

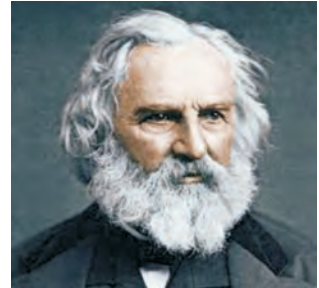
### Lesson 3

## An April Day

Henry Wadsworth Longfellow

#### Let's start:

Henry Wadsworth Longfellow (1807 - 1882) was one of the most famous American poets of his day. Longfellow is well known for his lyric poems, noted for their musicality. His first major poetry collections were *Voices of the Night* (1839) and *Ballads and Other Poems* (1841). The present text is a part of Longfellow's poem of the same name.



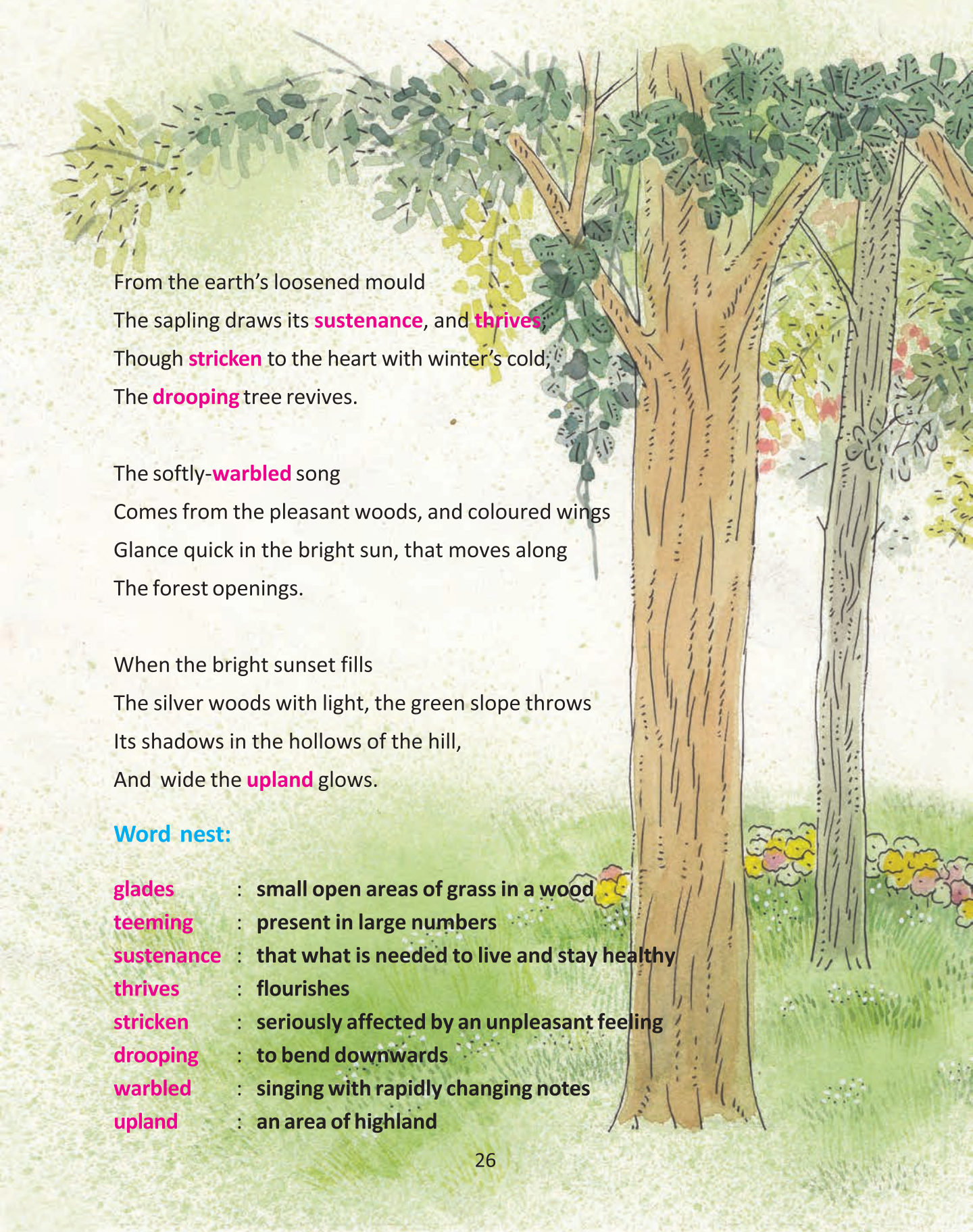
#### Let's share:

- (1) What pleasure do you think is there in closely observing nature?
- (2) How would you feel on a warm sunny day, walking through a green wood?

#### Let's read:

When the warm sun, that brings  
Seed-time and harvest, has returned again,  
'T is sweet to visit the still wood, where springs  
The first flower of the plain.

I love the season well,  
When forest **glades** are **teeming** with bright forms,  
Nor dark and many-folded clouds foretell  
The coming-on of storms.



From the earth's loosened mould  
The sapling draws its **sustenance**, and **thrives**,  
Though **stricken** to the heart with winter's cold;  
The **drooping** tree revives.

