



ICSE EDITION

NEW *Mulberry*

ENGLISH COURSE

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COURSEBOOK 7

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SASWATI DASGUPTA

Consulting Editor:
ANAHITA LEE

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New Mulberry English Course

New Mulberry English Course is an easy-to-use integrated language and literature course. With grammar at its core, the course is based on sound language learning principles, literary content, multicultural themes and inclusive learning. This new edition is completely aligned to the ICSE curriculum released in November 2016. The reading passages and the tasks have been carefully chosen to attain the learning outcomes defined in the curriculum, employing the suggested transactional processes and learning resources.

Features of the ICSE Curriculum

Theme-based selections

- Selections curated from the ICSE reading list and aligned to the interdisciplinary themes recommended by the ICSE curriculum

Child-centred approach

- Course designed so as to develop skills required by the learners at each level
- Progresses from immediate to external environment, simple to complex, familiar to unfamiliar

Spiralling

- Topics are carefully graded to provide a spiral of cumulative learning

Variety of learning experiences

- Wide range of tasks, such as projects, interviews, presentation, reports, posters etc.

Integration

- Learning is linked across various subject areas through activities and projects

Inclusivity

- Caters to different learning styles
- Based on Howard Gardner's theory of Multiple Intelligences
- Promotes inclusivity and respect for all

Social-constructivist approach

- Projects involve learning by doing
- Research-based tasks

Contextualization

- Universal themes, relevant to the learners
- Content provides the flexibility to be adapted to individual's needs

Life skills

- Integrated life skills such as communication, critical thinking, caring, self-awareness

Course Features

Coursebooks Primers A & B Classes 1–8

- ICSE recommended selections—prose, poetry, drama and graphic stories
- ICSE curriculum suggested vocabulary, grammar, writing, and listening and speaking tasks
- Interdisciplinary integrate section
- Intercurricular projects
- Life skills
- Posters that explore the elements of a story
- Special grammar revision

Workbooks Classes 1–8

- ICSE based grammar and writing
- Multiple Intelligence based writing tasks
- Life skills
- Intercurricular projects
- Special grammar revision

Areal— Digital support for students

- Animation
- Audio
- Interactivities
- Slide shows
- Video

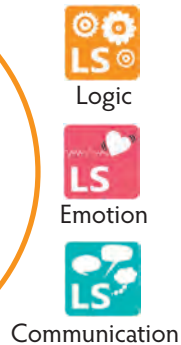
Oxford Educate— Digital support for teachers

- Animation and audio
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- Video and worksheets
- Lesson plans
- Answer keys
- Test Generator

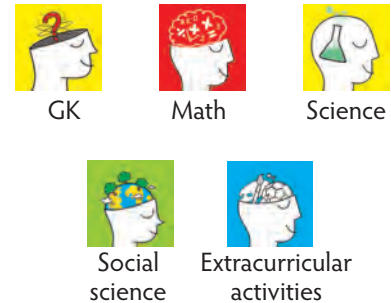
Teacher's Resource Packs Primers A & B Classes 1–8

- Teacher's Resource Books
- Audio CD
- Oxford Educate and Test Generator

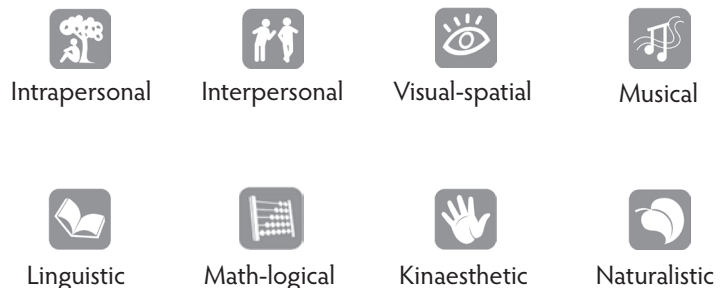
Life Skills are categorized as communication, logic and emotion to encourage learning beyond the book.



Intercurricular projects and the integrate sections blend language learning with other subjects such as GK, math, science and social science.



The course content takes into account Dr Howard Gardner's theory of **Multiple Intelligences** that includes a focus on eight skills.




Coursebook Structure

Each coursebook has selections from a variety of genres and are organized into ten prose, six poems, one play and one graphic story, based on the ICSE syllabus. Six of the twelve are new prose units.

Spot the not. Which of the following statements are not true?

- Cocoa is made from the seeds of the *Theobroma Cacao* tree.
- *Theobroma* means food of the gods in Greek.
- The majority of the world's cocoa beans come from Africa.
- Cocoa is used to make white chocolate.
- The Swiss eat the most chocolate.



Warm-up gets learners ready for learning.

In-text questions comprise factual, inferential and vocabulary questions related to the text.

IN-TEXT QUESTIONS

Which word tells us that Heidi is happy?

MAKING CONNECTIONS

Quick answers

1. The people in a story are called characters. Name four characters.
2. Write true (T) or false (F) for the sentences given below.

Making connections comprises factual, inferential and extrapolative questions in different formats.

WORD WALL

Be a book detective

1. Use the clues given below to complete the 'book' words.
 - a. A piece of furniture with shelves to hold books.

Word wall builds vocabulary through a variety of activities based on the ICSE syllabus.

WRITE WELL

Paragraph writing

Think about a time when you went to a fair. Who did you go with? Was it a good time? What stalls were there? Which stall did you want to be at? What else did you see?

Write well covers the writing topics recommended by ICSE through guided tasks.

LISTEN AND SPEAK WELL

The princess in the story was very clever. Now listen to the story of Abu Ali who was not smart at all. Put numbers in the boxes to show the right order of the pictures. Then take turns to narrate the story.

1. 
2. 

Listen and speak well has thoughtful oral-aural activities, covering a range of tasks.

Grammar at a Glance

NAMING WORDS

Naming words are called nouns. Nouns are names of people, places, animals and things. Fishes, New Delhi, cat and table are all nouns.

Grammar at a Glance aids grammar revision through graphic representation.

Ruskin Bond is one of India's most loved children's authors. He lives in Mussoorie. He has written over 500 short stories and essays. Many of his stories are about his life in the hill stations where he grew up. He says book readers are special people and that a great book is like a friend.



About the author gives information about the lives and works of authors.

Integrate

To print books, we use machines called printing presses. The press was invented by a man named Johannes Gutenberg. Look around you and write down the machines that you use in your everyday life. Find out who invented them and share the information with your classmates.

Integrate section suggests intercurricular activities related to the chapter.

GRAMMAR TIME

Going to + action word

Read these sentences.
➤ Matilda is going to borrow books from the library.

Grammar time introduces grammar topics that are based on the ICSE syllabus.

PRONUNCIATION

Words that end in ic and ice

Words that end in ic end with a k sound. Words that end in ice end with a s sound.

Practise saying these words aloud with your teacher.

