

She had a **rustic**, woodland air
And she was wildly **clad**;
Her eyes were fair, and very fair;
-Her beauty made me glad.

“Sisters and brothers, little **maid**
How many may you be?”
“How many? Seven in all,” she said,
And wondering looked at me.



And where are they? I pray you tell.”
She answered, “Seven are we
And two of us at **Conway** dwell
And two are gone to sea.

Two of us in the churchyard lie,
My sister and my brother;
And in the churchyard cottage I
Dwell near them with my mother.”

"You say that two at Conway dwell,
And two are gone to sea,
Yet ye are seven! - I pray you tell,
Sweet maid, how this may be?"

Then did the little maid reply,
"Seven boys and girls are we;
Two of us in the churchyard lie,
Beneath the churchyard tree."

"You run about, my little maid,
Your limbs they are alive;
If two are in the churchyard laid,
Then ye are only five."

"Their **graves** are green, they may be seen,"
The little maid replied,
"Twelve steps or more from my mother's door
And they are side by side."

"How many are you then," said I,
If they two are in heaven?"
Quick was the little maid's reply,
"O master! We are seven."

"But they are dead; those two are dead!
Their **spirits** are in heaven!"
'Twas throwing words away; for still
The little maid would have her will,
And say, "**Nay**, we are seven!"

Word Nest

clustered: grouped; **rustic**: rural; **clad**: dressed; **maid**: girl; **Conway**: a fort city in Wales; **graves**: tombs; **dwell**: live; **spirits**: souls; **nay**: no

Let's do:

Activity 1

Choose the correct answer from the given alternatives:

- (a) The little girl whom the poet met was—
 - (i) seven
 - (ii) eight
 - (iii) nine years old.
- (b) The girl lost—
 - (i) two brothers
 - (ii) two sisters
 - (iii) a brother and a sister.
- (c) The distance between her house and the burial ground was only—
 - (i) twelve steps
 - (ii) ten steps
 - (iii) six steps.

Activity 2

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers :

- (a) The little girl was good-looking. ()
- (b) Five of her brothers and sisters were dead. ()
- (c) The graves were covered with green grass. ()

Activity 3

Look at the first four lines :

A simple child

That lightly draws its **breath**

And feels its life in every limb,

What should it know of **death**?

Where is the similarity? The word **breath** rhymes with **death**. Find words from the

poem that rhyme with the given words:

curl: _____; head _____; air _____; clad _____; be _____; tell _____;
laid : _____; heaven: _____

Activity 4

Answer the following questions :

- (a) Pick out the expressions that describe the appearance of the girl.
- (b) With whom did the girl live?
- (c) What does the girl say about her living brothers and sisters?
- (d) Why does the girl say, “We are seven”?

Activity 5

Make sentences with the following words :

dwelt, clustered, rustic, grave, maid

Let’s learn :

Look at the coloured words :

- ❖ The little **maid** would have her will.
- ❖ Her beauty **made** me glad.

Note that the two words have the same pronunciation but their meanings are different. These words are called **homophones**. Here are some more instances of homophones from the poem: **met- mate; hair-hare; wonder- wander; two-to; there-their.**

Let’s do:

Activity 6

Make sentences with the following pairs of homophones:

met- mate; hair-hare; wonder- wander; two-to; there-their.

Let’s work together :

Collect a few words and their homophones. Write down their meanings.

Lesson : 4

The Beauty and the Beast

Let's start:

The Beauty and the Beast is a traditional fairy tale of France and is not authored by anyone specific. It was retold by several famous writers. Animation films have also been made on this story.

Let's share:

- ❖ Are you scared of beasts?
- ❖ What will you do if you meet a beast?
- ❖ Have you read any fairy tale?
- ❖ If so, which one is it?



Unit I

Let's read:

Once upon a time a wealthy merchant lived in a big **mansion** with his three daughters. All of them were very beautiful. The youngest girl was Belle. She was known for her loveliness and for being pure at heart. Her sisters, in contrast, were wicked and selfish.

But their fortune soon changed. The merchant lost all his wealth in a **tempest** on sea. So he and his daughters started to live in a small farmhouse in a village. They had to work hard for their living. Some years later, the merchant heard that one of his trading ships had returned to port. Somehow it had escaped the violent storm. Hence, the merchant decided to return to the city to discover whether it still contained anything of value. Before leaving, he asked his daughters:

“Do you want me to bring any gift upon my return?” Both his elder daughters asked for jewels and fine dresses. But Belle said,

“Father, promise me, you will bring me a rare rose that does not grow in this part of the country”.

Having agreed to her request, the merchant set off for the city. When he reached the city he found, to his dismay, that his ship’s cargo had been seized to pay his debts. So he was left with no money to buy any present for his daughters.

While returning, he lost his way in a forest. **Seeking** shelter, he came across a dazzling palace and entered it. Inside, he found tables **laden** with food and drink, which had apparently been left for him by the palace’s unseen owner. The merchant accepted this gift, ate to his heart’s content and spent the night at the palace.