The softly-**warbled** song  
Comes from the pleasant woods, and coloured wings  
Glance quick in the bright sun, that moves along  
The forest openings.

When the bright sunset fills  
The silver woods with light, the green slope throws  
Its shadows in the hollows of the hill,  
And wide the **upland** glows.

#### Word nest:

- glades** : small open areas of grass in a wood  
**teeming** : present in large numbers  
**sustenance** : that what is needed to live and stay healthy  
**thrives** : flourishes  
**stricken** : seriously affected by an unpleasant feeling  
**drooping** : to bend downwards  
**warbled** : singing with rapidly changing notes  
**upland** : an area of highland





Let's do:

### Activity 1

Tick the correct alternative:

- (i) When the warm sun has returned again, it is nice to (a) sing out loud  
(b) visit the still wood (c) sail down the river
- (ii) The sapling draws its sustenance from (a) the blue sky (b) rainwater  
(c) earth's loosened mould
- (iii) The birds (a) glance quick in the bright sun (b) sit on the branches of the  
trees (c) peck at the grains from the ground
- (iv) The green slope throws its shadow upon (a) the mountain (b) the hollows  
of the hills (c) the sand dunes

### Activity 2

Complete the following sentences with information from the text:

- (a) Spring is the season of \_\_\_\_\_
- (b) The coming-on of storms is foretold by \_\_\_\_\_
- (c) The birds move along \_\_\_\_\_
- (d) The bright sunset fills \_\_\_\_\_

### Activity 3

Answer the following question:

Why do you think the poet "loves the season well?"



### Activity 4

Fill in the chart with information from the text:

Who	Did what
(i) The first flower	
(ii) The forest glades	
(iii) The sapling	
(iv) The drooping tree	

### Activity 5

Answer the following questions:

- (a) Why is it sweet to visit the wood during springtime?
- (b) What does winter's cold do to the tree?
- (c) What time of the day do you think it is when "the green slope throws its shadows in the hollows of the hills"?
- (d) Why do you think the poem is titled "An April Day"? Suggest an alternative title.

### Activity 6(a)

Fill in the blanks with the correct verb forms from those given in brackets:

- (i) He \_\_\_\_\_ here for the last two years.(worked, is working, has been working)
- (ii) The baby \_\_\_\_\_ all morning.(cries, has been crying, had cried)
- (iii) It \_\_\_\_\_ for a long time before we went to school.(had been raining, rained, rains)
- (iv) The passengers of the train \_\_\_\_\_ fast when the accident occurred. (slept, had been sleeping, sleep)

### Activity 6(b)

Fill in the blanks with either the Future Continuous tense or Future Perfect tense of the verbs given in brackets:

- (i) I suppose it \_\_\_\_\_ when we start. (rain)
- (ii) He \_\_\_\_\_ us next week. (meet)
- (iii) She \_\_\_\_\_ Jamshedpur by then. (reach)
- (iv) This book is not fat, I \_\_\_\_\_ it by lunch time. (read)

### Activity 7

Make meaningful sentences of your own with the following words:

- (a) harvest : \_\_\_\_\_
- (b) teeming : \_\_\_\_\_
- (c) thrives : \_\_\_\_\_
- (d) glance : \_\_\_\_\_

#### Let's talk:

Why do you think harvest-time is a time of joy? Discuss in groups.

#### Let's do

### Activity 8(a)

Write a paragraph in about eighty words on the changes that you see in nature when spring comes after winter.

### Activity 8(b)

You have a separate routine of work in the morning and in the evening. Write a page in your diary on that part of the day which you prefer more.

#### Let's work together:

The poet Shelley once wrote, "If Winter comes, can Spring be far behind?"

Form groups and search for more such lines on the Spring season. Write down the lines on a sheet of chart paper. Hang it on the wall of your classroom. You may take the help of your teacher.



## Lesson 4

# The Great Escape

Sugata Bose

### Let's start:

Sugata Bose is a historian, author and the Gardiner Professor of Oceanic History and Affairs at Harvard University. Born to the eminent freedom fighter Dr. Sisir Kumar Bose and Mrs. Krishna Bose, he is the grandnephew of Netaji Subhas Chandra Bose and the grandson of Sarat Chandra Bose. In 2011, Bose published *His Majesty's Opponent*. The present text is an excerpt from this book.



### Let's share:

- (1) What qualities do you think you should possess in order to be a leader?
- (2) If you had been born before independence, what do you think you could have done for your country?

### Let's read:

*Netaji Subhas Chandra Bose (born 23 January 1897), was one of the most famous Indian nationalist leaders who fought for India's Independence from British rule. To this purpose he founded the Indian National Army (INA) which included a women's regiment too. In 1941 the British Government put Subhas under house arrest, that is, confined him in his own house. The following narrative describes the exciting and courageous escape of Subhas Bose from the clutches of the British to continue his struggle for India's freedom.*

Looking pale and thin, with a bushy half-grown beard, Subhas was **reclining** on his pillows when Sisir, his nephew, entered Subhas's bedroom that December afternoon. Subhas made him sit to his right on the bed. Looking intensely at Sisir, he said, "Can you do some work for me?"

Sisir nodded.

The task, as it turned out, was to help plan and carry out Subhas's escape from India. Sisir would have to drive his uncle, in the dead of the night, to a railway station far away from Calcutta.

