‘Who is it?’ muttered Martin.

‘It is I,’ said the voice. And out of the dark corner stepped Stepanich, who smiled and vanishing like a cloud was seen no more.

‘It’s I,’ said the voice again. And out of the darkness stepped the woman with the baby in her arms, and the woman smiled, and the baby laughed, and they too vanished.



Word Wealth

morocco: leather made in Morocco |

‘It is I,’ said the voice once more. And the old woman and the boy with the apple stepped out, and both smiled, and then they too vanished.

And Martin’s soul grew glad. He crossed himself, put on his spectacles, and began reading the Gospel just where it had opened; and at the top of the page he read—

‘I was a hungered, and ye gave me meat : I was thirsty, and ye gave me drink: I was a stranger, and ye took me in.’

And at the bottom of the page he read—

‘In as much as ye did it unto one of these my brethren, even these least, ye did it unto me.’

And Martin understood that his dream had come true; and that the Saviour had really come to him that day, and he had welcomed him.

Adapted from Leo ‘Tolstoy’s ‘Twenty-three Tales.’



Quest Buzz

A. Find Facts

1. The passage given below tells us about the experiences of Martin, but there are gaps in it. Complete the passage by filling in the blanks.

Martin Avdeich, a cobbler, lived in (a) _____ one window of which (b) _____. He was very depressed after (c) _____. One friend of his advised him (d) _____.

Martin found peace in his readings. One day he read that Jesus Christ (e) _____ but the latter did not (f) _____. He thought if (g) _____, he would take very good care of Him. Next day, Martin took good care of (h) _____, (i) _____ and (j) _____.

Then he read in the Bible that if a person did something to help a poor one, he did it for God.

2. Pick out the best answer from the choices given below.

(a) The old pilgrim advised that Martin should live for

(i) his own happiness

(ii) his dead child

(iii) God

(iv) his fellow men

(b) The day after his dream, Martin watched the road because he expected

(i) Stepanich to visit him

(ii) to buy some apples

(iii) some customers

(iv) God to visit him

(c) Martin offered Stepanich some

(i) tea

(ii) soup

(iii) bread

(iv) apples

(d) Martin gave to the poor woman

(i) his cloak

(ii) a shawl

(iii) a coat

(iv) some old clothes

(e) Martin wanted the old woman to

(i) give an apple to the boy

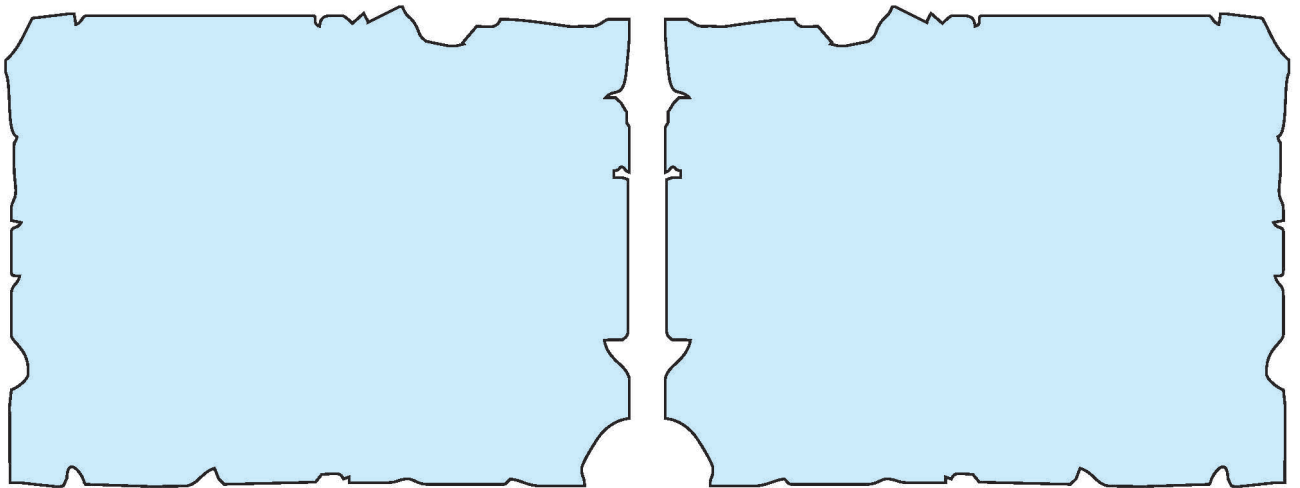
(ii) forgive the boy for stealing an apple