The next morning as the merchant was about to leave, he saw a rose garden and recalled that Belle had desired a rose. Upon picking the loveliest rose the merchant suddenly came face to face with a **hideous** Beast. He told the merchant,

“Last night you were hungry and shelterless. I gave you food, shelter and comfort. And now you are taking away my most precious possession after accepting my **hospitality**! You must die for your **conduct**!”

The merchant begged to be set free. He argued that he had only picked the rose as a gift for his youngest daughter, Belle.

At last the Beast agreed. “Fine, you can take the rose for Belle, but you will have to return to the castle or else your daughter shall come to stay with me in this castle.”



The merchant was upset, but accepted this condition. The Beast sent him on his way, with jewels and fine clothes for his daughters, and stressed that Belle must come to the castle of her own **accord**. The merchant, upon arriving home, tried to hide the secret from Belle, but she **pried** it from him and willingly went to the Beast's castle. The Beast received her **graciously** and told her,

"You are the mistress of the castle, and I am your servant."

Word Nest

mansion : palace; **tempest**: sea storm; **laden** : loaded; **seeking**: looking for; **hideous**: extremely ugly; **hospitality** : generous behaviour towards guests; **conduct**: behaviour; **accord** : free will; **pried**: managed to find out something that is kept secret; **graciously**: kindly.

Let's do:

Activity 1

Choose the correct option:

What is the text type? Is it—(a) an imaginary story (b) a true story (c) the life story of a famous person?

Activity 2

Underline the correct answer:

- (a) Belle is the name of the—
 - (i) youngest daughter
 - (ii) middle daughter
 - (iii) eldest daughter
- (b) Belle asked her father to bring—
 - (i) jewels
 - (ii) dresses
 - (iii) a rose

- (c) The owner of the castle was a—
- (i) rich merchant
 - (ii) beast
 - (iii) king

Activity 3

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers:

- (a) The merchant had three daughters.
- (b) The merchant lost his way on his return journey.
- (c) Belle did not go to the castle on her own will.
- (d) Belle became the mistress of the castle.

Activity 4

Answer the following questions :

- (a) How did the fortune of the merchant change?
- (b) What were the gifts that the three daughters asked for?
- (c) Why did the merchant go to the castle?
- (d) What did the Beast demand from the merchant?
- (e) Why did Belle go to the castle of the Beast?

Let's talk:

- ❖ If you were Belle, what gift would you have wanted from your father? Discuss with your friends and tell the class.
- ❖ Do you think Belle did the right thing by going to the castle of the Beast? Tell the class about your views.

Unit II

Let's continue :

The beast gave her **lavish** clothing and food and carried on lengthy conversations with her. Each night, the Beast asked Belle to marry him, only to be refused every time. After each refusal, Belle dreamt of a **handsome** prince who pleaded with her to explain why she kept on refusing the beast. She replied each time that she could not marry the Beast because she loved him only as a friend. But Belle could not make the connection between the handsome prince and the Beast. She was convinced that the Beast was holding the prince captive somewhere in the castle.



She searched for him and discovered many **enchanted** rooms, but never the prince of her dreams.

For several months, Belle lived a life of luxury at the Beast's palace, being waited on hand and foot by invisible servants, having no end of riches to amuse her and an endless supply of fine clothes to wear. **Eventually** she became homesick and begged the Beast to allow her to go to see her family. He said he would allow it, only if she would return exactly a week later.

Belle agreed to this and set off for home with an enchanted mirror and ring. The mirror would allow her to see what was going on back at the Beast's castle, and the ring would allow her to return to the castle in an instant when turned three times around her finger.

Her elder sisters were surprised to find her well fed and dressed in grand clothes. They grew jealous of her happy life at the castle. Upon hearing that she must return to the Beast on a certain day, they begged her to stay just for one more day. They even put onion in their eyes to make it appear as though they were weeping. They secretly hoped that the Beast would grow angry with Belle for breaking her promise and would eat her alive! Belle's heart was moved by her sisters' false show of love, and she agreed to stay.



Belle began to feel guilty about breaking her promise to the Beast and used the mirror to see what he was doing back at the castle. She was horrified to discover that the Beast lay half-dead out of heartbreak. He lay near those very rose bushes her father had stolen the rose from. She immediately used the ring to return to the Beast.

Upon returning, Belle found the Beast almost dead. She wept over him, saying that she loved him. As soon as her tears touched him, the Beast was transformed into a handsome prince! The Prince informed Belle that long ago a fairy turned him into a hideous beast after he refused to let her in from the rain, and that only by finding true love despite his ugliness, could the curse be broken. Then the prince and Belle got married and they lived happily ever after.