From his uncle's residence at Elgin Road, Sisir walked back that night to his own house at 1, Woodburn Park in a state of wonder and **subdued** excitement.



The police were keeping watch on Subhas's house. Though it was normal for a nephew to visit an **ailing** uncle, Subhas had an **additional** excuse for meeting his nephew. Sisir was good at **operating** the radio. He helped Subhas listen to foreign **broadcasts**.

Subhas and Sisir discussed various means of escape. Finally, they decided to drive out, in the most natural **fashion**, through the main gate. Sisir owned a German car called the Wanderer, which he and Subhas chose for their journey.

### Word nest:

<b>reclining</b>	: leaning back
<b>subdued</b>	: hushed
<b>ailing</b>	: sick
<b>additional</b>	: extra
<b>operating</b>	: functioning
<b>broadcasts</b>	: radio messages
<b>fashion</b>	: way



Let's do:

### Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

- |   |                      |
|---|----------------------|
| (1) Subhas and Sisir chose the Wanderer for their journey.                  | <input type="text"/> |
| (2) Sisir entered Subhas's bedroom that December afternoon.                 | <input type="text"/> |
| (3) The police were keeping a watch on Subhas's house.                      | <input type="text"/> |
| (4) Sisir was to help plan and carry out Subhas's escape from India.        | <input type="text"/> |
| (5) Subhas's nephew helped him listen to foreign broadcasts.                | <input type="text"/> |
| (6) Sisir walked back to his own house in a state of wonder and excitement. | <input type="text"/> |

### Activity 2

Complete the following sentences with information from the text:

- (a) On a December afternoon, Sisir \_\_\_\_\_
- (b) The task that Subhas gave Sisir was \_\_\_\_\_
- (c) 1, Woodburn Park was \_\_\_\_\_
- (d) The escape plan of Subhas and Sisir was \_\_\_\_\_

### Activity 3

Answer the following question:

Why did Subhas and Sisir, as their plan of escape, decide to drive out in 'the most natural fashion through the main gate'?

## Let's continue:

Subhas had **cabled** Akbar Shah to meet him at Calcutta. Akbar Shah was a co-worker in the freedom struggle against British Raj. He operated in the north-western **frontier provinces**. He was to help Subhas escape.

Akbar Shah came to Calcutta. He was introduced to Sisir. Together they went to a shop in Central Calcutta where they purchased **baggy** shalwars (trousers) and a black **fez** for Subhas's disguise. Later, Sisir also purchased a suitcase, a **bedroll**, shirts and pillows. Subhas was to carry these with him in the journey. Sisir then went to a printer's shop. He ordered a set of calling cards which read: 'Muhammad Ziauddin, Travelling Inspector, the Empire of India Life Insurance Co. Ltd.'. This was the false identity with which Subhas was to travel.



On 16th January, 1941, Sisir finished his dinner early and drove to Elgin road around 8.30 pm. He parked the Wanderer at the back of the house.

Sisir and Subhas had maintained total secrecy about the plan of escape. None of the family members knew anything except Subhas's niece Ila and a male cousin, Dwijen. Subhas and Sisir waited until the rest of the Bose family had fallen asleep.

Subhas had changed into his disguise as Muhammad Ziauddin. He was dressed in a long, brown coat, baggy shalwars and a black fez. He wore gold wire-rimmed spectacles.

It was 1.35 am. The night was moonlit. Dwijen signalled from an upstairs window that no policeman was nearby. By day, the policemen sat on a charpoi at the corner of Elgin Road and Woodburn Road. They paced up and down the street before Subhas's house. On the cool winter night of January 16th, they had preferred the comfort of the warm blankets on the charpoi.



### Word nest:

<b>cabled</b>	: telegraphed
<b>frontier</b>	: border
<b>provinces</b>	: regions
<b>baggy</b>	: loose-fitting
<b>fez</b>	: a felt cap, shaped like a flat topped cone
<b>bedroll</b>	: bedding rolled up for carrying

### Let's do:

#### Activity 4

**Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:**

- (a) Akbar Shah operated in the north-eastern frontier provinces. ☐
- 
- (b) The items of clothing for Subhas's disguise were purchased from a shop in South Kolkata. ☐
- 
- (c) Everyone in Subhas's family was aware of his plan of escape. ☐
- 
- (d) The policemen preferred warm blankets on the cool , winter night of 16th January. ☐
- 

#### Activity 5

**Answer the following questions:**

- (a) What items were purchased for Subhas to be carried with him on his journey?
- (b) What was the real identity of Muhammad Ziauddin?
- (c) Why do you think Subhas had to put on a false identity?

## Let's continue:

Subhas and Sisir hugged the inner wall of the long house-corridor and **tiptoed** down the back stairs to the car. Subhas sat in the back, Sisir drove the car. He started the engine and drove out from 38 / 2 Elgin Road as he had done on so many past occasions. At Subhas's Elgin Road residence, the light glowed in his bedroom to give the impression that he was still there. As Calcutta slept, uncle and nephew crossed Howrah Bridge and went beyond the city's **precincts**. Subhas poured Sisir coffee from a **thermos**. They shared a few anxious moments together when the car engine faltered once. It started again and Sisir dashed at high speed through the dark night. At around 8.30 am, they arrived at Bararee, near Dhanbad. They put up at the house of Sisir's brother, Ashok. Subhas kept his disguise on as Muhammad Ziauddin, and said he had come on insurance business, and was given a room to rest during the day. They met and talked in the evening and had an early dinner.

