

# BLOSSOMS

English Textbook for Class VIII



West Bengal Board of Secondary Education

77 / 2, Park Street, Kolkata - 700016

### **According to New Syllabus**

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WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens : JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity and to promote among them all – FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

## **ভারতের সংবিধান**

### **প্রস্তাবনা**

আমরা, ভারতের জনগণ, ভারতকে একটি সার্বভৌম সমাজতান্ত্রিক ধর্মনিরপেক্ষ গণতান্ত্রিক সাধারণতন্ত্র রূপে গড়ে তুলতে সত্যনিষ্ঠার সঙ্গে শপথ গ্রহণ করছি এবং তার সকল নাগরিক যাতে : সামাজিক, অর্থনৈতিক ও রাজনৈতিক ন্যায়বিচার; চিন্তা, মতপ্রকাশ, বিশ্বাস, ধর্ম এবং উপাসনার স্বাধীনতা; সামাজিক প্রতিষ্ঠা অর্জন ও সুযোগের সমতা প্রতিষ্ঠা করতে পারে এবং তাদের সকলের মধ্যে ব্যক্তি-সন্ত্রম ও জাতীয় ঐক্য এবং সংহতি সুনিশ্চিত করে সৌভ্রাতৃত্ব গড়ে তুলতে; আমাদের গণপরিষদে, আজ, ১৯৪৯ সালের ২৬ নভেম্বর, এতদ্বারা এই সংবিধান গ্রহণ করছি, বিধিবদ্ধ করছি এবং নিজেদের অর্পণ করছি।





## PREFACE

Secondary Education is meant for the students who have entered the arena of education from the Primary level. In this arena the utmost need is to help the young buds to flower, to extend their knowledge and to explore their aptitudes, potentials towards different streams of learning for their further education. Keeping this concept in mind the new series of English textbooks for Secondary education is thus named “BLOSSOMS”. This series of textbooks is based on the new curriculum and syllabus framed and recommended by the newly formed “Expert Committee” comprising of eminent academicians. The books are in the line with the vision of NCF 2005 and RTE Act 2009.

This series of textbooks for Upper Primary Level (Class VI to VIII) is meant for the learners of English is a second language. The pieces selected in the series are aimed to expose the learners to the thoughts and writings of the world’s best writers and thinkers. The pieces are arranged in a graded manner so as to ensure a smooth progress to the next level. At the end of each lesson sufficient exercises have been provided to measure and reinforce language skills. The practice tests are designed to encourage students’ participation. After completion of each exercise the learner will feel a sense of achievement which will motivate the young learners to go for the next. The targeted age group falls in that learners is begin to take shape. “BLOSSOMS” aims to inculcate in learners, particularly the first-generation institutional learners, love for the richness and variety of English language literature.

It is hoped that the new series of books would contribute a lot in making the young learners learning English language, a gateway to modern communication and trade.

Taking the help of Paschim Banga Sarba Siksha Mission these books are being distributed free of cost among the learners. In materialising this project Hon’ble Education Minister Dr. Partha Chatterjee, Govt of West Bengal, the School Edn. Dept., Directorate of School Edn., Govt. of West Bengal and the Paschim Banga Sarba Siksha Mission—all have extended their valued help and their role has always been indisputably momentous in all respect.

A group of eminent educationists, teachers and subject experts worked hard to develop the textbook. The book has been illustrated by the renowned artist. I thank them all for their notable work.

All suggestions to improve the series are welcome.

December, 2017  
77/2, Park Street,  
Kolkata - 700 016

*Kalyanmoy Ganguly*  
Administrator  
West Bengal Board  
of  
Secondary Education

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**under**  
**Expert Committee**

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|   | ✿ Ratul Kumar Guha  |

## FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review the entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the upper-primary level fall under a newly named series, 'Blossoms'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act, 2009. In this textbook we have shifted from the conventional approach to a child-centric, activity-based approach to learning. The exercises for the learners have been designed accordingly. A special effort has been taken to develop the conversational skills in English for the learners.