Study skills comprise punctuation, spelling, dictionary and pronunciation practice.

APPRECIATION

Comparisons

Comparing things can be very interesting. In the poem, the poet says that the dinosaur is as big as tennis balls, its stomach was bigger than a garage and its neck was as long as a snake. Here are a few more examples of comparisons.

Appreciation introduces learners to poetic devices and literary elements.

Project 2

SEED STORY

Learning Goals
Create and tell a graphic (picture) story about how seeds grow.
Observe and learn how plants grow from a seed.

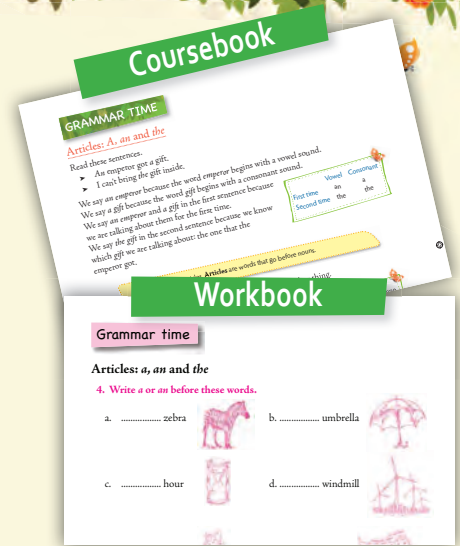
Intercurricular projects mapped across subject areas.



Posters capture the elements of a story in an interactive and fun way.

Workbook Links

At each level, the Coursebook unit is complemented by a corresponding Workbook unit. In addition to comprehension passages, the Workbooks provide practice for grammar, writing and study skills. The Workbooks also contain Assessment practice and interdisciplinary projects.



TEACHER'S RESOURCES

The **Teacher's Resource Pack** provides teachers with pedagogical notes, handy lesson plans, listening scripts and answer keys. It comprises a **Teacher's Resource Book** and an **Audio CD** containing listening and poem audio.

FEATURES OF OXFORD EDUCATE:



- Animation for poems and prose
- Audio for prose, poetry, graphic stories, plays, pronunciation and listening tasks

- Slide shows to explain concepts
- Worksheets for practice in the classroom (printable)
- Interactivities for active learning
- Short animation to explain difficult words
- Video to guide learners towards better writing
- Comprehension passages for practice in the classroom
- Lesson plans (printable)
- Answer keys for each unit (printable)

Oxford Educate is an innovative digital resource that provides teachers with an e-book integrated with learning materials and interactive tools. The package also includes an easy-to-use **Test Generator** for generating test papers and worksheets.



Oxford Areal is a magical app that makes your textbook come alive! The digital content can be accessed through the icon marked on the relevant pages.













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- 3 Tap the book cover to select it.
- 4 Tap GET THIS BOOK.
- 5 Tap SCAN and scan any page that has the icon. Tap DOWNLOAD to save the Oxford Areal content for that page.
- 6 Once you have scanned and downloaded a page, you will be able to view the digital content linked to it offline. To do so, simply tap the cover of the book and then the scanned page. To scan a new page, tap SCAN.




























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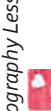

















- Animation for poems, prose and graphic stories
- Slide shows
- Audio and video
- Interactivities for vocabulary and grammar

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Detailed Contents

Unit	Theme	Making connections	Word wall/ Appreciation	Grammar time	Study skills	Write well	Listen and speak well
1. The Three Questions  	Self	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Synonyms, making sentences	Types of nouns; articles; omission of articles	Dictionary: Guide words	Writing a question poem	Listening to an audio and spotting difference between the audio and its transcript given. Circle time: Sharing a folktale (group)
<i>In the Bazaars of Hyderabad</i> 	Our neighbourhood and community	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Imagery				
2. Marie Curie: A Radiant Life   	Science	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Country adjectives making sentences	Gerunds	Dictionary: Phonetic symbols	Writing a biography	Listening and identifying the true and false statements Group discussion (group)
3. Suvira   	Physical activities and sports	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Filling a table using sports-related vocabulary	Future perfect	Dictionary: Popular sayings	Picture composition: Writing a story	Listening to an audio and answering questions Circle time: Talking about a personal experience (individual)
<i>Palm Tree</i> 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension	Rhyme scheme				
4. Uncle Podger Leaves for Work   	Family, home, friends	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Synonyms and antonyms	Subject-Verb agreement	Spelling: Confusing spellings	Paragraph writing	Listening to an audio and ticking the answer Circle time: Sharing pictures of situations and describing its aspects (group)
5. The Canterville Ghost   	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Crossword	Reciprocal pronouns: <i>each other, one another</i>	Pronunciation: syllable stress in nouns and adjectives	Writing a debate	Listening to an audio and choosing the correct answers Circle time: Talking about a favourite comic series (pair)
<i>Television</i> 	Media	Factual, inferential, evaluative and extrapolative comprehension	Poetic devices: simile, metaphor, alliteration, repetition, hyperbole, pun, onomatopoeia, personification				
6. Achilles   	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Prefix and suffix Anagrams	Interrogative adverbs	Pronunciation: syllable stress in verbs	Book review	Listening to an audio and answering questions Picture talk (pair)

7. The Sherpas  <i>Against Idleness and Mischief</i> and <i>How Doth the Little Crocodile</i> 	The world around us	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Antonyms	Types of adjectives Adjectives–Preposition combination	Punctuation: Colon	Picture composition: Writing paragraphs on adventure sports	Listening to an audio and completing sentences Project presentations on famous expeditions (group)
8. Go Kiss the World  <i>Against Idleness and Mischief</i> and <i>How Doth the Little Crocodile</i> 	Animals and plants Self, family, home	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Parody Phrasal verbs	Conjunctions of contrast	Spelling: Homophones	Informal letter	Listening to an audio and answering questions Elocution on historical speeches by famous personalities (individual)
9. The Blue Umbrella   	Adventure; The world around us	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Character types Making sentences	Use of reported speech Changing interrogative sentences into reported speech	Pronunciation: Silent letters	Descriptive writing	Listening to an audio and labelling a diagram Game: Guess the word (group)
<i>Geography Lesson</i>  	Travel	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Tone				
10. Settling into the Secret Annex   	Self, family, home, friends	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Idioms	Active and passive voice Negative passive statements	Spelling: Dropping the final e while adding suffixes	Diary writing	Listening to an audio and answering questions Role-play in pair or group to enact a scene of farewell (group)
11. The MCC   	Physical activities and sports	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Collocation	Subject and predicate Phrases and clauses Simple, compound and complex sentences	Punctuation: Semicolon	Formal Letter	Listening to an audio and answering questions Group discussion about a favourite sport and filling a table (group)
<i>If</i>  	Life skills	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Symbols				
12. The Merchant of Venice   	Friends; Art and culture	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Character traits	Types of sentences: Declarative, interrogative, exclamatory, imperative Interchange of types of sentences	Punctuation: Revision	Paraphrasing a poem	Dramatization of the Shakespearean play (group)

Project 1: Write Your Own Asterix Story 

Project 2: Weather the Weather 



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Grammar at a Glance

NOUNS

A **noun** is a word that refers to a person (*man, woman*) the name of a person (*Venkatesh, Diya*), a place (*forest, garden*), an animal (*dog, lion*), a thing (*hammer, pen*), an idea (*peace, justice*), an activity (*celebration, arrival, departure*) or a quality (*honesty, politeness*).