Muhammad Ziauddin left alone for Gomoh station which was some distance away. He wanted to catch the Delhi-Kalka Mail from there.

A little further from the house, Sisir picked him up in his Wanderer and drove towards the railway station. They reached Gomoh station in the moonlit night. A sleepy porter collected their luggage.



"I am off—you go back", Subhas said as parting words. Sisir watched him mount the railway overbridge and walk across it with his usual majestic **gait**. He disappeared into the darkness towards the platform on the opposite side. The Delhi-Kalka Mail released steam. Sisir heard the rhythmic **clutter** of the wheels and saw the train lights moving away.

### Word nest:

<b>tiptoed</b>	: walked without making any sound
<b>precincts</b>	: boundary
<b>thermos</b>	: flask
<b>gait</b>	: manner of walking
<b>clutter</b>	: continuous noise

### Let's do:

#### Activity 6

Fill in the following chart with information from the text:

What	Why
(i) Subhas and Sisir tip-toed down the back stairs	
(ii) The light glowed in Subhas's bedroom	
(iii)	The car engine faltered.
(iv)	Subhas wanted to catch the Delhi-Kalka Mail.



## Activity 7

**Answer the following questions:**

- (a) In which direction did Sisir drive after leaving Elgin Road?
- (b) Who was Ashok? How did he help in Subhas's escape?
- (c) Describe Sisir's last sight of Subhas.
- (d) Why did Sisir pick Subhas up in his car a little further from Ashok's house?

**Let's learn:**

**Read the following sentences carefully:**

- (1) Sisir would have **to drive** his uncle.
- (2) Subhas was **to travel** with this false identity.

In sentences (1) and (2) the coloured words take an object.

**Let's do:**

## Activity 8(a)

**In the following sentences, underline the words that act like verbs and take objects :**

- (i) He likes to play badminton.
- (ii) His habit is to read the newspaper daily.
- (iii) Her greatest pleasure is to dance.

The expressions that you have underlined are called the **Infinitives**.

**Note:** The word 'to' is frequently used with the **infinitive**.

## Activity 8(b)

**Underline the Infinitives in the following sentences:**

- (i) Raja is not afraid to speak the truth.
- (ii) The teacher was extremely sorry to hear it.
- (iii) The guava is fit to eat.
- (iv) To find fault is easy.

## Activity 9

**Add suitable prefix or suffix to the given words in brackets and fill in the blanks to complete the sentences meaningfully:**

- (a) The children were full of \_\_\_\_\_ (excite) as they went for a picnic.
- (b) We should not \_\_\_\_\_ (courage) anyone.
- (c) It was a \_\_\_\_\_ (comfort) journey, as I got a place to sit.
- (d) India became an \_\_\_\_\_ (dependent) nation in 1947.

### Let's talk:

Imagine your neighbour's house is on fire. Discuss with your friends how you would help your neighbour to escape from the dangerous situation.

### Let's do:

## Activity 10(a)

**Suppose you have read an interesting adventure story recently. Write a letter in about eighty words to your aunt describing the story and telling her why you liked it.**

## Activity 10(b)

**Write a summary of the following passage:**

Mahatma Gandhi was very honest from his childhood. He never resorted to any unfair action. One day, while Gandhi was in school, an Inspector of schools came on a visit. The Inspector entered the classroom where Gandhi was sitting with other students. The Inspector gave a couple of English spellings to the students to write. Gandhi had written one incorrect spelling. The class teacher noticed this and indicated with his eyes to Gandhi to copy the correct spelling from another student's exercise book. But he did not do this. After the Inspector left, the class teacher scolded him for not following his instruction. Gandhi replied bravely that copying was dishonest and that is why he had not done it. (119 words)

### Let's work together:

You must have heard many patriotic songs. Take a sheet of chart paper and write down as many songs as you can find that celebrate the glory of India. You may learn the songs and perform them in school programmes.

Graphics : *Samindranath Majumdar*

## Lesson 5

# Princess September

W. Somerset Maugham

### Let's start:

William Somerset Maugham (1874-1965) was a British playwright, novelist and short story writer. During and after the wars, he travelled to India and South East Asia. *Of Human Bondage* is regarded as Maugham's most important novel. His other important works include *The Razor's Edge*, *The Moon and Sixpence* etc. The present text is an adapted version of his short story of the same name.



### Let's share:

- (1) How do you think our life would be if we had no friends to share our joys and sorrows with?
- (2) Observe and state the difference in your feelings when—
  - (a) you are looking at a distant tree from your window
  - (b) you go and sit under that very tree

### Let's read:

**P**rincess September, the daughter of the king of Siam, was very unhappy. She was weeping alone one day in her own room when she saw a little bird **hop** in. Then the little bird began to sing. He sang a beautiful song all about the lake in the king's garden and the willow trees reflected in the still water. When he had finished, the Princess was not crying any more. "That was a very nice song", she said. "Would you want me to live with you?" said the little bird.

Princess September clapped her hands with delight. Then the little bird hopped on to the end of the bed and sang her to sleep. When she awoke the next day the little bird was still sitting there, and as she opened her eyes he said good morning. She stretched out the first finger of her right hand so that it served as a **perch**.