The theme for **Blossoms : English textbook for class VIII** is 'Nature and Adventure'. A teachers' guideline is appended at the end of the book. The textbooks venture to link classroom experiences with nature and society. We hope to supply our learners with enough material to develop their language skills and sense of aesthetics. For the latter we had invited famous artists to illustrate the books. The texts represent a varied spectrum of experiences and achievements. They will, certainly, help the learners to build their vision and perspective to life.

We thank the West Bengal Board of Secondary Education, School Education Department, Govt of West Bengal and PBSSM for their active support. The West Bengal Board of Secondary Education has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Hon'ble Education Minister Dr. Partha Chatterjee has enriched us with his views and comments, We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

December, 2017  
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*Aneek Majumder*  
Chairman  
Expert Committee  
School Education Department  
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# Revision Lesson

Let's do:

## Activity 1

**Underline the participle adjectives in the following sentences:**

- (a) The painted house looks beautiful.
- (b) A barking dog seldom bites.
- (c) They submitted a written answer.
- (d) The tattered shirt was lying on the mud.
- (e) The creaking sound of the door awakened the baby.

## Activity 2

**Fill in the blanks with suitable articles or prepositions:**

Once \_\_\_\_\_ poor weaver lived \_\_\_\_\_ a village. He was well-known as \_\_\_\_\_ artist. His beautiful designs \_\_\_\_\_ cloth were much appreciated. The weaver earned his livelihood \_\_\_\_\_ working hard all day.

## Activity 3 (a)

**Identify the adverbs in each set. Put a tick mark (✓) on the adverb:**

- (i) tall/sweetly/child/run
- (ii) wait/walk/slowly/full
- (iii) happy/friendship/wise/quietly
- (iv) tomorrow/evening/careful/look
- (v) make/here/incident/quick

## Activity 3 (b)

**Classify the underlined adverbs according to their functions in the chart given below:**

- (i) It is a good habit to rise early.
- (ii) He often comes to our house.
- (iii) The nightingale sings sweetly.
- (iv) My pet dog follows me everywhere.

### Functions of Adverbs

| manner | time | place | frequency |
|--------|------|-------|-----------|
|        |      |       |           |

### Activity 4

Choose the correct alternative from the verbs given in brackets and fill in the blanks:

- (a) I \_\_\_\_\_ a book now. (read/am reading /was reading)
- (b) Tintin \_\_\_\_\_ home just now. (is returning/was returning/has returned)
- (c) When we reached the hall, the film \_\_\_\_\_. (starts/started/had started)
- (d) The young man boarded the bus while it \_\_\_\_\_. (is moving/was moving/had moved)
- (e) The Satabdi Express \_\_\_\_\_ Puri at the scheduled time, yet it failed to reach Howrah on time. (is leaving/ has left/ had left)

### Activity 5 (a)

Write the positive, comparative and superlative form of the adjectives and fill in the chart given below:

| Positive | Comparative    | Superlative |
|----------|----------------|-------------|
| large    |                |             |
|          | more beautiful |             |
|          |                | best        |



### Activity 5(b)

**Fill in the blanks with the given adjectives in their proper degree:**

- (i) No other mountain peak is so \_\_\_\_\_ (high) as Everest.
- (ii) Darjeeling is \_\_\_\_\_ (cool) than Lava.
- (iii) Rashmi is the \_\_\_\_\_ (tall) girl in the class.
- (iv) Very few Indian cities are as \_\_\_\_\_ (big) as Kolkata.
- (v) The Rajdhani Express runs \_\_\_\_\_ (fast) than most other Indian trains.

### Activity 6

**Fill in the blanks with appropriate modals given in the list below:**

- (a) We \_\_\_\_\_ help the poor and the needy.
- (b) \_\_\_\_\_ God bless you!
- (c) You \_\_\_\_\_ hurry up or you will be late .
- (d) \_\_\_\_\_ there be life on Mars?
- (e) I \_\_\_\_\_ be thirteen next month.