(iii) come inside his house for tea

(iv) go home quietly

B. Think and Write

1. What is Tolstoy's message through this story? Support your answer suitably.
2. Did Martin's dream come true? How?
3. **On the pages of The Bible, given below, write sentences that Martin read.**



4. Is this story a parable, a fairy story, a folk tale or a religious tale? Give reasons for your answer.
5. Is the title appropriate to the story? Suggest another title.
6. Loving God makes one forget unhappy and gloomy things and brightens up the mind. What do you do to show your love for God? Express your views in a diary entry.



Watchword

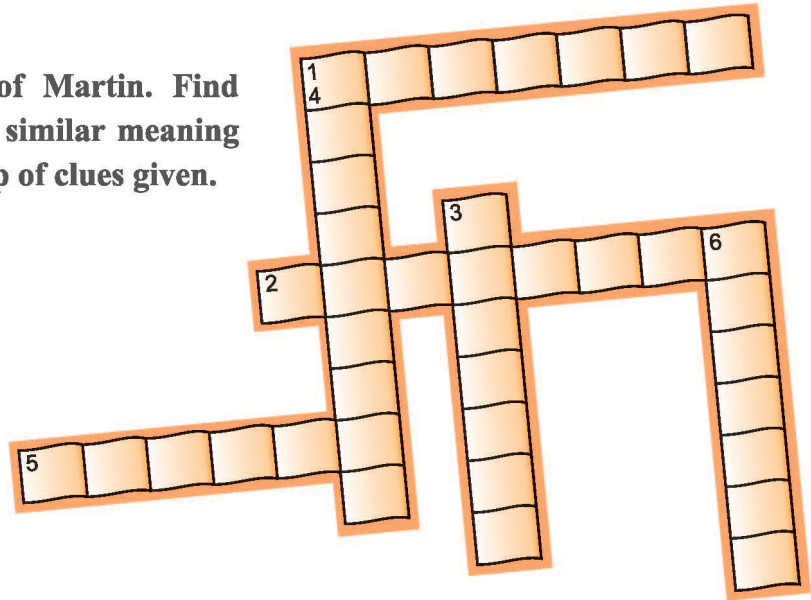
A. These words are from the story of Martin. Find another word in the passage with a similar meaning and solve the crossword with the help of clues given.

Down

1. Gospel
3. leather
6. Christ

Across

2. boots
4. glass
5. forgiveness



B. Look at the sets of phrases given below. In each set, there is one which is not acceptable in good English. Put a **X** against the incorrect phrase.

- | | |
|------------------------------|--------------------------|
| (i) (a) no longer | <input type="checkbox"/> |
| (b) no better | <input type="checkbox"/> |
| (c) no superior | <input type="checkbox"/> |
| (ii) (a) without hope | <input type="checkbox"/> |
| (b) without manners | <input type="checkbox"/> |
| (c) without sorry | <input type="checkbox"/> |
| (iii) (a) for God | <input type="checkbox"/> |
| (b) for together | <input type="checkbox"/> |
| (c) for love | <input type="checkbox"/> |
| (iv) (a) the more the better | <input type="checkbox"/> |
| (b) the more the lovely | <input type="checkbox"/> |
| (c) the more the happier | <input type="checkbox"/> |
| (v) (a) take care of | <input type="checkbox"/> |
| (b) take delight for | <input type="checkbox"/> |
| (c) take interest in | <input type="checkbox"/> |

C. Rewrite correctly in the blank spaces the expressions that you found unacceptable in the above exercise. You should make the changes needed.