Compound nouns

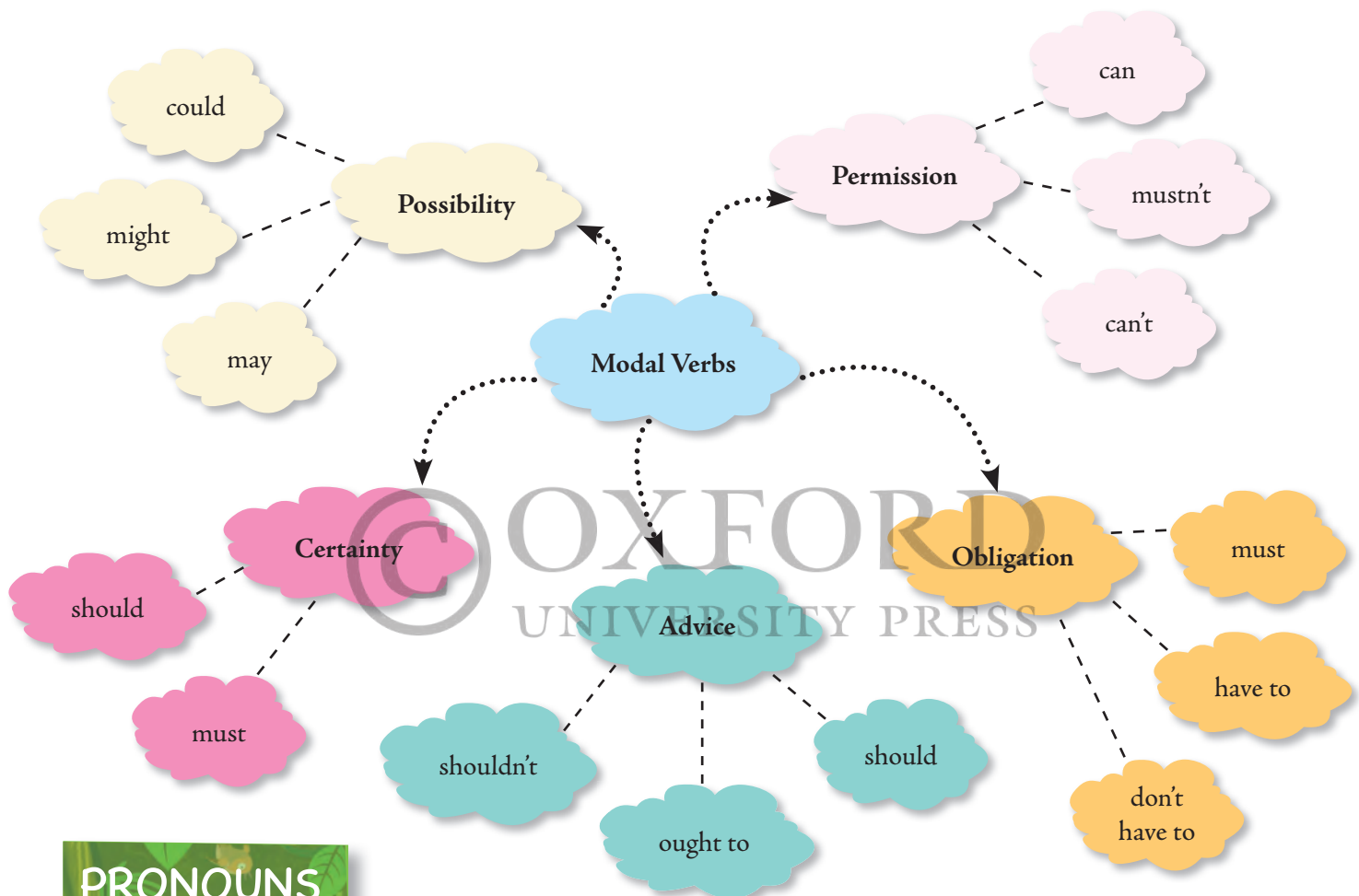
A **compound noun** is made up of two or more words. A compound noun has a meaning different from the meaning of the words which it is made up of.

	pan + cake		= pancake	
	rain + bow		= rainbow	
	stop + watch		= stopwatch	
	bus + stop		= bus stop	



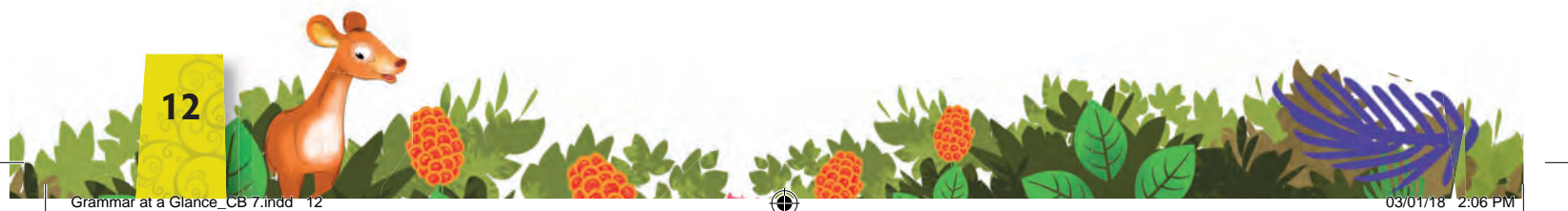
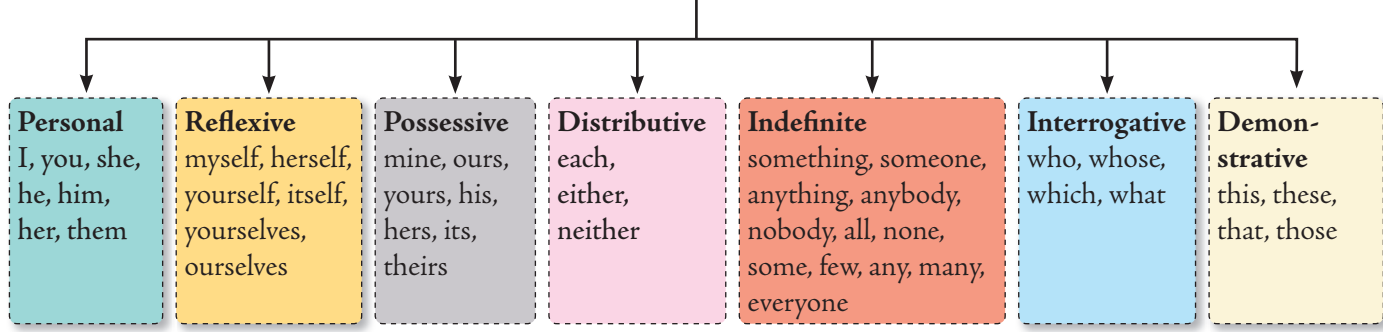
MODAL VERBS

Modal verbs are verbs that help the main verbs to express the degree of certainty of an action, or the attitude or point of view of the speaker.