modals: may, will, should, can, must

### Activity 7

**The words in brackets are homophones. Choose the correct option and fill in the blanks:**

- (a) \_\_\_\_\_ are two coconut trees in \_\_\_\_\_ garden. (there/their)
- (b) Last Sunday, I \_\_\_\_\_ Munni at the bus-stop. She is my close \_\_\_\_\_. (mate/met)
- (c) I \_\_\_\_\_ why you often \_\_\_\_\_ about in the woods. (wander/wonder)
- (d) My mother is \_\_\_\_\_ weak \_\_\_\_\_ walk. (to/too)
- (e) The little \_\_\_\_\_ has \_\_\_\_\_ this bouquet. (made/maid)

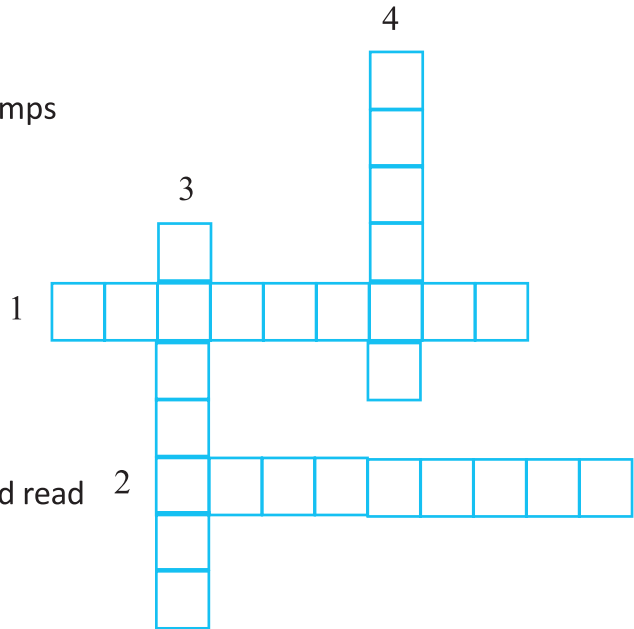
## Activity 8

Solve the crossword puzzle with the help of the given cues:

Across:

1: hobby of collecting postage stamps

2: study of stars and planets



Down:

3: house where books are kept and read

4: a person who makes pots

## Activity 9(a)

Match the words in column 'A' with their synonyms in column 'B':

| A            | B          |
|--------------|------------|
| (i) castle   | (a) wild   |
| (ii) rustic  | (b) flower |
| (iii) savage | (c) fort   |
| (iv) blossom | (d) tired  |
| (v) weary    | (e) rural  |

### Activity 9(b)

**Make sentences with the words given in column 'A' of Activity 9(a)**

### Activity 9(c)

**Add prefix or suffix to the following words to form opposites:**

secure, patient, hope, appear, bound

#### Let's talk:

Suppose you have been selected to represent your school in a district-level sports event. Describe your feelings to the class.

#### Let's do:

### Activity 10

**Write a paragraph in about seventy words on the famous Bengali writer Bibhutibhusan Bandyopadhyay. Use the following hints:**

#### Hints:

born on 12th September 1894—father Mahananda Bandyopadhyay and mother Mrinalini Devi—early education at Bangaon High School—intermediate and graduation from Ripon College, now known as Surendranath College of Kolkata—worked as Headmaster at Jangipara High School and later at Harinavi Anglo-Sanskrit Institution—famous novels are *Pather Panchali*, *Aparajito*, *Aranyak*, *Debjani*, *Ichhamati*, *Chander Pahar* etc.—died on 1st November, 1950

## Lesson 1

# The Wind Cap

Jane Yolen

### Let's start:

Jane Hyatt Yolen (1939–) is an American author and editor of folklore, fantasy, science fiction, and children's books. She has written over 280 books, the best known of which are *The Holocaust Novella* and *The Devil's Arithmetic*. The present text is an edited version of her popular short story of the same name.



### Let's share:

1. Do you think living on a ship on the sea is more enjoyable than living on land?
2. How do you think our lives would change if we have magic power to control the weather?

### Let's read:

There was once a lad who wanted to be a sailor but his mother would not let him go to the sea. "Child, what do you know of sailing?" she would say. "You're a farmer's son, you know the turn of the seasons and the smell of the soil but you do not know the sea."

Now the boy whose name was Jon, had always obeyed his mother. So he went about his farm work with a heavy heart but did not again mention the sea.