Word Nest

lavish: generous; **handsome**: goodlooking (man);
enchanted : the state of being under a magic spell
eventually : at the end of a period of time

Let's do :

Activity 5

Fill in the table with information from the text:

Cause	Effect
	The merchant moved over to a village farmhouse
The merchant promised to send Belle to the castle	
	Belle wept over the body of the beast

Activity 6

Answer the following sentences :

- (1) Why did the Beast decide to kill the merchant?
- (2) How did the Beast look after Belle in his castle?
- (3) Why did Belle fail to find the prince of her dreams in the castle?
- (4) What were the two things Belle carried to her father's house? Why did she take them?
- (5) How did a handsome prince become an ugly beast?

Activity 7

Rearrange the sentences in the correct order by writing the numbers in the brackets. One is done for you :

- (1) The ugly Beast became a handsome prince. ()
- (2) Belle declined to marry the Beast. ()
- (3) The merchant promised to bring a rose for Belle. (1)
- (4) Belle wept on the dying body of the Beast. ()
- (5) Belle went to the castle of the Beast. ()
- (6) Belle promised to return to the castle exactly a week later. ()

Activity 8

The meanings of certain words are given here. Identify those words from the text:

(i) imprisoned (ii) that which cannot be seen (iii) friendly and kind behaviour to guests (iv) completely changed

Let's talk :

Sit in groups. Discuss with your friends-

- ❖ If you were Belle, would you have gone back to the castle of the beast? Give reasons.
- ❖ Tell the class about one of your dreams.

Let's do :

Activity 9

Odd one out

In each set there is a word that does not fit with the rest of the words in the set. Identify the word. One is done for you:

- (i) Mansion/palace/**flat**/huge house
- (ii) drizzle/storm/tempest/cyclone
- (iii) friend/foe/ally/compatriot
- (iv) refuse/accept/decline/deny

Let's learn :

Study the following sentences taken from the text:

- ❖ He entered a **dazzling** palace.
- ❖ She discovered many **enchanted** rooms.

In these two sentences the blue-coloured words are **nouns**. The red-coloured words describe the nouns that come after them. These are **Participle Adjectives**. They function like the adjectives and qualify the nouns that follow them. Let us look at some more examples of **Participle Adjectives**:

- ❖ A **rolling** stone gathers no moss.
- ❖ A **barking** dog seldom bites.
- ❖ She threw away the **withered** flowers.
- ❖ You should help a **wounded** man.

Let's do :

Activity 10

Form groups. Discuss among yourselves and identify the nouns that the participle adjectives in the above sentences of Activity 9 qualify.

Activity 11

Underline the participle adjectives in the following sentences :

- (1) Runa is a trained nurse.
- (2) The police caught the absconding prisoner.
- (3) A rising sun looks bright.
- (4) Do not board a running bus.
- (5) The sleeping girl is looking beautiful.

Let's Learn

Look at the following sentences :

Ravi said, "I am going ."

Ravi said that he was going.

Thus we see that there are **two** ways of reporting the words of a speaker:

- (i) We may **quote** his **actual words**. This is called **Direct Speech**.
- (ii) We may **report** what he said without quoting his exact words. This is called

Indirect or Reported Speech.

Note that in **Direct Speech**, we use **inverted commas** to mark off the exact words of the speaker. In **Indirect Speech this is not done**. While changing Direct Speech into Indirect Speech the following points should be kept in mind :

- ❖ Inverted commas have to be removed while rewriting the sentence.
- ❖ The conjunction **that** is used before the Indirect statement.
- ❖ The pronoun **I** is changed to **he**.
- ❖ The verb **am** is changed to **was**.

We also need to keep the following points in mind when changing Direct Speech into Indirect :

- ❖ **Simple present** becomes **simple past**.

Direct : She said, "I am tired."

Indirect : She said that she was tired.

- ❖ **Present continuous** becomes **past continuous**.

Direct : He said, "My son is reading a book."

Indirect : He said that his son was reading a book.

- ❖ Words expressing **nearness** in time or place are generally changed into words expressing **distance**. Thus : **Now** becomes **then**, **here** becomes **there**, **thus** becomes **so**, **today** becomes **that day**, etc.

Direct : The child said, "I am studying now."

Indirect : The child said that she was studying then.

Direct : Rita said, "I live here."

Indirect : Rita said that she lived there.

Activity 12

Identify whether the following sentences are in Direct or Indirect Speech :

- i) He said, "I am busy."
- ii) The master said that the clerk would not attend office that day.

- iii) The student said that she had left her bag there.
- iv) She said, "I am leaving for Delhi now"

Activity 13 (a)

You have just finished reading a beautiful story. Write a story in about seventy words with the help of the points given below. Give a title to your story:

merchant—going home through forest—has bag full of money—rain falls—gets wet—curses the rain— a robber comes—points gun at the merchant— shoots— unhurt—wet gunpowder— merchant thanks God for rain.