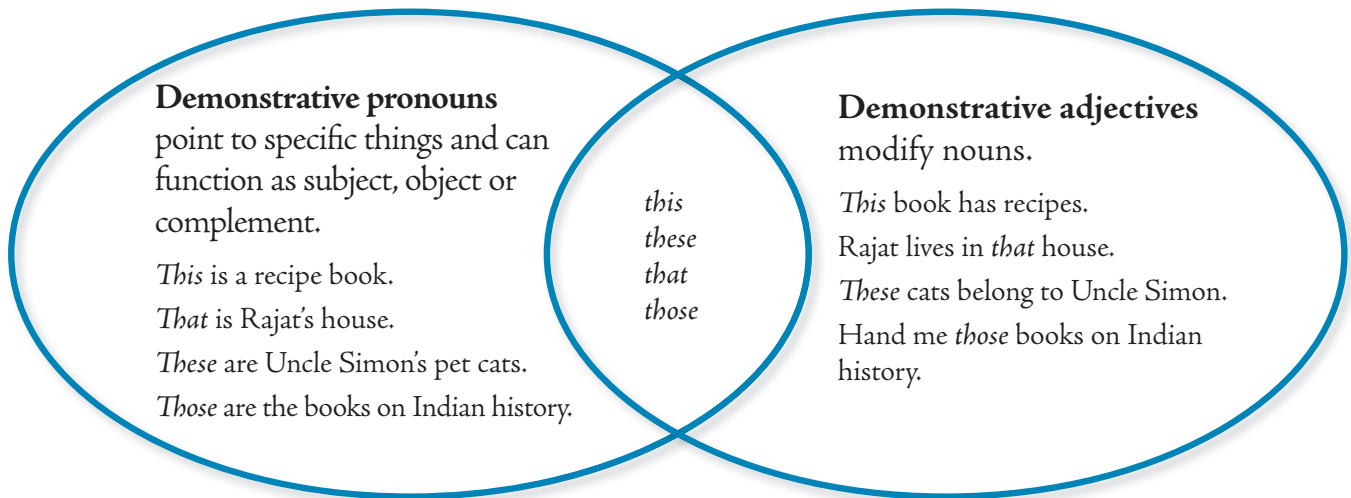


PRONOUNS

A **pronoun** is a word used in place of a noun.



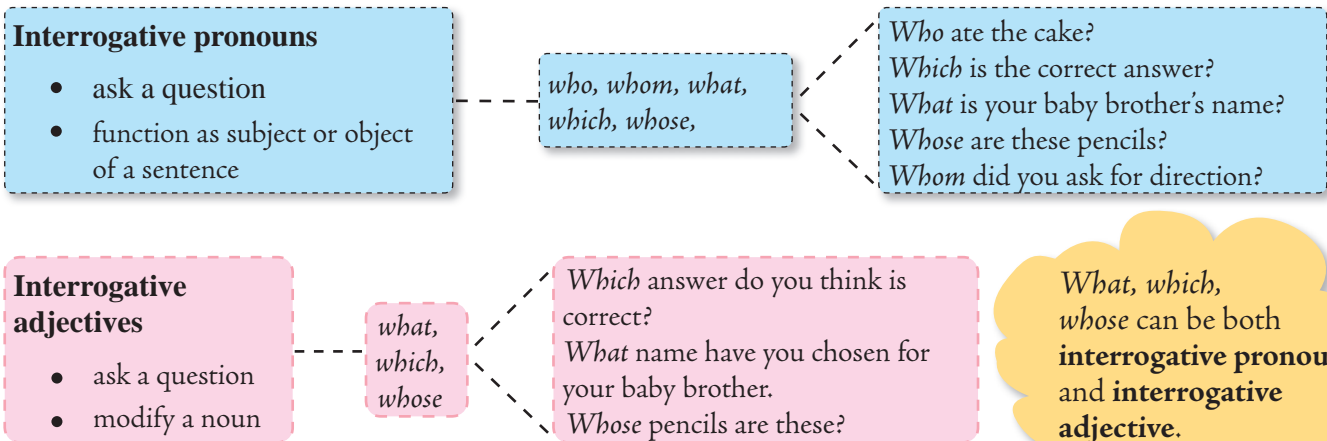
Difference between demonstrative pronouns and demonstrative adjectives



This, these, that, those can be used both as **demonstrative pronouns** and **demonstrative adjectives**.

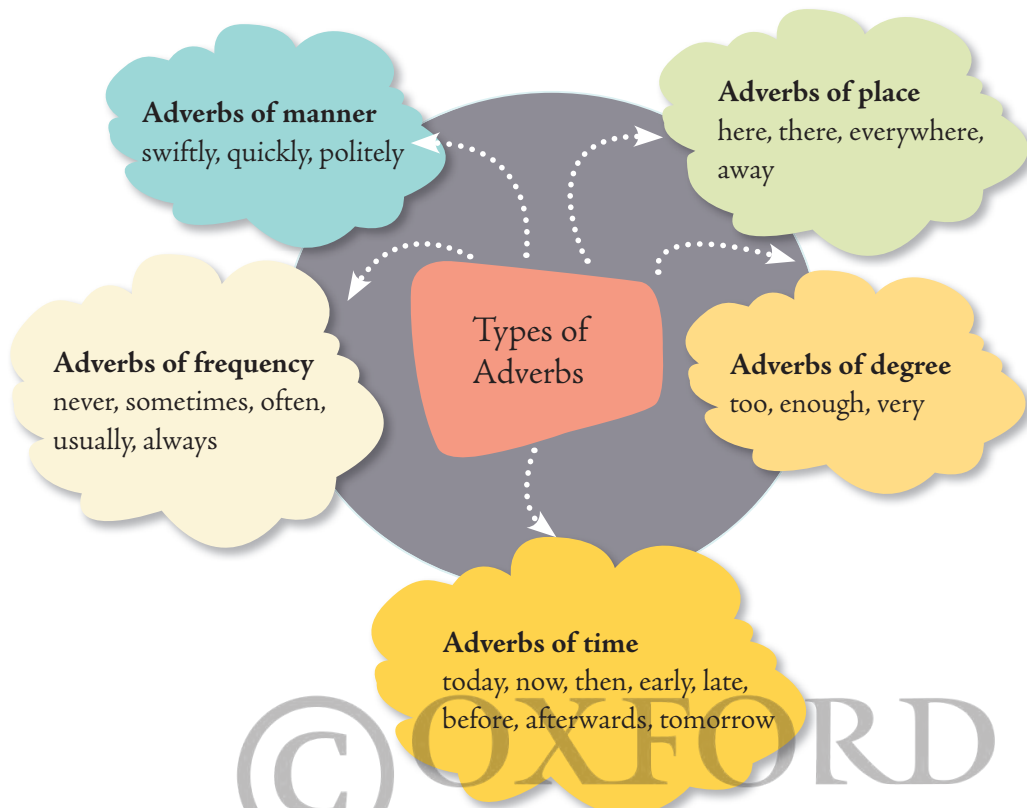
- **Demonstrative pronouns** are placed before a verb/verbs in a sentence.
- **Demonstrative adjectives** are placed before the nouns they modify in a sentence.