The little bird flew down and sat on it. Then she went through the palace and called on each of the princesses in turn. And for each of the princesses the little bird sang a different song.



The other princesses were jealous and visited September together. "Well, my dear," they said, "your little bird flies in and out just as he likes." They looked round the room. "Where is your bird now?" they said.

"He's gone off to visit his home," said September. "And what makes you think he'll come back?" asked the princesses.

"He always does come back", said September.

"Well, my dear," said the princesses, "if you take our advice, **pop** him into the cage and keep him there."

"But I like to have him fly around the room", said the Princess.

"Safety first," said her sisters **ominously**.

They got up and walked out of the room, shaking their heads, and they left September very uneasy. It seemed to her that the little bird was away a long time and she could not think what he was doing. He might forget her, or he might take a **fancy** to someone else!

## Word nest:

hop	: jump and skip
perch	: to sit or stand on something
pop	: put
ominously	: in a warning manner
fancy	: liking

## Let's do:

### Activity 1

#### Tick the correct alternative:

- (i) When the little bird hopped into Princess September's room, she was  
(a) clapping her hands (b) crying alone (c) sleeping in her bed
- (ii) The little bird perched on the (a) finger of the Princess (b) branch of the  
willow tree (c) window
- (iii) The sisters of Princess September (a) loved her (b) were envious of her  
(c) hated her
- (iv) Princess September was advised to (a) let the bird go free (b) hand the  
bird over to her sisters (c) put the bird in a cage

### Activity 2

#### Rearrange the following sentences in the correct order and put the numbers in the given boxes:

- (1) All the sisters came together to advise Princess September. ☐
- (2) Princess September was crying alone in her room. ☐
- (3) A little bird hopped on to the end of the Princess's bed. ☐
- (4) Princess September feared that the bird might forget her. ☐
- (5) The bird sang a beautiful song. ☐
- (6) The Princess was advised to put the bird into a cage. ☐

### Activity 3

#### Answer the following question:

How do you think Princess September spent her days when the bird was away?

## Let's continue:

Suddenly, September heard a tweet-tweet just behind her ear. The bird had come in quietly. September felt her heart go thump-thump against her chest, and she made up her mind to take no more risks. She put up her hand and took hold of the bird. The bird was quite used to this, so he suspected nothing. He was surprised when she carried him to the cage, put him in, and shut the door on him. He hopped up on the **ivory** perch and said, "What is wrong?"

September said, "Some of mamma's cats are **prowling** about tonight, and I think you are much safer out here."

"Well, just for this once I don't mind" said the little bird, "so long as you let me out in the morning." He ate a very good supper and began to sing. But in the middle of his song he stopped.

"I don't know what the matter with me is," he said, "but I don't feel like singing tonight."

"Very well," said September, "go to sleep instead!"

So he put his head under his wing and in a minute was fast asleep. September went to sleep too. But when the dawn broke she was awakened by the little bird calling her at the top of his voice, "Wake up, wake up," he said. "Open the door of this cage and let me out. I want to have a good fly while the dew is still wet on the ground."

"You're much better off where you are," said September. "You have a beautiful golden cage!"

"Let me out, let me out," said the little bird.

"You'll have three meals a day. You'll have nothing to worry you from morning till night, and you can sing to your heart's content."

The little bird tried to slip through the bars of the cage, but he couldn't. He beat





against the door but of course he couldn't open it. He began to cry again: "Let me out, let me out!"

"I've only put you in the cage because I'm so fond of you", said Princess September.

But the little bird stood in the corner of his cage, looking out at the blue sky, and never sang a note. "Why don't you sing and forget your troubles?" said September.

"How can I sing?" answered the bird. "I want to see the trees and the lake and the green rice growing in the fields."

"If that's all you want, I'll take you for a walk," said September.

### Word Nest:

**ivory** : a hard, yellowish material made from the tusk of an elephant

**prowling** : moving quietly and quickly with an intention of hunting

### Let's do:

#### Activity 4

**Complete the following sentences with information from the text:**

- (a) The little bird was surprised when \_\_\_\_\_
- (b) At dawn, the little bird wished to be let out from the cage because \_\_\_\_\_
- (c) Princess September told the bird he was better off in the cage because \_\_\_\_\_
- (d) The bird told the Princess that it could not sing as \_\_\_\_\_

#### Activity 5

**Answer the following questions:**

- (a) 'So he suspected nothing'. Who is 'he'? Why did he not suspect anything?
- (b) Why did the little bird stop in the middle of his song?
- (c) How did he try to free himself from the cage?

## Let's continue:

She picked up the cage and walked down to the lake round which grew the willow trees. She stood at the edge of the rice-fields that stretched as far as the eye could see. "I'll take you out every day," she said. "I love you and I only want to make you happy."

"It's not the same thing," said the little bird. The rice-fields and the lake and the willow trees look quite different when you see them through the bars of a cage."

So she brought him home again and gave him supper. But he wouldn't eat a thing. The Princess was **anxious**. "Perhaps he'll have got used to his cage by tomorrow," she thought.