Activity 13 (b)

Describe in a short paragraph (within seventy words) about your experience of visiting a garden of flowers. You may use the following clues:

- ❖ its location
- ❖ objects seen there
- ❖ types of flowers
- ❖ its effect on you
- ❖ the beautiful memory that will always linger in your mind

Let's work together:

Making a Bookmark

- ❖ Take a sheet of chart paper.
- ❖ Draw a cartoon of any beast.
- ❖ Take a pair of scissors and cut out the cartoon.
- ❖ Your bookmark is now ready.
- ❖ Show it to the class.
- ❖ Now discuss in groups the utility of using a bookmark.

Lesson : 5

Uncle Podger Hangs a Picture

Jerome Klapka Jerome

Let's start :

Jerome Klapka Jerome (1859-1927) is a comic writer and humorist. He is best known for his comic travelogues like *Three Men in a Boat* and *Three Men in a Bummel*. The present story is abridged from a chapter in *Three Men in a Boat*.



Let's share :

- ❖ Have you ever seen a picture hanging on a wall?
- ❖ Where have you seen it?
- ❖ What are the things you need to hang a picture on the wall?

Let's read :

Unit I

You never saw such a **commotion** up and down a house in all your life, as when my Uncle Podger undertook to do a job. A picture would have come home from the frame-makers, and be standing in the dining-room, waiting to be put up. Aunt Podger would ask what was to be done with it, and Uncle Podger would say:

“Oh, you leave that to me. Don't you, any of you, worry yourselves about that. I'll do all that.”

And then he would take off his coat, and begin. He would send the girl out for **sixpen'orth** of nails, and then one of the boys after her to tell her what size to get.

“Now you go and get me my hammer, Will,” he would shout, “and you bring me the rule, Tom. I shall want the step-ladder, and I had better have a kitchen-chair,

too. And don't you go, Maria, because I shall want somebody to hold me the light. When the girl comes back she must go out again for a bit of picture **cord**. Tom!- Where's Tom?-Tom, you come here; I shall want you to hand me up the picture."

And then he would lift up the picture, and drop it, and it would come out of the frame. He would try to save the glass and cut himself. Then he would spring round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat. All the house had to leave off looking for his tools, and start looking for his coat; while he would dance round and hinder them.



"Doesn't anybody in the whole house know where my coat is? I never came across such a set in all my life - upon my life I didn't. Six of you! - and you can't find a coat that I put down not five minutes ago! Well, of all the——"

Then he'd get up and find that he had been sitting on it, and would call out:

"Oh, you can give it up! I've found it myself now."

When half an hour had been spent in tying up his finger, and a new glass had been got, he would have another go. Two people would have to hold the chair, and a third would help him up on it, and hold him there. A fourth would hand him a nail, and a fifth would pass him up the hammer, and he would take hold of the nail, and drop it.

"There!" he would say in an **injured** tone, "now the nail's gone."

And we would all have to go down on our knees and **grovel** for it.

The nail would be found at last, but by that time he would have lost the hammer.
“Where’s the hammer? What did I do with the hammer? Great heavens! Seven of you, **gaping** round there, and you don’t know what I did with the hammer!”

Word Nest

commotion: trouble; **sixpen’orth**: having the value of sixpenny; **cord**: string;
injured : upset; **grovel**: crawl; **gaping** : looking with the mouth open

Let’s do:

Activity 1

Choose the correct answers from the given alternatives :

- (a) The thing which would have come home from the frame-makers is
 - (i) a picture
 - (ii) a carving on wood
 - (iii) a picture drawn on a piece of cloth
- (b) Uncle Podger would take off his
 - (i) vest
 - (ii) tie
 - (iii) coat
- (c) Uncle Podger would ask
 - (i) the boy
 - (ii) the girl
 - (iii) the charwoman, for sixpen’orth of nails.
- (d) Uncle Podger, at first, would drop the
 - (i) picture
 - (ii) hammer
 - (iii) nail

Activity 2

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers.

- (a) There was a commotion in the house when Uncle Podger undertook a job.
- (b) Uncle Podger did not want to hang the picture.
- (c) Uncle Podger would cut himself and spring round the room searching for his handkerchief.
- (d) The second thing that Uncle Podger would lose would be the hammer.

Activity 3

Complete the following sentences with information from the text:

- (a) Aunt Podger would ask.....after the picture came to the house.
- (b) Tom was asked to bring
- (c)as he would be sitting on it.

Activity 4

Answer the following questions :

- (a) Name the children of Uncle Podger.
- (b) What did Uncle Podger ask the children to bring for him?
- (c) How did Uncle Podger cut himself?
- (d) Why did Uncle Podger want his coat?
- (e) Where did he find his coat?

Let's talk :

Suppose you are one of the children. Discuss what you would do for your father if he decides to undertake a job of this sort.

Unit II

Let's continue :

We would find the hammer for him, and then he would have lost sight of the mark he had made on the wall, where the nail was to go in. Each of us had to get up on the chair beside him, and see if we could find it. We would each discover it in a different place, and he would call us all fools.

Trying to reach a point three inches beyond what was possible for him to reach, the string would slip, and down he would slide on to the piano.