Difference between interrogative pronouns and interrogative adjectives



- An **interrogative pronoun** is used before a verb.
- An **interrogative adjective** is used before the noun it modifies.

TYPES OF ADVERBS



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PREPOSITIONS

A **preposition** is a word (or group of words) that is used before a noun or pronoun to show place, position or time.

In, on, at

General (Bigger)

More Specific (Smaller)

Very Specific (Smallest)

in

Time: century (the 1900s), decades (the 90s), year (1947), month (August)

Location: country (India), city (Mumbai), neighbourhood (C.R. Park)

on

Time: days (15 August 1947), the weekend

Location: streets, avenues (Park street)

at

Time: hours (9:30 a.m.; 9 o'clock)

Location: specific address/location (60 B, Tagore Garden)



Prepositions of positions and place



near/by/beside



in/inside



on



behind



in front of



round/around



among



between



under



above



below



against

Prepositions of movement

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through



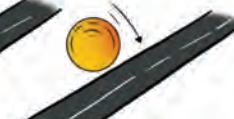
up



down



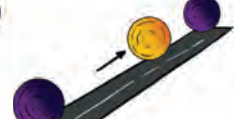
along



across



over



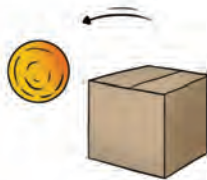
from ... to



opposite



onto



off



into



out of



past

SENTENCES

Subject and predicate



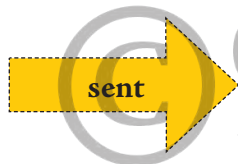
My sister is playing basketball.



A **subject** tells us whom or what the sentence is about.

The **predicate** tells us more about the subject.

Direct and indirect objects



Grandmother
(subject)

sent
(verb)

an email
(direct object)

to

me
(indirect object)

Active and passive

He (subject) baked (verb) the cake (object).

The cake (subject) was baked (verb) by him (agent).



The Three Questions

1



Which of these is not a three? Tick the correct answer.



1. the first odd prime number
2. the angular points in a triangle
3. a hat-trick in cricket
4. the number of strikes in baseball before a batter is out
5. the number of bears that lived in the house that Goldilocks visited
6. the number of musketeers in the title of Alexandre Dumas' book
7. the only number whose name in English has the same number of letters as its value.



Let's read a story about a king who sought answers to three questions.



Once upon a time there was a king who believed that he would be successful if he knew the answers to three questions: what was the right time to begin something; who were the right people to listen to and what was the most important thing to do.

So he announced that a great reward would be given to anyone who could satisfactorily answer these questions.

Wise men came to the king, but they all gave different answers.

In reply to the first question, some said that to know the right time for every action, one must draw up in advance a table of days, months and years and must live strictly according to it.

Others declared that it was impossible to decide beforehand¹ the right time for every action. Hence, one should always do one's duty, instead of wasting time in idleness.

Others, again, said that the king should have a council² of wise men, who would help him fix the proper time for everything.

¹beforehand: earlier; before something else happens or is done ²council: a group of people chosen to give advice, make rules, do research, provide money, etc.

Equally various were the answers to the second question. Some said that the councillors³ were the most important people; others, the priests; others, the doctors; while some said the warriors were the most necessary.

To the third question—what was the most important occupation—some replied that the most important thing in the world was science. Others said it was skill in warfare⁴; and others, again, that it was religious worship.

All the answers were so different that the king could agree with none of them and gave the reward to none. But he still wished to find the right answers to his questions. He decided to consult a hermit⁵, widely renowned⁶ for his wisdom.

The hermit lived in a forest which he never left and he welcomed only common folk. So, before reaching the hermit's cottage, the king put on simple clothes, got off his horse and, leaving his bodyguard behind, went on alone.

The hermit was digging the ground in front of his hut. Seeing the king, he greeted him and went on digging. The hermit was frail⁷. Each time he stuck his spade into the ground and turned a little earth, he breathed heavily.

On what did the learned men not agree?
What reply would you give to each of these questions?



The king went up to him and said, 'I have come to you, wise hermit, with three questions. How can I learn to do the right thing at the right time? Who are the people I need the most? And what work is the most important and needs my attention first?'

The hermit listened to the king, but answered nothing and started digging again.

'You are tired,' said the king, 'let me take the spade and work awhile for you.'

'Thank you!' said the hermit and, giving the spade to the king, he sat down on the ground.

One hour passed and then another. The sun began to sink behind the trees and the king at last stuck the spade into the ground and said, 'I came to you, wise man, for an answer to my questions. If you can give me none, tell me so and I will return home.'

³councillors: members of a council ⁴warfare: the activity of fighting a war, especially using particular weapons or methods

⁵hermit: a person who, usually for religious reasons, lives a very simple life alone ⁶renowned: famous and respected

⁷frail: (especially of an old person) physically weak and thin



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'Here comes someone running,' said the hermit, 'let us see who it is.'

The king turned around and saw a man come running out of the forest. There was blood flowing from a wound on his leg. When he reached the king, he fell to the ground, moaning feebly. The king washed the wound as best he could and bandaged it with his handkerchief and with a towel the hermit had.

Why do you think the hermit said nothing in reply to the king's questions?

When at last the man felt better, the king brought fresh water and gave it to him. Meanwhile, the sun had set and it had become cool. So the king, with the hermit's help, carried the wounded man into the hut and laid him on the bed. Lying on the bed, the man closed his eyes and was quiet. The king was so tired from his walk and the work he had done, that he crouched down⁸ on the threshold⁹ and fell asleep. When he awoke in the morning, he found that the wounded stranger was staring intently¹⁰ at him.

'Forgive me!' said the man in a weak voice, when he saw that the king was awake and was looking at him.

'I do not know you and have nothing to forgive you for,' said the king.