One day, he had been walking behind the plough. He all but ran over a tiny green turtle on a **clod** of dirt. He picked the turtle up and set it on his head where he knew it would be safe. When he was done with ploughing, Jon **plucked** the turtle

from his head. To his utter surprise he found that it had turned into a tiny green fairy man that stood upon his palm and bowed.

"I thank you for your kindness, tell me your heart's desire and I'll grant it to you for saving my life," said the fairy. Jon bowed back but said nothing. Although his heart **yearned** to go out to the sea, he did not express his wish.



The green fairy man could read a heart easily so he said, "I see you wish to go sailing". Jon's face answered for him.

### Word nest:

|                |  |
|----------------|--|
| <b>mention</b> | : write or speak about without giving much information |
| <b>clod</b>    | : lump of earth or clay                                |
| <b>plucked</b> | : to remove from a place or position                   |
| <b>yearned</b> | : had strong desire                                    |

### Let's do:

#### Activity 1

#### Tick the correct alternative:

- (i) The lad had wanted to be a (a) doctor (b) sportsman (c) sailor.
- (ii) Mother told the lad that he knew the smell of the (a) soil (b) food (c) flower.
- (iii) Jon put the turtle on his (a) back (b) head (c) hand.
- (iv) The fairy man wanted to know Jon's (a) age (b) name (c) heart's desire.

## Activity 2

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

(1) Jon met the tiny green turtle.

(2) Mother said Jon was a farmer's son.

(3) The turtle changed to the tiny green fairy man.

(4) Jon plucked the turtle from his head.

(5) Jon did not express his wish.

(6) Jon bowed back.

## Activity 3

Answer the following question:

Why do you think Jon thought that the turtle would be safe on his head?

Let's continue:

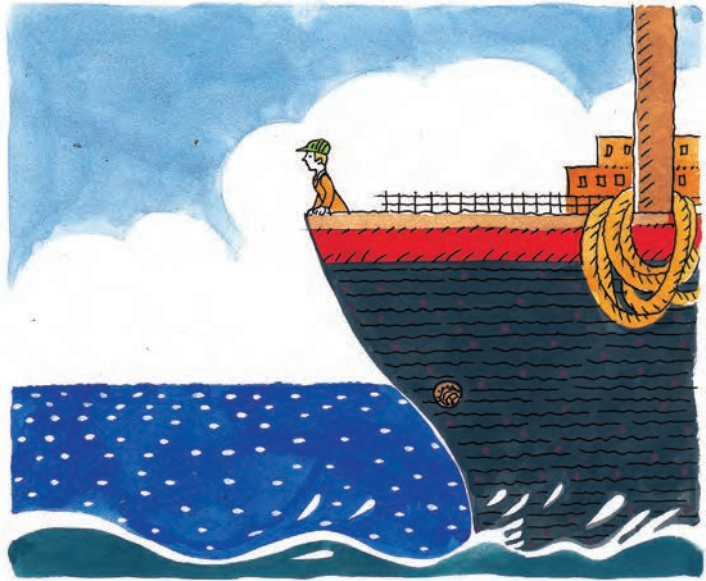
"Since you put me on your head like a hat to keep me safe, I shall give you a different kind of cap in return, the kind sailors most desire. A cap full of wind. But there's one warning, no human hand will ever be able to take it off."

Then with a **blink**, the fairy man disappeared leaving a striped cap behind. Young Jon put the cap on his head and ran home to tell his mother.

"No good will come of the wind cap," she said. But the lad would have none of her **cautions**. The very next day, putting on the sailor's cap, he ran off to the sea. On seeing a ship **anchored** near the shore, he requested the captain to take him along. Thus began his first ever sea voyage!

Well, the wind cap worked as the fairy had said but that one condition **prevailed**!

Now that was both bad and good. It was bad because Jon could neither take his cap off before his captain nor at bedtime. And it was good because neither could he lose the cap nor could it be stolen from him.



Since it was wind that sailors called for, and wind that Jon could supply he soon became very popular. When he **twisted** the cap he could **summon** the east wind and the west wind. He could also turn it to call both the north as well as the south wind. The captain would therefore never part with his **prized** sailor and let him **ashore**.