Before Change	After Change
(i) _____	_____
(ii) _____	_____
(iii) _____	_____
(iv) _____	_____
(v) _____	_____



Dictionary Focus

1. Look at the sentence given below. Pay special attention to the underlined word.

Martin was overwhelmed with despair.

In ‘overwhelmed’, ‘over’ is used as an adverb and the meaning is ‘submerge utterly’ or ‘overpower with emotion’. The word is made like this —

over + whelm + ed

Given below are some verbs in common use made with ‘over’.

Match the verbs with their meanings.

A	B
(a) overflow	thorough examination for repair
(b) overhear	outshine
(c) overhaul	cover a surface with
(d) overlay	flow above the limit due to excess
(e) overshadow	hear as an unintended listener

2. Complete these words using ‘ie’ or ‘ei’. All the words are from the story.

- | | | |
|---------------------|---------------------------------|-------------------|
| (a) r e l _ _ _ d | (b) n _ _ _ g h b o u r h o o d | (c) b u r _ _ _ d |
| (d) _ _ _ g h t | (e) r e c _ _ _ v e | (f) q u _ _ _ t |
| (g) e m p t _ _ _ d | (h) s o l d _ _ _ r s | (i) s _ _ _ z e d |
| (j) d _ _ _ d | | |

3. Read the sentence.

Martin went into lodgings with his little son.

‘lodgings’ means accomodation in hired rooms.

As a verb, however 'lodge' has several meanings. Some of them are given below.

'lodge' — verb, transitive and intransitive.

- (i) provide sleeping accomodation.
- (ii) deposit a formal statement with an official or court.
- (iii) place power in the hands of...
- (iv) remain in place without falling or going further.
- (v) receive as guest.

Now match the meanings with the sentences given below. Write the meaning below the sentence in the space given.

(a) I lodged a complaint at the police station.

(b) The bullet got lodged in his thigh.

(c) By the power lodged in me as a magistrate, I set you free.

(d) The old couple agreed to lodge the stranger for the night.

(e) Many families are ready to lodge visitors during the Commonwealth Games.



Pronunciation Drill [Speaking Skill]

Note the difference in the length of these sounds. Repeat after your teacher and try to catch up the different meaning and spelling of the words.

Short Sound	Long Sound	Short Sound	Long Sound
caught	– court	fought	– fort
bought	– board	pot	– port

The phonetic symbol for 'caught' is 'ɔ' and for 'court' it is 'ɔː'.



Grammar Link

Adverbs

Some adverbs are compared like Adjectives. They have the same three degrees of comparison—positive, comparative and superlative.

1. Complete the statements by filling the blank with an adverb in appropriate degree.

- (a) Hari came _____ than Shyam. (early)
- (b) Edward ran _____ and won the race. (fast)
- (c) You have to work _____ than you normally do. (carefully)
- (d) He came as _____ as he could. (soon)
- (e) The doctor handled the injured _____. (gently)
- (f) He ran _____ as the need was great. (swiftly)
- (g) He stumbled _____ than the other runners. (often)
- (h) He peered _____ into the dark cave. (hard)
- (i) I feel _____ when I am not under watch. (good)
- (j) I feel much _____ today. (good)

2. Rewrite these sentences using the word in brackets in its proper place in each sentence.

(a) I am late for class. (never)

(b) We are early; we can slow down a bit. (rather)

(c) She has come. (just)

(d) He acted well in the play. (fairly)

(e) She visits us. (often)

(f) My uncle has gone out. (just)

(g) She feels depressed. (sometimes)

(h) I have seen such large apples. (seldom)

(i) They will be here. (soon)

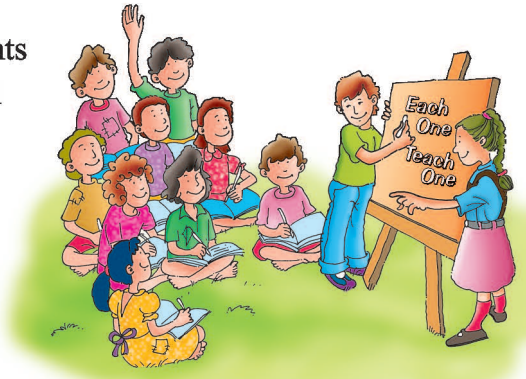
(j) They are waiting for the lead singer. (still)



Write-a-While [Writing Skill]

Your school has adopted a nearby slum. From time to time, students visit the slum to interact with the residents. Sometimes, the school organizes Health Camps, or Cleanliness Drives. This time, the school wants to run a year-long programme ‘Each One Teach One.’