At last, Uncle Podger would get the spot fixed, and put the point of the nail on it with his left hand, and take the hammer in his right hand. And with the first blow, he would **smash** his thumb, and drop the hammer, with a **yell**, on somebody's toes.

Aunt Maria would mildly observe that, next time Uncle Podger was going to hammer a nail into the wall, she hoped he'd let her know in time. She could then make arrangements to go and spend a week with her mother while it was being done.

"Oh! You woman, you make such a **fuss** over everything." Uncle Podger would reply picking himself up. "Why, I like doing a little job of this sort."

And then he would have another try. At the second blow, the nail would go clean through the plaster, and half the hammer after it.

Then we would find the rule and the string again, and a new hole was made. About midnight, the picture would be up – very **crooked** and **insecure**.

"There you are," he would say, stepping heavily off the chair on to the **charwoman's** corns, and surveying the **mess** he had made with evident pride. "Why, some people would have had a man in to do a little thing like that!"

Word Nest

smash: crash; **yell** : shout; **fuss**: create trouble; **crooked**: not straight ; **insecure**: uncertain; **charwoman**: a woman who arranges the coal in a house; **mess** : dirty state of things

Let's do :

Activity 5

Choose the correct answers from the given alternatives :

- (a) Uncle Podger would call us all
 - (i) intelligent
 - (ii) careless
 - (iii) fools
- (b) Uncle Podger would slide and fall
 - (i) on the char-woman's toes
 - (ii) on the piano
 - (iii) on the chair
- (c) Uncle Podger's work would finish
 - (i) at around midnight
 - (ii) at mid-day
 - (iii) in the evening

Activity 6

Complete the sentences with information from the text:

- (a) Uncle Podger would lose sight of the mark
- (b)trying to reach a point three inches beyond.
- (c)doing a job of this sort.

Activity 7

Complete the following table with information from the text :

Cause	Effect
(a)	Each child had to get up beside him on the chair
(b)	Uncle Podger would fall on to the piano
(c) At the first blow of the hammer	
(d)	a new hole was made

Activity 8

Answer the following questions:

- (a) Give two instances to show the carelessness of Uncle Podger.
- (b) What did Aunt Podger say after Uncle Podger smashed his thumb?
- (c) How did Uncle Podger react after finishing the task?
- (d) Why was everyone tired after Uncle Podger put up the picture on the wall?

Activity 9

Match the following words in column A with their meanings in column B:

A	B
(a) sneer	closely observing
(b) evident	poor
(c) wretched	mock
(d) surveying	clear

Activity 10

Find the antonyms of the following words from the text :

- (a) rapidly
- (b) lost
- (c) remembered
- (d) roughly
- (e) save
- (f) straight

Activity 11

Use the prefixes or suffixes (in-/im-/-al/-some) to form new words :

- (a) different :
- (b) possible :
- (c) sufficient :
- (d) arrive :
- (e) whole :

Let's learn:

Look at these sentences :

- ❖ A picture would have come from the **frame-maker's** and be standing in the **dining-room**, waiting to be put up.
- ❖ I shall want the **step-ladder**, and I had better have a **kitchen-chair**, too.

The words **dining-room**, **frame-maker's**, **step-ladder** and **kitchen-chair** are formed by two or more words but they mean only one object. These words are called **compound words**. The meaning of the individual words add meaning to the compound word but itself individually they do not mean the same. For example: dining-room. This specifies a room used for dining but only 'dining' or 'room' will not carry the proper sense of the word. So also is frame-maker's. 'Frame' and 'maker's' have different individual meanings but together they mean a person who makes frames. Thus we find that these compound words have a specific meaning different from the individual component words.

While the component words of the compound words are nouns , we call the compound words **nominal compounds**. For example kitchen-chair, step-ladder.

Let's do :

Activity 12

Try to find as many compound words you can from the lesson, and make sentences with them.

Let's learn :

Look at these sentences :

- ❖ I **shall want** the step-ladder.
- ❖ I **shall want** somebody to hold me the light.

In these sentences, the action of the verb indicates an action that has not yet

happened. The words '**shall want**' indicate an action that will happen later. Such action that focuses on something that is going to happen is termed as '**Future Tense**' of the verb.

The structure of the '**Future Tense**' is this-

I/We + shall/will + verb

You + will + verb

They/He/She/It + will + verb

Only in the case of the first person we use 'shall/will', but for all other persons we use 'will'.

Let's do :

Activity 13

Write 5 sentences about what you want to be in future.

Let's start in this way:

I would like to be.....

Activity 14

We have already learnt **Plural Nouns**. Find some of these from the following sentences and then make other sentences with them:

- (a) He wore his old trousers to school.
- (b) Mother wanted the scissors to cut the thread.
- (c) The press went public over the issue.
- (d) At the station, the goods were unloaded from the train.
- (e) His true colours came to the forefront at the meeting.

Let's talk :

Discuss with your friends what Aunt Podger would really do if Uncle Podger announced again that he would do a little job of this sort.