And next day when she awoke she cried out good morning in a cheerful voice. She got no answer. She jumped out of bed and ran to the cage. She gave a startled cry, for there the little bird lay with his eyes closed, and he looked as if he were dead. She opened the door and lifted him out. She gave a sob of relief, for she felt that his little heart was beating still.

"Wake up, wake up, little bird," she said. She began to cry and her tears fell on the little bird. "I cannot sing unless I'm free and if I cannot sing, I die," he said.

"Then take your freedom," the Princess said. "I shut you in a golden cage because I loved you and wanted to have you all to myself. But I never knew it would kill you. Go. Fly away among the trees that are round the lake and fly over the green rice-fields. I love you enough to let you be happy in your own way."

She threw open the window and gently placed the little bird on the **sill**.

"I will come because I love you, little Princess," said the bird. "And I will sing you the loveliest songs I know. I shall go far away, but I shall always come back, and I shall never forget you."

Then he opened his wings and flew right away into the blue. September kept her



window open, day and night, so that the little bird might come into her room whenever he wished.

### Word Nest:

**anxious** : concerned

**sill** : a narrow shelf below a window

### Activity 6

**Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:**

- (a) The little bird was happy to see the rice fields and the lake from within the cage. ☐
- 
- (b) When the bird did not eat a thing, Princess September grew anxious. ☐
- 
- (c) The next morning Princess found the bird hopping around the cage. ☐
- 
- (d) The bird was granted freedom. ☐
-



## Activity-7

**Answer the following questions:**

- (a) How did Princess September try to make the little bird happy?
- (b) Why did the Princess give "a sob of relief"?
- (c) Why was the little bird granted freedom by the Princess?
- (d) "Then he opened his wings and flew right away into the blue." Would the little bird return to the Princess again? Give reasons for your answer.

**Let's learn :**

**Read the following sentences:**

- (a) The willow trees reflected **in the still water**.
- (b) She cried out good morning **in a cheerful voice**.

In the above sentences, the coloured words

- ❁ do not have subjects and predicates
- ❁ do not have finite verbs
- ❁ do not make complete sense

**Let's do:**

### Activity 8 (a)

**In the following sentences underline the groups of words that do not have a subject or a predicate and do not have a finite verb and do not make complete sense:**

- (i) Humpty Dumpty sat on a wall.
- (ii) The sun rises in the east.
- (iii) The farmer lived in a house made of straw.

The groups of words that you have underlined do not have a subject and a predicate. They do not have a finite verb and are incomplete in sense.

Such group of words is called a **Phrase**.

## Let's learn:

### Read the following sentence:

You have a beautiful cage **made of gold**.

In the above sentence, the group of coloured words—

- ✿ does the work of an Adjective,
- ✿ does not have a Subject and a Predicate,
- ✿ does not have a Finite verb.

## Let's do:

### Activity 8 (b)

In the following sentences, underline the groups of words that do the work of an Adjective:

- (i) He was a man full of hope.
- (ii) A necklace of great value was stolen.
- (iii) This is a table made of wood.

The groups of words that you have underlined, do the work of an adjective, do not contain a Subject and a Predicate and do not contain a Finite verb. Such groups of words are called **Adjective Phrases**.

## Let's learn:

Read the following sentence:

He stopped **in the middle of his song**.

In the above sentence, the group of coloured words—

- ✿ does the work of an Adverb,
- ✿ does not have a Subject and a Predicate
- ✿ does not have a Finite verb.

### Let's do:

#### Activity 8 (c)

In the following sentences, underline the groups of words that do the work of an **Adverb**:

- (i) The bird stood in the corner of his cage.
- (ii) He spoke in a confident manner.
- (iii) It's raining at this moment.

The groups of words that you have underlined, do the work of an adverb, do not have a Subject and a Predicate and do not contain a Finite verb. Such groups of words are called **Adverb Phrases**.

### Let's learn:

Read the following sentence:

✿ I want **to have a good fly**.

In the above sentence, the group of coloured words—

- ✿ does the work of a Noun
- ✿ does not contain a Subject and a Predicate
- ✿ does not have a Finite verb.

### Let's do:

#### Activity 8 (d)

In the following sentences , underline the groups of words that do the work of a **Noun** :

- (i) Travelling by train gives me great pleasure.
- (ii) The child refused to answer my question.
- (iii) He wanted to go home.

The groups of words that you have underlined, do the work of a noun, do not have a Subject and a Predicate and do not have a Finite verb. Such groups of words are called **Noun Phrases**.

## Let's do:

### Activity 8 (e)

**In the following sentences underline and identify the phrases:**

- (i) The wind blew with great speed.
- (ii) The king wore a crown made of diamond.
- (iii) The little girl did not know what to do.
- (iv) She is a lady of great patience.

## Let's learn:

Read the following sentences :

- (i) **When he had finished**, the Princess was not crying anymore.
- (ii) It seemed to her **that the little bird was away a long time**.

In the above sentences, the groups of coloured words—

- ❁ have Subjects and Predicates of their own
- ❁ have finite verbs,
- ❁ form parts of sentences.

## Let's do:

### Activity 8 (f )

**In the following sentences, underline groups of words that have a Subject and a Predicate and form parts of the main sentences and have Finite verbs:**

- (i) He was surprised when she carried him to the cage.
- (ii) He drew a picture which was very beautiful.
- (iii) I did not go to school as I was unwell.
- (iv) Indian cricket team is confident that it will win the match.