⁸**crouched down:** sat in a position with the body close to the ground and the legs bent under him ⁹**threshold:** (here) the floor or ground at the bottom of a doorway, considered the entrance to a building or room ¹⁰**intently:** with keen interest and attention

'You do not know me, but I know you. I am an enemy of yours who swore to revenge himself on you¹¹ as you wrongly took away my property. I knew you had gone alone to see the hermit and I planned to ambush¹² you on your way back.

'But you did not return. So I came out to find you. Your bodyguard recognized me. As I ran away, I fell and I was wounded. I should have bled to death if you had not nursed me. I wished to harm you and you have saved my life. Now, if I live, and if you wish it, I will serve you most faithfully. Forgive me!'

The king was happy to have made peace with his enemy. He not only forgave him, but said he would send his own physician¹³ to treat him and promised to restore his property.

Then the king went out and looked around for the hermit. He wished once more to beg an answer to his questions before leaving. The hermit was outside, sowing seeds in the beds that had been dug the day before.


The king approached him and said, 'For the last time, I pray you to answer my questions, wise man.'

'You have already been answered!' said the hermit.

'How answered? What do you mean?' asked the king.

'Do you not see,' replied the hermit. 'If you had not pitied my weakness yesterday and had not stayed back to dig those beds for me, you would have been attacked by that man on your way back. So the most important time was when you were digging the beds. I was the most important person and to do me good was your most important business.'

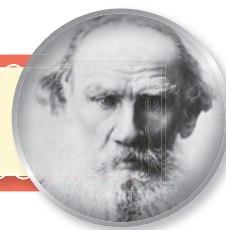
How would you describe the king's tone when he asks, 'How answered? What do you mean?' Why does he use this tone?



'Afterwards when that man ran to us, the most important time was when you were attending to him. If you had not bound up his wounds he would have died without having made peace with you. So he was the most important person and what you did for him was your most important work.'

'Remember then: there is only one time that is right—*now*! It is the most important time because it is the only time when we have any power. The most important person is the one with whom you are at a particular moment. No one knows whether you will ever meet anyone else in future. The most important thing to do is to do good, because for that purpose alone are we sent into this life!'

Leo Tolstoy (1828–1910) is a famous Russian author. A master of realistic fiction and one of the world's greatest novelists, Tolstoy is best known for his two longest works, *War and Peace* and *Anna Karenina*.



¹¹**revenge himself on you:** to punish or hurt somebody because they have made you suffer ¹²**ambush:** the act of hiding and waiting for somebody and then making a surprise attack on them ¹³**physician:** a doctor

MAKING CONNECTIONS

Quick answers

1. Follow the solved example to complete this cause and effect chart, based on the events in the story.

Cause	Effect
The king was not satisfied with the answers he received to each question.	The king did not give the reward to anyone.
	The king dressed in ordinary clothes, left his horse and bodyguards behind and walked alone to the hermit's cottage.
	The king took the spade from the hermit and began digging.
	The king fell asleep on the threshold of the hermit's cottage.
	The wounded man asked the king to forgive him.

Reference to context

2. *Equally various were the answers to the second question.*
- Who posed the questions?
 - What did the person wish to achieve by knowing the answers to the questions?
 - What were the 'various' answers that were received in answer to the second question?
3. *Seeing the king, he greeted him and went on digging.*
- Who went on digging?
 - What was this person digging?
 - Why had the king approached this person?
4. *The king was happy to have made peace with his enemy.*
- Where did the king and his enemy meet?
 - What was the cause for the enmity?
 - In your own words describe how the king felt at this point in the story.



Read, reflect and write

- What were the three questions after which the story is named?
- Describe the changes in the wounded man's feelings for the king. What brought about this change?
- In the story it says that the hermit was renowned for his wisdom. Would you agree that the hermit was a wise man? Support your answer with close reference to the story.

8. Stories are narrated. Every story has a *narrative point of view*. If a story is told by a character in the story we call it the *first person point of view*. If the story is narrated by a narrator who is not part of the story then we call it the *third person point of view*. Which narrative point of view does the story 'The Three Questions' have: first or third?
9. The *theme* of a story is a message that an author wants to give us through the story. A story can have more than one theme. What, according to you, are the themes that Leo Tolstoy wants to convey through his story 'The Three Questions'?

Integrate



10. Inspired by Tolstoy's ideas, Mahatma Gandhi set up a cooperative colony called Tolstoy Farm near Johannesburg, South Africa. In groups, research and learn more about Tolstoy Farm. Make a presentation on what you have learnt and share it with the class.

WORD WALL



Spot the not

1. In each row, circle the word that is not a synonym of the first word.

a. teach	coach	confuse	instruct
b. peace	discord	harmony	non-violence
c. restore	renew	bring back	damage
d. important	necessary	trivial	meaningful
e. simple	decorative	plain	basic