For a year and a day, young Jon did not set foot on land. He saw nothing but the **churning** of the waves. Soon there grew in his heart a strong desire to see the land.

### Word Nest:

|                  |                                       |
|------------------|---------------------------------------|
| <b>blink</b>     | : open and shut the eyes very quickly |
| <b>cautions</b>  | : warnings                            |
| <b>anchored</b>  | : held a ship firmly in position      |
| <b>prevailed</b> | : existed                             |
| <b>twisted</b>   | : bent into a particular shape        |
| <b>summon</b>    | : order to appear                     |
| <b>prized</b>    | : very valuable                       |
| <b>ashore</b>    | : come on land                        |
| <b>churning</b>  | : moving violently                    |

Let's do:

#### Activity 4

Complete the following sentences with information from the text:

- (a) The cap that sailors most desire \_\_\_\_\_
- (b) Seeing a ship anchored near the shore \_\_\_\_\_
- (c) By twisting the cap, Jon could summon \_\_\_\_\_
- (d) Jon desired to see the land because \_\_\_\_\_

#### Activity 5

Answer the following questions:

- (a) Why did the fairyman offer Jon the wind-cap?
- (b) What was the condition that was associated with the wind cap?
- (c) Why did Jon become popular with the sailors?

Let's continue:

" Oh, let me go ashore just for one day," he begged the captain when they had sighted land. He promised he would return but the captain was unmoved. However, Jon could not stop dreaming of the land.

One quiet afternoon, he lay fast asleep and fell to dreaming again. Unknown to him, the ship stood **offshore** from his old farm. In Jon's dream the seasons turned rapidly and as each turned, so did Jon in his bed. Consequently, the cap on his head twisted round and about. It called up a **squall** from the clear sky that hit the ship without a warning.

The wind had been whirling about the boat tearing the sails and **snapping** the **spars**. "It's his fault," the sailors cried. They shouted in anger and fear and tried to rip the cap off his head.

Well, they were unsuccessful, for it was a fairy cap. They pulled it and twisted it





and so the squall became a storm, the mightiest they had ever seen. The captain ordered his men to bring Jon before him. In anger, he grabbed him by the tail of his striped cap, twisted him thrice and flung him out to the sea .But the winds called up by the cap **spun** the ship three times around.

As Jon went under the waves, the cap came off his head. Soon the storm stopped, and Jon swam ashore. The cap followed him. When he got to the land, Jon picked up the cap and ran home to his mother and farm.

Again in the winter, when the snow lay heavy on the fields, he began to dream of the sea. Jon went to the **wardrobe**, got out the fairy cap and stared at it for a long moment. **Tucking** it in his shirt , he ran out to the field. He placed the wind cap under a stone where he knew the fairy man would find it. Then he left again for the seas.

For the rest of his life, Jon spent half the year on a ship and half on the shore till at last he owned his own boat and a hundred acre farm land. From then on he came to be known as Captain Turtle for he was as much at home on the water as he was on the land.

### Word nest:

|                 |  |
|-----------------|--|
| <b>offshore</b> | : a little away from the sea shore             |
| <b>squall</b>   | : a sudden, strong wind                        |
| <b>snapping</b> | : hitting suddenly with a sharp noise          |
| <b>spars</b>    | : strong poles used to support the sails       |
| <b>spun</b>     | : turned round and round quickly               |
| <b>wardrobe</b> | : a large cupboard for hanging clothes         |
| <b>tucking</b>  | : folding and putting in place for a neat look |

### Let's do:

#### Activity 6

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

(a) Jon never dreamt about the land. ☐

---

(b) The squall was called up because Jon was sleeping. ☐

---

(c) The captain was angry with Jon. ☐

---

(d) Jon did not return the wind-cap to the fairy man. ☐

---

## Activity 7

**Answer the following questions:**

- (a) Why did the sailors try to rip off the cap from Jon's head?
- (b) How did Jon divide his time between land and sea?
- (c) Do you think Jon was rightly called Captain Turtle? Give reasons for your answer.
- (d) Why did Jon want to return the wind cap to the fairy man?