The groups of words that you have underlined have a Subject and a Predicate of its own, form parts of sentences and have Finite verbs. Such a group of words is called a **Clause**.

## Let's learn:

Now look at the following sentence:

When she awoke the next day, the little bird was still sitting there.

The clause, **when she awoke the next day**, in the above sentence forms part of a complete sentence and is dependent on the main part of the sentence.

The clause **the little bird was still sitting there**, makes complete sense and is independent.

## Let's do:

### Activity 8(g)

**In the following sentences, underline the main parts of the sentences that are independent and circle the clauses that depend on the main parts:**

- (i) Although he was unwell, he went out.
- (ii) He is a king who is very powerful.
- (iii) Rani said that he had met my brother.
- (iv) When she was hungry, the baby cried out.

## Let's learn:

The parts of the sentences that you have underlined—

- ✿ have Subjects and Predicates of their own
- ✿ make complete sense
- ✿ can stand on their own.

Such clauses are called **Principal** or **Main Clauses**.

The parts of the sentences that you have circled—

- ✿ have Subjects and Predicates of their own
- ✿ depend on the Principal Clauses.

Such clauses are called **Subordinate** or **Dependent Clauses**.



**Let's do:**

### **Activity 9**

**Replace the underlined words with their antonyms :**

- (a) The boy wrote a different story.
- (b) The mother placed the child gently on the bed.
- (c) On hearing the news he felt very uneasy.
- (d) The gate was opened by the porter.

**Let's talk:**

Discuss with your friends and give examples of the following emotions from the story:

- (i) possessiveness
- (ii) selflessness

**Let's do:**

### **Activity 10(a)**

**Suppose you are a member of an organization that works for prevention of cruelty to animals. You come across a monkey in chains being made to perform tricks. You watch it for some time till it suddenly starts talking to you of its sorrow.**

**Now write an imaginary conversation which takes place between you and the monkey longing for its freedom.**

### **Activity 10(b)**

**Suppose you have to obey the orders of someone from morning to night. You are not allowed to act according to your own will. Write a paragraph in about eighty words describing your feelings in this situation.**

**Let's work together:**

Bird-watching is a very popular hobby around the world. Find out more about our feathered friends of the sky and record your findings.

## Lesson 6

# The Sea

James Reeves

### Let's start:

James Reeves (1909 -1978) was a British author principally known for his poetry, plays and contributions to children's literature. His books include anthologies for both adults and children. He was also well-known as a literary critic and broadcaster.



### Let's share:

1. With which water body can you associate the following visual images?
  - ❁ sandy shores
  - ❁ salty water
  - ❁ foam
  - ❁ waves
2. We often make comparisons to express an idea more vividly, such as *red as a rose*, *brave as a lion*, etc.  
If you are asked to compare the sea to an animal, to which animal would you compare it? Why?

Let's read:

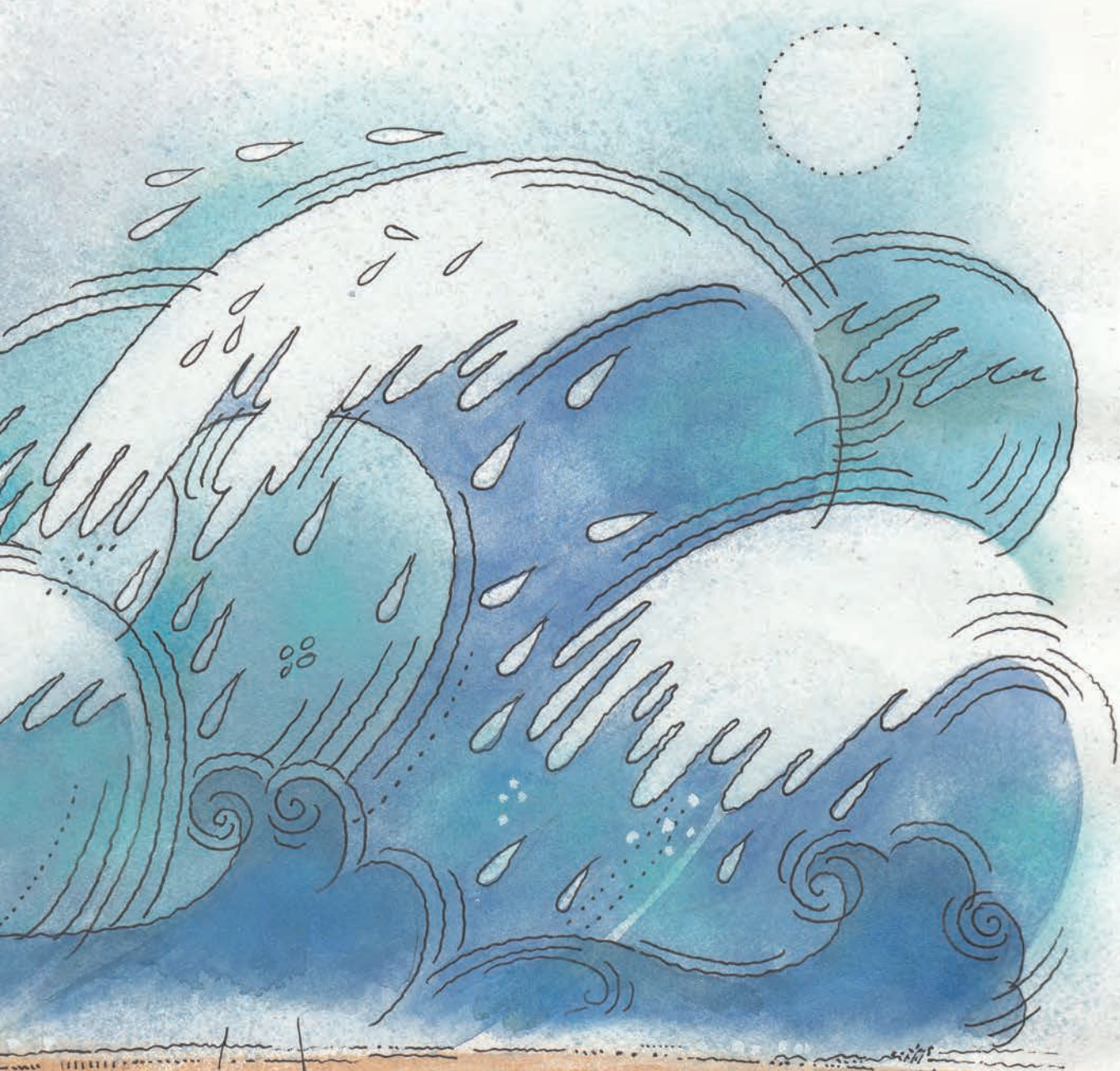
The sea is a hungry dog,  
Giant and grey.  
He rolls on the beach all day.  
With his clashing teeth and **shaggy** jaws  
Hour upon hour he **gnaws**  
The rumbling, tumbling stones,  
And 'Bones, bones, bones!'  
The giant sea-dog **moans**,  
Licking his greasy paws.