Making sentences

2. Make sentences of your own with the following words from the story.

a. reward b. hermit c. idleness d. feebly e. ambush

GRAMMAR TIME

Nouns

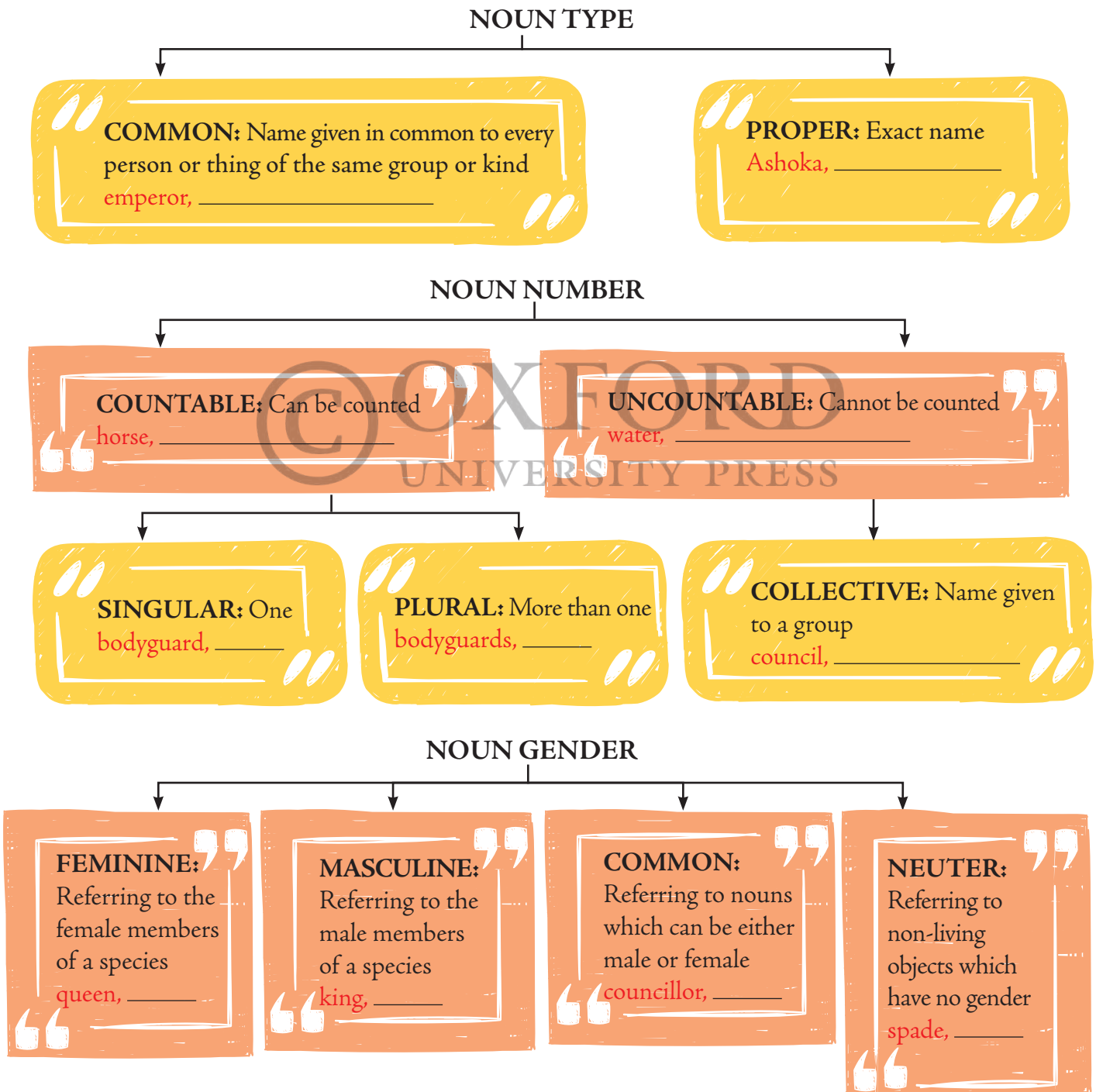
Read these sentences.

- The *hermit* lived in a *forest*.
- The *hermit* was digging with a *spade*.
- Seeing the *hermit's weakness*, the *king* felt *pity*.
- The *king* learnt how to live a good *life*.

In the sentences on the previous page, the italicized words are nouns.

A **noun** refers to a person, (such as a *hermit* or a *king*), a place (such as a *forest*) a thing (such as a *spade*), a quality, an emotion and an event (such as *weakness*, *pity* and *life*)

1. Fill up the graphic organizer given below with at least three examples for each type of noun. One example in each category has been given.



2. Circle the ones that do not belong to the groups.

- Abstract nouns: wisdom, belief, imagination, library, childhood
- Concrete nouns: tree, cloud, chocolate, perfume, bravery
- Collective nouns: team, band, trousers, choir, committee
- Countable nouns: cup, coffee, kettle, spoon, jar
- Uncountable nouns: homework, music, thunder, sheep, water
- Nouns used only in plural form: jeans, sunglasses, chapters, scissors, binoculars
- Nouns with the same singular and plural form: sheep, deer, series, moose, booth
- Compound nouns: sunrise, laughter, swimming pool, software
- Gender-specific nouns: soldier, uncle, drake, goddess

Articles

Read these sentences.

- The king wanted *an* answer to his question.
- He decided to consult *a* hermit. *The* hermit was renowned for his wisdom.

Articles are words placed before nouns.



In the above sentences, indefinite (*a, an*) and definite (*the*) articles are used.

A and *an* are called **indefinite articles** because they are used to indicate something unspecific or generic, when the noun is referred to for the first time and also to indicate whether a noun is singular.

Examples: I bought *an* apple. We saw *a* cat sitting by *a* tree.

The is called the **definite article** because it is used to indicate something specific and to refer to nouns that have been referred to earlier.

Examples: This is *the* apple I bought yesterday.
We saw *a* cat sitting by *a* tree. *The* cat saw us and ran up *the* tree.

In addition to specific nouns, *the* is used in some of the following special cases:



Nouns that are unique and one of a kind, for titles and family names

the sun, the Queen of England, the Flying Sikh, the Roys



Geographic terms, points on the globe, directions, congregated country names

the Thar Desert (landform), the Equator, the south, the United States of America



Names of epics and holy books, famous buildings and works of art

the *Odyssey*, the Quran, the Taj Mahal, the *Mona Lisa*



Ranks and degrees

the principal, the best student

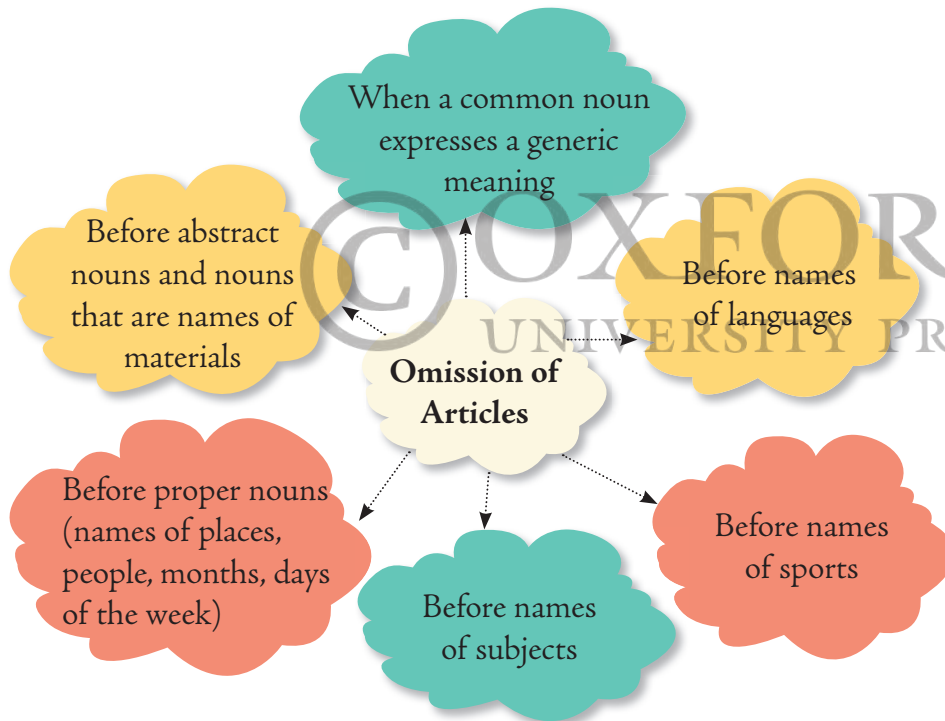


Nouns that encompass an entire class or species

the Incas, the Indians, the blue whale

Omission of articles

Remember that articles are not always required. They can be omitted in special cases, as indicated in the following figure.