Under this programme, volunteer students will go and teach the children of the slum basic reading, writing and arithmetic. There is a plan to take computer classes for adults and teenagers. This work will be done on every Saturday from 10.00 am to 1.00 p.m.



Write a notice on behalf of the Principal, inviting volunteers from classes 7, 8 and 9. The volunteers may choose any one of the programmes — of basic education or computer education. The students will be given certificates for this work. They must bring written permission from their parents. Those interested should give their names to the Vice Principal by a certain date.

Your notice should be of about 50 words.

How to Write a Notice

The purpose of a notice is to give information to those who belong to an institution/organization. A notice is displayed at a prominent place where everyone can see it, usually on a notice board. As with all compositions, you have to take care of the following.

- a. format
- b. content
- c. language

Format

A notice should contain these items.

It should be like the format given on the right.

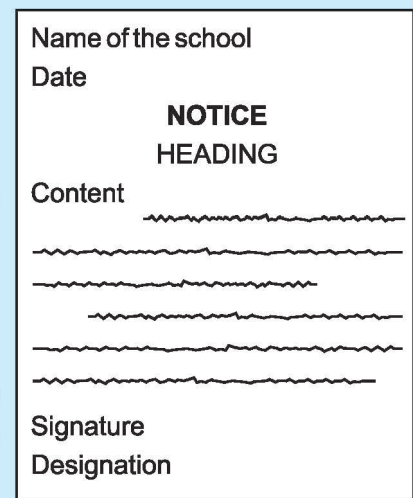
The signature may be put in the right corner also. The date is sometimes put at the bottom of the pages, in the left corner.

Content

You will see in the diagram that the content is put in two paragraphs. In the first paragraph, give all the information about the activity/event. In the second paragraph, write what the readers of the notice are expected to do.

Language

The language of the notice should be simple, clear and formal.





Talk-a-While [Speaking Skill]

Pair Work— Conversation

You and your friend talk about the need to be kind and considerate. There may be someone who is the butt of everyone's jokes and is constantly ridiculed because he looks different or has some problem with speech or movement. Talk to each other about how painful the jokes would be to him and how important it is to include him in your games and activities like everyone else.

Each of you should speak at least five times.



Listen and Respond* [Listening Skill]

Listen to the story of 'The Best Loved Citizen of Calcutta' your teacher will play/read and respond to the questions given in the Response Sheet.

RESPONSE SHEET

A. Answer the questions.

1. To which country did Mother Teresa belong? _____
2. What inspired Mother Teresa to become a nun?

3. In what way did Mother Teresa Indianise herself?

B. Say whether these statements are True or False.

- a. Mother Teresa faced great financial difficulties.
- b. Mother Teresa educated the children of slum dwellers.
- c. Mother Teresa remained a Yugoslavian Citizen.



Fast Learner's Corner [Speaking Skill, Writing Skill]

Choose one incident from the day Martin expected Jesus Christ to visit him. Now, prepare a cartoon strip showing that incident. You will have to draw pictures in boxes and give speeches to the characters.

Further Reading:

Short stories by *Leo Tolstoy*.

*For the Teacher : The text has been given at the end of the book for you to read to the students.

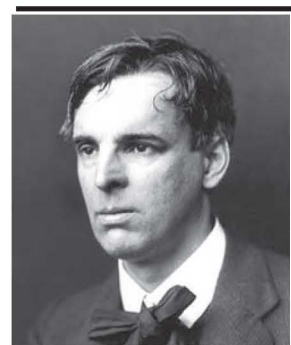
Section–C

THE BALLAD OF FATHER GILLIGAN



About The Poet and Poem

W.B. Yeats (1865–939) was a leading English poet of the 20th century. He wrote poetry, drama, essay and novels. He won the Noble Prize for literature in 1923. He was also a journalist of great merit. ‘*The Ballad of Father Gilligan*’ is the story of a village priest who experiences the compassion of God. God’s love for human beings is what sustains and strengthens men’s spirit.