Let's learn:

Find out how to write the summary of a passage:–

Given text :

When half an hour had been spent in tying up his finger, and a new glass had been got, he would have another go. Two people would have to hold the chair, and a third would help him up on it, and hold him there. A fourth would hand him a nail, and a fifth would pass him up the hammer, and he would take hold of the nail, and drop it. (72 words)

Summary :

After dressing his finger and getting a new glass, he would retry. People would hold his chair, help him climb, hold him there, hand him a nail and a hammer. Holding the nail, he would drop it. (37 words)

While writing a summary:

- ❖ do not use direct speech
- ❖ do not quote from the passage
- ❖ do not use examples given in the passage
- ❖ pick out the main ideas from the passage
- ❖ write about the ideas in your own words+

A summary should have approximately half the word count of the given passage.

Therefore we see here that only the essential ideas or incidents have been incorporated in the summary. No unnecessary details are needed.

Let's do :

Activity 15

Now write a summary of the given passage :

Then he would spring round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat. All the house had to leave off looking for his tools, and start looking for his coat; while he would dance round and hinder them.

Activity 16

Narrate a funny incident that you have experienced. You may use the following points:

Brief account of the incident — when it happened — the funniest part of the incident — funny characters involved, if any.

Let's work together :

Let's make a chart with funny characters whom we know from our daily lives or from cinema, television and books. You may write a few lines about these funny people. For example, you may consider characters like:

- ❖ Laurel and Hardy
- ❖ Charlie Chaplin
- ❖ Mr. Bean
- ❖ Tenida
- ❖ Ghanada

The Vagabond

Robert Louis Stevenson

Let's start :

Robert Louis Balfour Stevenson (1850-1894) was a Scottish poet, novelist, essayist, and a travel writer. His famous works include *Treasure Island*, *Kidnapped*, and *The Strange Case of Dr Jekyll and Mr Hyde*.



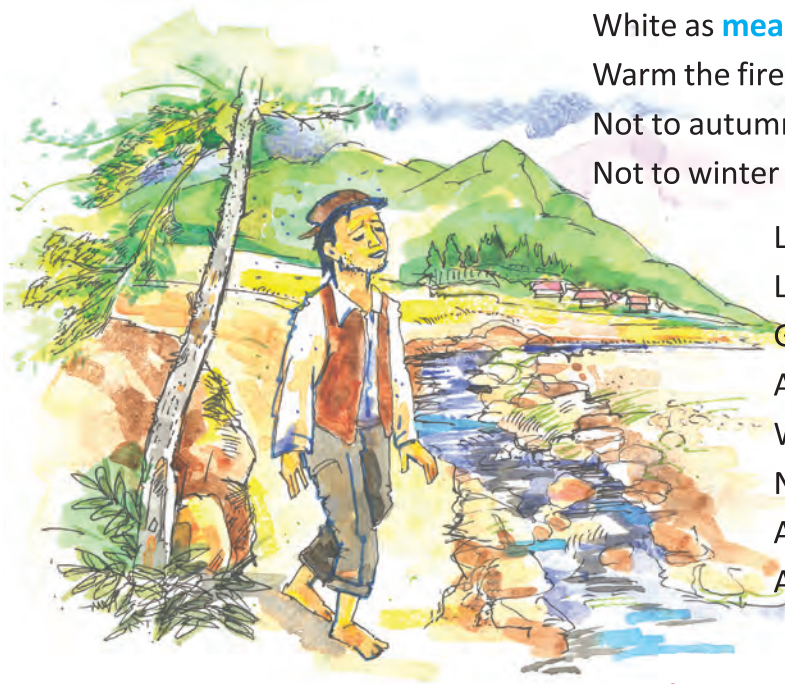
Let's share :

- ❖ Have you ever travelled far?
- ❖ Name some places that you have visited.
- ❖ What are the other places you would like to visit?

Let's read :

Give to me the life I love,
Let the **lave** go by me,
Give the **jolly** heaven above
And the byway **nigh** me.
Bed in the bush with stars to see,
Bread I dip in the river –
There's the life for a man like me,
There's the life for ever.

Let the blow fall soon or late,
Let what will be o'er me;
Give the face of earth around
And the road before me.
Wealth I seek not, hope nor love,
Nor a friend to know me;
All I seek, the heaven above
And the road below me.



Or let autumn fall on me
Where **afield** I **linger**,
Silencing the bird on tree,
Biting the blue finger.
White as **meal** the frosty field –
Warm the fireside **haven** –
Not to autumn will I **yield**,
Not to winter even!

Let the **blow** fall soon or late,
Let what will be o'er me;
Give the face of earth around,
And the road before me.
Wealth I ask not, hope nor love,
Nor a friend to know me;
All I ask, the heaven above
And the road below me.