**Let's learn:**

**Read the following sentence :**

- ✿ The wind **has been whirling** about the boat, tearing the sails and snapping the spars.

In the above sentence, the tense of the verb suggests an action which began at some time in the past and is still continuing.

**Let's do:**

## Activity 8 (a)

**Underline the verbs in the following sentences that suggest actions that began in the past and are still continuing:**

- (i) They have been travelling for ten hours.
- (ii) He thanked me for what I have been doing.
- (iii) The baby has been sleeping all day.

This kind of tense is called **Present Perfect Continuous Tense**.

## Let's learn:

### Read the following sentence :

✿ One day he **had been walking** behind the plough.

In the above sentence, the tense of the verb is used for an action that began before a certain point in the past and continued up to that time.

### Activity 8 (b)

**Underline the verbs in the following sentences which suggest actions that began before a certain point in the past and continued up to that time:**

- (i) They had been playing in the field for an hour before mother called them.
- (ii) When I visited my uncle, he had been teaching in a school there for five years.
- (iii) Rita had been studying in our school for the last eight years since I met her.

This kind of tense is called **Past Perfect Continuous Tense**.

## Let's do:

### Activity 8 (c)

**Fill in the blanks with either the Present Perfect Continuous or Past Perfect Continuous Tense:**

- (i) The rain \_\_\_\_\_ when I left home. (pour)
- (ii) The engineers \_\_\_\_\_ the bridge for the past few months. (build)
- (iii) The performers \_\_\_\_\_ since evening. (sing)
- (iv) At that time, Mr. Roy \_\_\_\_\_ poems for one month. (write)

## Activity 9

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

- (a) Jon had always obeyed his mother.
- (b) Jon began his first ever sea voyage.
- (c) He became very popular with the sailors.
- (d) In Jon's dream the seasons turned rapidly.

**Let's talk:**

Jon returned the wind cap to the fairy man although it had fulfilled his wishes. Would you have done the same had you been in Jon's place? Discuss in groups.

**Let's do:**

## Activity 10(a)

**Imagine you are out on the open sea in a boat with waves rising all around you. Would you feel scared or excited? Write a paragraph in about eighty words describing your experience of the sea voyage.**

## Activity 10 (b)

**Suppose you had wished to perform on stage for a long time. On the occasion of your school's annual function, you finally got a chance to do so. Write a letter to your friend describing how you felt when your wish was fulfilled.**

**Let's work together :**

Draw a large picture of Captain Turtle and show it to your class. Write four sentences on what you have drawn.

## Lesson 2

# Clouds

Intizar Hussain

### Let's start:

Intizar Hussain, born in 1923, is a famous writer from Pakistan who writes short stories and novels in Urdu, and also columns for newspapers in English. He has received many awards in Pakistan, India and the Middle East. *The Seventh Door and Leaves* are among his books translated into English. His Urdu short story *Badal* has been translated as *Clouds* by Rakshanda Jalil. The present text is its edited version.



### Let's share:

(1) Which season do you like the most? Name three objects of nature that are commonly seen in that season.

(2) From the list given below, point out the action that you dislike the most and give reasons for your answer :

- (a) sleeping
- (b) playing
- (c) waiting

### Let's read:

**H**e wandered far in search of the clouds, down winding paths and alleys, till he reached the old mud hut. There, he turned on to the dirt **track**. He saw a grass-cutter coming from the other direction, a bundle of freshly cut grass balanced on his head. He stopped the man and asked, "Have you seen the clouds there?"

"Clouds?"

The grass-cutter was amazed, as though he had been asked the most **peculiar** question.

"Yes, clouds."

He was disappointed to see that the grass-cutter was still mystified.

He walked on until he came upon a farmer ploughing his field. He asked him the same question, "Did the clouds come here?"



The farmer, too, couldn't make sense of the question. "Clouds?" he asked.

"Yes, clouds."

He was asking after the clouds like a man who has lost a child and asks **wayfarers** if they have seen a child wandering. Perhaps the clouds, too, were lost children and he was going around asking people about them. But no one could give him a satisfactory answer.