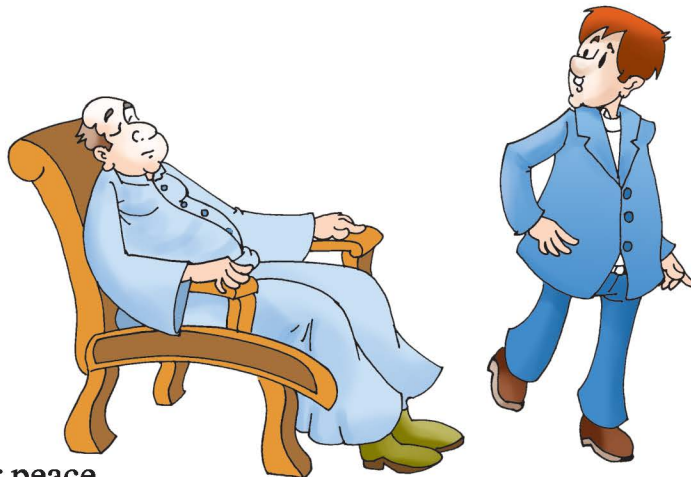


Rhythm Corner [Reading Skill]

The old priest Peter Gilligan
Was weary night and day;
For half his **flocks** were in their beds,
Or under **green sods** lay.

Once, while he nodded on a chair,
At the moth hour of eve,
Another poor man sent for him
And he began to grieve.

‘I have no rest, nor joy, nor peace,
For people die and die;’
And after cried he, ‘God forgive!
My body spake, not I!’



Word Wealth

flock: (here) people of a parish | **green sods:** graves |

He knelt, and leaning on the chair
He prayed and fell asleep,
And the moth-hour went from the fields,
And stars began to peep.

They slowly into millions grew,
And leaves shook in the wind;
And God covered the world with shade
And whispered to mankind.

Upon the time of sparrow-chirp
When the moths came once more,
The old priest Peter Gilligan
Stood upright on the floor.

Mavrone, mavrone the man has died
While I slept on the chair;
He roused his horse out of its sleep
And rode with little care.



He rode now as he never rode,
By rocky lane and **fen**,
The sick man's wife opened the door;
'Father! you come again!'

'And is the poor man dead?' he cried
'He died an hour ago.'
The old priest Peter Gilligan
In grief swayed to and fro.

'When you were gone, he turned and died
As merry as a bird.'
The old priest Peter Gilligan
He knelt him at that word.

Word Wealth

mavrone: an Irish expression of grief appealing to Mother Mary | **fen**: Marshy land |

He who hath made the night of stars
For souls who tire and bleed,
Sent one of His great angels down
To help me in my need.

He who is wrapped in purple robes,
With planets in His care,



Quest Buzz

A. Answer the questions briefly.

1. Father Gilligan was weary, because _____

2. He complained that _____

3. Father Gilligan slept _____

4. Father Gilligan rode 'with little care' because _____

- ### B.
1. Why did the sick man's wife said, 'Father you come again!'?
 2. What feelings are expressed in the lines 'God forgive! My body spake, not I!'?
 3. What is the main idea of the poem? How has it been brought out?

- ### C.
1. Write down the lines that contain images of nature.
 2. Pick out the lines that express the grandeur and glory of God.
 3. Write a simile from the poem.
 4. What is a ballad? Why is the form suitable for this poem?

- ### D.
- What did you like about the poem 'The Ballad of Father Gilligan'? Write in three or four sentences.



Fast Learner's Corner [Speaking Skill, Writing Skill]

Pick up four or five rhyming pairs from the poem and write your own poem on love for our fellowmen. Give a suitable title.

For more practice, refer 'Framework 3 and 4' in the respective Expression English Workbook.