– Robert Louis Stevenson

Word Nest

lave: stream; **jolly**: happy; **nigh**: near; **afield**: in the field;
linger: spend a while; **meal**: grains of cereal after a coarse grinding
haven: a safe place; **yield**: surrender; **blow**: troubles and challenges

Let's do :

Activity 1

Choose the correct answer from the given alternatives :

- (a) The vagabond wishes to have his bed
- (i) in a frosty field
 - (ii) in the bush
 - (iii) at a roadside inn.

- (b) The vagabond prays for a life
 - (i) in close contact with nature
 - (ii) devoted to social work
 - (iii) spent in comfort and luxury
- (c) The vagabond does not seek
 - (i) the heaven above him
 - (ii) wealth
 - (iii) the road below him

Activity 2

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers:

- (a) The vagabond wants the way to be far away from him. ()
- (b) The vagabond dips the bread in the river water. ()
- (c) When autumn comes the birds are going to be happy with their chirpings. ()
- (d) The vagabond will not fear to face Autumn or Winter. ()

Activity 3

Complete the sentences meaningfully:

- (a) The vagabond is a person who _____.
- (b) The vagabond wants a life of _____.
- (c) The vagabond asks for _____.
- (d) The vagabond does not _____ to know him.

Activity 4

Answer the following questions:

- (a) What kind of a life does the vagabond want?
- (b) What are the things that do not interest the vagabond?
- (c) What would the vagabond do when winter falls?
- (d) How does the poet describe a field in autumn?
- (e) Why does the poet repeat the second stanza once again?
- (f) What message does the poet want to give through the poem?

Activity 5

Match the words in Column A with their meanings in Column B :

A	B
love	a stream or a rivulet
heaven	that which is near
nigh	a feeling of care and understanding
lave	a person who stands by at all times
frosty	covered with thin ice
friend	a place where a soul finds peace and his God

Activity 6

Fill in the blanks with the antonyms of the words given in brackets :

- (a) There is a _____ (warm) breeze blowing from the sea.
- (b) His coat is _____ (white) in colour.
- (c) After spring comes _____ (winter).
- (d) From the mountain top, I could see the river flowing _____ (above).
- (e) I do not want to be _____ (early) for the meeting.

Activity 7

Make as many new words as you can from the poem by adding suffixes. One is done for you:

- (a) _y: **wealthy**, _____.
- (b) _less: _____.
- (c) _full: _____.
- (d) _ly : _____.
- (e) _th: _____.
- (f) _side: _____.
- (g) _er: _____.
- (h) _r: _____.

Activity 8 (a)

Find participle adjectives from the given sentences :

- (a) He got down from a running bus.
- (b) The loaded truck hit the tree.
- (c) I met a charming woman today.
- (d) Don't eat rotten mangoes.
- (e) Cricket is an exciting game.

Activity 8 (b)

Make new sentences with the participle adjectives that you have found in Activity 8 (a).

Activity 9

Punctuate the following passage :

do you know Watson said Holmes as we sat together at the end of the garden in the darkness I have really some hesitation in taking you tonight there is a risk of danger

You know I welcome it but you have evidently seen more in these rooms than was visible to me

You saw the ventilator

Yes but I do not think that it is such a very dangerous or unusual thing to have a small opening between two rooms it was so small that a rat could hardly pass through

Activity 10

Complete the sentences with adjectives in their proper degree:

- (a) Ram is _____ (old) than Shyam.
- (b) Mt. Everest is the _____ (high) peak in the world.
- (c) A mango is as _____ (sweet) to taste as an apple.
- (d) Darjeeling is _____ (cool) than Siliguri.
- (e) Kolkata is the _____ (large) city in West Bengal.
- (f) Sita is _____ (tall) than Reshma.

Activity 11

Fill in the blanks with the plural nouns given in the help box . There are some extra words.

species, headquarters, means, series, spectacles, tongs, congratulations

- (a) You have won the match _____ !
- (b) The police _____ were not far away.
- (c) He did not have the _____, but he had the capacity to build an empire.
- (d) The test _____ was so exciting that all were glued to the television.
- (e) He held the burning coal with the help of _____.

Activity 12

Describe in a short paragraph (within seventy words) your experience of enjoying a picnic. You may use the following hints:

- ❖ place of the picnic
- ❖ time/season of the picnic
- ❖ your companions in the picnic
- ❖ games/events/activities
- ❖ your feelings after the picnic

Let's work together :

Framing a Picture

- ❖ On a sheet of chart paper draw a colourful picture of the vagabond in a natural background.
- ❖ Collect at least eight sticks, four of these equal in measure to the breadth of the picture and the other four equal to the length.
- ❖ Fix the sticks to the margins of the pictures on all four sides.
- ❖ Make a loop of strong string and fix it to the top stick carefully so that the picture stays upright.
- ❖ Your picture is ready for hanging on the wall.

Lesson : 7

Mowgli Among the Wolves

Rudyard Kipling

Let's start :

The author, Rudyard Kipling, was a famous English short story writer, poet and novelist. He won the Nobel Prize for Literature in 1907. He is chiefly remembered for his stories for children. He was born in Bombay (now Mumbai) but grew up in England. His best known stories are *Kim*, *Just So Stories*, *The Jungle Book* etc. *Mowgli Among the Wolves* is abridged from a chapter of *The Jungle Book*.