#### Word nest:

|                  |              |
|------------------|--------------|
| <b>track</b>     | : path       |
| <b>peculiar</b>  | : strange    |
| <b>wayfarers</b> | : travellers |



Let's do:

### Activity 1

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

- |   |                      |
|---|----------------------|
| (1) He saw a grass-cutter coming from the other direction.  | <input type="text"/> |
| (2) The grass-cutter was surprised.                         | <input type="text"/> |
| (3) He reached the old mud hut.                             | <input type="text"/> |
| (4) He wandered in search of the clouds.                    | <input type="text"/> |
| (5) He asked the grass-cutter if he had noticed the clouds. | <input type="text"/> |
| (6) He turned onto the dirt track.                          | <input type="text"/> |

### Activity 2

Complete the following sentences with information from the text:

- (a) The grass-cutter had a bundle \_\_\_\_\_
- (b) He was disappointed to see \_\_\_\_\_
- (c) The farmer could not \_\_\_\_\_
- (d) He was asking for the clouds like \_\_\_\_\_

### Activity 3

Answer the following question :

"But no one could give him a satisfactory answer" — Why do you think no one could give him a satisfactory answer?

Let's continue:

His mother was the first he had asked in the morning, "Ammaji, where have the clouds gone?"

"Who's gone where?" Ammaji said, as if he had asked an exceptionally stupid question.

"Clouds."

"Clouds! Have you lost your mind, boy? Hurry up, now. Wash quickly, eat your breakfast and go to school."



Dejectedly, he washed his hands and face, ate his breakfast and left home. But the question still haunted him: Where did the clouds go?

He remembered what he had seen the night before—clouds gathering in the dark sky. But when he went to sleep, the sky was clear and full of stars. When he awoke again, he had no idea of the time. All he knew was that it was the middle of the night. Up there in the sky, the clouds were rumbling. In the occasional flashes of lightning, they were dense and black. It looked as if it will be raining. Rain will have ruined his sleep, he knew. When he got up in the morning, he was



amazed. The sky was clear and empty! Not a trace of rain in the courtyard. He was surprised and saddened—the clouds had moved across the skies without shedding a drop of rain.

And it saddened him to think that he had fallen asleep. Had he stayed awake, perhaps, the clouds would not have disappeared like that. It would have been the season's first rainfall.

The month of the rains was slipping away. He looked up once again at the skies. Not a single patch of cloud. The sun beat down on his head from a clear sky. In the fierce heat, he walked between the fields. His body was on fire, his throat dry. After crossing several fields, he saw a large tree in whose shade a **Persian wheel** turned gently. It was like he had reached an **oasis** in the middle of a desert. He reached the shelter of the tree and splashed the cool water from the Persian wheel on his dusty feet. Then he washed his hands and face and drank his **fill**.

## Word nest:

|                      |   |
|----------------------|---|
| <b>oasis</b>         | : an area in a desert with water and trees                      |
| <b>Persian wheel</b> | : a simple water wheel for utilizing the power of flowing water |
| <b>fill</b>          | : to his satisfaction   |

## 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) In the morning, the boy asked the first question to his father. ☐
- 
- (b) The boy's mother asked him to go to school. ☐
- 
- (c) When the boy got up in the morning, he saw that the sky was cloudless. ☐
- 
- (d) The boy was happy to think that he had fallen asleep. ☐
- 

### Activity 5

**Answer the following questions:**

- (a) Which question haunted the boy?
- (b) What did the boy see in the middle of the night?
- (c) How did he feel as he walked between the fields?
- (d) What did he do after reaching the shelter of the tree?

## Let's continue:

**Refreshed**, he looked around. An old man sat on a wall by the Persian wheel. He looked at the old man, wanting to say something but hesitated. Finally he asked, "Did the clouds come here?"

The old man looked closely at him and said, "Son, when the clouds come, the earth and the sky know of their coming."

"But the clouds were here last night and no one got to know."

The old man said, "It is not enough for the clouds to come. I once lived in a place where it hadn't rained for ten years."

"Ten years?" He was open-mouthed.

He sat there listening to his tales. Suddenly, he realized how late it was.