And when the night wind roars  
And the moon rocks in the stormy cloud,  
He bounds to his feet and snuffs and sniffs,  
Shaking his wet sides over the **cliffs**,  
And howls and hollos long and loud.

But on quiet days in May or June,  
When even the grasses on the **dune**  
Play no more their reedy tune,  
With his head between his paws  
He lies on the sandy shores,  
So quiet, so quiet, he scarcely **snores**.







### Word Nest:

- |        |   |  |
|--------|---|--|
| shaggy | : | rough                                      |
| gnaws  | : | bites and chews                            |
| moans  | : | howls                                      |
| cliffs | : | overhanging pieces of rocks                |
| dune   | : | a hill of wind-blown sand                  |
| snores | : | to breathe during sleep with a harsh noise |

Let's do:

### Activity 1

Tick the correct alternative:

- (i) The sea is compared to a (a) lazy cat (b) active man (c) hungry dog.
- (ii) The sea rolls on the beach (a) all day (b) all evening (c) only at night.
- (iii) The sea, seen as a dog, has (a) greasy paws (b) sharp paws (c) small paws.
- (iv) The sea remains quiet in the (a) beginning of the year (b) middle of the year (c) end of the year.

### Activity 2

Complete the following sentences with information from the text:

- (a) The sea rolls on the beach with his \_\_\_\_\_
- (b) At night when the wind roars, the sea \_\_\_\_\_
- (c) In May or June even the grasses on the dune \_\_\_\_\_
- (d) On quiet days the sea, like a dog, lies on the sandy shores with \_\_\_\_\_

### Activity 3

Answer the following question :

Why does the sea become quiet at a certain time of the year?

### Activity 4

Fill in the following chart with information from the text :

Action	Done by whom
(i) licks his greasy paws	
(ii) roars	
(iii) rocks in the stormy cloud	
(iv) stop their tune	



## Activity 5

**Answer the following questions:**

- (a) What does the sea look like?
- (b) Who rocks in the stormy cloud?
- (c) Where does the sea shake at his wet sides like a dog?
- (d) How do the grasses on the dune behave in May or June?

## Activity 6(a)

**Underline the infinitives in the following sentences:**

- (i) To lie is a sin.
- (ii) I am sorry to disturb you again.
- (iii) He wanted to retire from service.
- (iv) To err is human.

## Activity 6(b)

**Read the following sentences. Identify the Noun phrases, Adjective phrases and Adverb phrases and fill in the chart given below:**

- (i) Food and shelter, she has none.
- (ii) Her voice is pleasing to the ear.
- (iii) Mrinal is a jewel of a boy.
- (iv) Feel yourself at home.

Noun phrase	Adjective phrase	Adverb phrase

### Activity 6(c)

**Read the following sentences. Identify the Main or Principal clause and the Dependent clause and fill in the chart given below:**

- (i) I know a man who is a doctor.
- (ii) Tell me who opened the door.
- (iii) She is the girl who always takes care of her friends.
- (iv) We shall stay at home if it rains.

Main clause	Dependent clause

### Activity 7

**Make meaningful sentences of your own with the following words:**

- (a) giant : \_\_\_\_\_
- (b) moans : \_\_\_\_\_
- (c) dune : \_\_\_\_\_
- (d) quiet : \_\_\_\_\_

**Let's talk:**

**Suppose you have plans to visit the sea-side. Tell the class when you would prefer to go:**

- ✿ when the sea is stormy
- ✿ when the sea is calm

Give reasons for your answer.