Let's share :

- ❖ Have you ever heard stories related to a forest?
- ❖ Which animals are found in forests?
- ❖ Which animals are carnivorous?
- ❖ Which animals are herbivorous?

Unit-I

Let's read :

It was seven o'clock of a very warm evening in the Seeonee hills. Father Wolf woke up from his day's rest. He scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big grey nose dropped across her four tumbling, **squealing** cubs. The moon shone into the mouth of the cave where they all lived. "Augrrh!" said Father Wolf. "It is time to hunt again." He was going to spring down hill when a little shadow with a bushy tail crossed the threshold and **whined**.

"Good luck goes with you, O Chief of the wolves. And your noble children may never forget the hungry in this world."

It was the jackal,Tabaqui. The wolves of India **despise** Tabaqui because he runs about making mischief, and telling tales, and eating rags and pieces of leather from the village rubbish-heaps. But they are afraid of him too because Tabaqui, more than anyone else in the jungle is **apt** to go mad. And then he runs through the forest biting everything in his way. Even the tiger runs and hides when Tabaqui goes mad.

“Enter, then, and look,” said Father Wolf stiffly, “but there is no food here.”

“For a wolf, no,” said Tabaqui, “but for so mean a person as myself a dry bone is a good feast. Who are we to pick and choose?” He **scuttled** to the back of the cave, where he found the bone of a buck with some meat on it. He sat cracking the end merrily.

“All thanks for this good meal,” he said, licking his lips. “How beautiful are the noble children! How large are their eyes! And so young too!”

Now, Tabaqui knew as well as anyone else that there is nothing so unlucky as to **compliment** children on their faces. It pleased him to see Mother and Father Wolf look uncomfortable.

Tabaqui sat still, rejoicing in the mischief that he had made, and then he said spitefully:

“Sher Khan, the Big One, has shifted his hunting grounds. He will hunt among these hills for the next moon, so he has told me.”



Sher Khan was the tiger who lived near the Waingunga River, twenty miles away.

“He has no right!” Father began angrily. “By the Law of the Jungle he has no right to change his quarters without due warning. He will frighten all **game** within ten miles, and I—I have to kill for two, these days.”

“I go,” said Tabaqui quickly. “You can hear Sher Khan below in the **thickets**.”

Father Wolf listened, and below in the valley that ran down to the river he heard the dry, angry, snarly whine of a tiger.

“The fool!” said Father Wolf. “To begin a night’s work with that noise! Does he think that our bucks are like his fat Waingunga bullocks?”

“H’sh. It is neither bullock nor buck he hunts tonight,” said Mother Wolf. “It is a man.”

“Man!” said Father Wolf, showing all his white teeth. “Faugh! Are there not enough beetles and frogs in the tanks that he must eat man and on our ground too?”

Word Nest

squealing: speaking in a high voice; **whined**: complained in a crying voice; **despise**: to dislike and have no respect for somebody; **apt**: suitable; **scuttled**: ran with quick short steps; **compliment**: a remark that expresses praise or admiration of somebody; **game**: wild animal or bird that people hunt; **thickets**: a group of small trees growing closely together

Let’s do :

Activity 1

Choose the correct answer from the given alternatives:

- (a) Father Wolf woke up at—(i) six o’ clock (ii) seven o’ clock (iii) eight o’ clock.
- (b) Tabaqui was the name of a—(i) jackal (ii) wolf (iii) tiger.
- (c) On that night the tiger had hunted a—(i) man (ii) bullock (iii) buck.

Activity 2

Identify which of the following statements are True and which are False. Give a supporting statement for each of your answers.

- (a) Father Wolf woke up early in the morning.
- (b) Indian wolves do not like jackals for their mischievous nature.
- (c) Tabaqui did not find any food at the wolves' den.
- (d) The wolf family was not at all pleased to hear the compliments.
- (e) Sher Khan lived in the forest area twenty miles away from the wolves.

Activity 3

Answer the following questions by referring to the text:

- (a) How did Father Wolf come out of sleepiness?
- (b) Why are the animals scared of the jackal?
- (c) What was the 'law of the jungle'?
- (d) Why was Father Wolf angry on hearing the loud roar of the tiger?

Let's talk :

Sit in groups. Discuss with your friends and tell the class about-

- ❖ Your favourite animal character
- ❖ The general habits of a jackal
- ❖ How are the wolves different in nature in comparison to jackals?

Let's learn :

Do you know that at times we use a certain word to substitute a group of words? This process is called '**One word substitution**'.

Example:

- ❖ a disease in which one is scared of water: **Hydrophobia**
- ❖ an animal that lives on the flesh of other animals: **Carnivorous**
- ❖ an animal that lives on plants: **Herbivorous**
- ❖ one who eats no meat, fish or eggs: **vegetarian**