He walked for miles in the sun and dust. He went back by the same dirt track he had taken to come there. The sun was still fiercely hot but when he reached the mud hut, he felt a **nip** in the air and the earth was damp underfoot.

As he neared his village, he saw the roads were wet. Trees that had been standing **draped** in layers of dust when he had left in the morning now looked freshly bathed. He felt a wave of happiness. He hurried home. He wanted to see how fresh and clean the jamun tree in his courtyard looked.

When he got home, he saw that the rain had changed everything. The jamun tree stood clean and scrubbed, freshly showered, and Ammaji was saying, "That was a good shower, thank God!"



Raindrops were still rolling off the leaves of the jamun. He stood beneath the tree

and let them fall on his head and face. He raised his eyes to the sky and saw it clear, without even a wisp of cloud. He had walked so far in the dust and sun in search of the clouds, and in his absence they had come, shed their rain and gone away!

### Word nest:

**refreshed** : revived

**nip** : chill

**draped** : covered

### Let's do:

#### Activity 6

Fill in the chart with information from the text:

| What   | Why |
|--|-----|
| (i) The boy was open-mouthed                         |     |
| (ii) The earth was damp underfoot.                   |     |
| (iii) The boy hurried home.                          |     |
| (iv) When he got home, he saw everything had changed |     |

#### Activity 7

Answer the following questions:

- (a) What did the old man say about the place where he once lived?
- (b) How did the boy feel as he reached the mud-hut?
- (c) What did the boy do as he stood under the jamun tree?
- (d) Why did the clouds shed rain in the absence of the boy?

### Let's learn:

Read the following sentence:

✿ It looked as if it **will be raining**.

In the above sentence, the verb (coloured words) denotes an action which will be in progress at a time in the future.

Let's do:

### Activity 8 (a)

**Underline the verbs that denote actions which will be in progress at a time in the future:**

- (i) I shall be reading a book next week.
- (ii) You will be going to school tomorrow.
- (iii) They will be visiting our house next month.

The verbs you have underlined are in the **Future Continuous Tense**.

A **Future Continuous Tense** is a form of a verb that denotes an action which will be in progress at a time in the future.

Let's learn:

**Read the following sentence:**

Rain **will have ruined** his sleep, he knew.

In the above sentence, the verb (coloured words) denotes an action that will be completed at a certain time in the future.

Let's do:

### Activity 8(b)

**Underline the verbs that denote actions that will be completed in the future:**

- (i) I shall have written the story by then.
- (ii) He will have left before you go to see the doctor.
- (iii) You shall have gone to the fair.

Let's learn:

The verbs you have underlined are in the **Future Perfect Tense**.

A **Future Perfect Tense** is a form of a verb that denotes an action that will be completed by a certain time in the future.

Let's do:

### Activity 8(c)

**Read the following sentences. Identify the future continuous tense and future perfect tense and fill in the table given below:**

- (i) I shall be playing in the field.
- (ii) She will have recited the poem.

(iii) You will have enjoyed the picnic.

(iv) They will be coming soon.

| Future Continuous Tense | Future Perfect Tense |
|-------------------------|----------------------|
|                         |                      |
|                         |                      |
|                         |                      |
|                         |                      |

### Activity 9

**Write the antonyms of the underlined words by using the prefixes from the Help Box:**

(a) It is possible for him to lift the chair.

(b) His handwriting is legible.

(c) Their claim is not reasonable.

(d) He believes his friend.

Help Box : dis-, un-, im-, il-

### Let's talk:

Discuss with your partner how it would be like to sail through the sky riding on a cloud.

### Let's do:

### Activity 10(a)

**Write a story in about eighty words using the following hints:**

two friends passing through a forest—a bear came—one friend climbed a tree—the other friend could not climb the tree—helpless—lay down like a dead man—bear came near the man—thought he was dead—went away

### Activity 10(b)

**Suppose you have been waiting for a piece of good news. Write a paragraph in about eighty words on your experience of waiting:**

the news you waited for—what you did while waiting—whether the news had come—your feelings.

### Let's work together:

Draw a picture of a rainy day on a sheet of chart paper. Write four sentences on why you like or dislike a rainy day.