Note:

- *The* is not used with uncountable nouns when referring to something in general:
Water is a precious resource.
- *The* is used with uncountable nouns that are made more specific by other information in the sentence:
The water in this tank is fresh.

3. Insert articles wherever necessary. Put a cross (X) where an article is not required.

- Einstein was _____ great scientist. He was also _____ eminent philosopher and _____ author. He was awarded _____ Nobel Prize for _____ Physics in 1922.
- Although _____ tigers are _____ ferocious animals, _____ white tiger in _____ Mukundpur Sanctuary is known for its friendly nature.
- Not only is Mrs Joseph popular as _____ teacher of _____ Mathematics at our school but she is also admired for her heart of _____ gold.

- d. _____ January is _____ month when we have to wear _____ heavy woollens and take _____ precautions to avoid _____ exposure to _____ cold.
- e. We joined _____ long line of _____ people waiting outside _____ Embassy to submit our applications for _____ visa to visit _____ Canada.
- f. _____ silver is _____ precious metal used for making utensils, jewellery, _____ coins and more.

DICTIONARY

Guide words

The words given at the top of a page in a dictionary are called **guide words**. These words indicate the first and last words on that page. They help us locate any word on a particular page, as all the words on that page will come alphabetically between the two guide words.

Look at the sample page from a dictionary given below. The guide words *heritage* and *hero* at the top of the page help us locate the word *hermit*, as it alphabetically falls between the two guide words.

heritage	Page 11	hero
<p>heritage /'hɛrɪtɪdʒ/ <i>noun</i> [usually sing.] the history and cultural traditions that a society, cultural group or country has had for many years and is considered a marker of its identity: <i>The Taj Mahal is part of India's national heritage.</i></p> <p>hermetic /hə:'mɛtɪk/ <i>adj.</i> tightly closed so that no air can enter; airtight: <i>A hermetic seal keeps the preserves alright.</i></p> <p>hermit /'hɛ:mɪt/ <i>noun</i> [synonyms: <i>ascetic, recluse</i>] a person who lives alone and separated from the rest of society, as a part of religious discipline:</p>	<p><i>The hermit lived alone in the innermost sanctum of the temple.</i></p> <p>hermit crab <i>noun</i> a kind of crab, which uses the empty shells of other sea creatures for want of a shell of its own</p> <p>hero /'hɪərəʊ/ <i>noun</i> [plural: <i>heroes</i>] 1. a person who has done something brave or good: <i>Malala Yousafzai emerged a hero in her battle for girls' education.</i> 2. the central character in a book, movie or play: <i>The hero of a Jane Austen novel usually comes from an affluent family.</i></p>	

1. Look up the words given below in a dictionary. List the guide words at the head the pages on which these appear.

- | | | | | |
|-----------------|-----------|-------------|-------------|------------|
| a. proclamation | b. reward | c. idleness | d. moan | e. pitied |
| f. approach | g. ambush | h. purpose | i. question | j. restore |

2. If your name were to appear in the dictionary, between which two words would it appear? What would be the guide words for the page?

WRITE WELL

Would you rather

1. Read the question poem given below. Can you complete the poem? The lines may or may not rhyme.



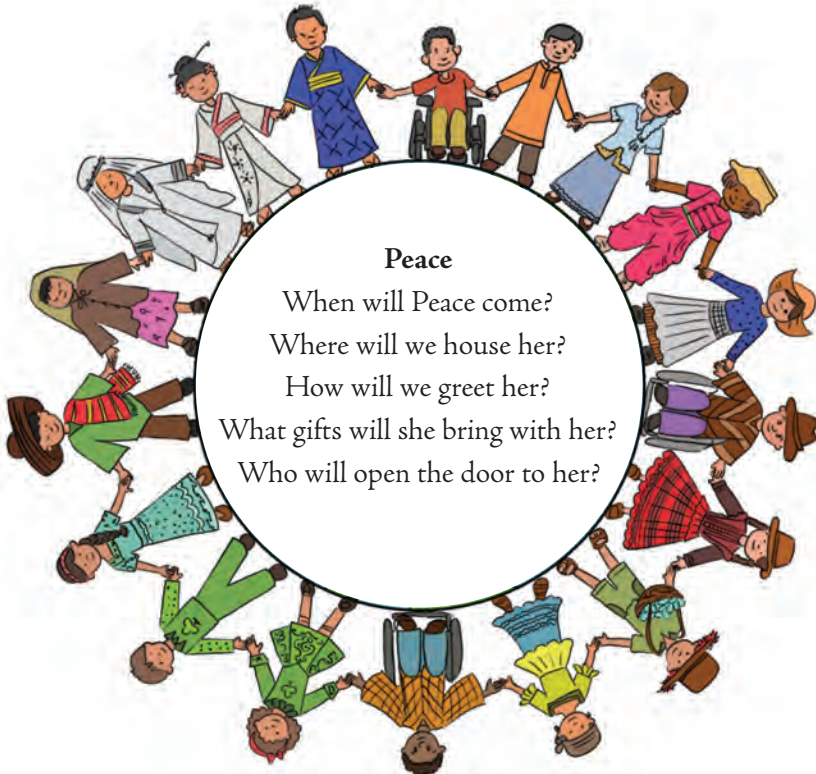
Would you rather laze in the sun,
 Or go for a quick, brisk run?
 Would you rather swim with a whale,
 Or travel the country by rail?
 Would you rather _____
 Or _____



I would rather _____
 Than _____
 That's what I would rather do.
 Now tell me, how about you?



2. Now try your hand at another question poem, this time on a single topic. Here is an example:



Peace
 When will Peace come?
 Where will we house her?
 How will we greet her?
 What gifts will she bring with her?
 Who will open the door to her?

Follow these steps to write your poem:

1. Decide whether your poem will be serious or funny.
2. Brainstorm and draw up a list of topics.
3. Choose a topic.
4. Jot down your ideas.
5. Turn your ideas into questions.
6. Put the questions in an order (you can arrange your questions in order of importance, ending with the most important one if it is a serious poem or the funniest one if it is a humorous poem).
7. Edit and proofread.
8. Give a title to your poem.
9. Illustrate the poem.

LISTEN AND SPEAK WELL



1. Listen to a story about an old man and a soldier. Now read the same story given below. Some parts have been changed here. Circle the changed parts and, in the blanks, write down the words you have heard in the audio. One has been done for you.

Once upon a time, a perfect old man lived in a small town. Every day the old man would walk across a field of corn and go to a church to pray.

pious

A soldier watched him do this day after day. One morning, just as the man left the shrine, the soldier stopped him and asked, 'Where are you coming from, old man?'

The old man replied, 'Don't you know, Son?'

'What do you mean, you don't know!' said the soldier. 'Every Friday I see you leave your house at a different hour, walk through the field and go to the shrine to pray! Now tell me where you are going. I demand to know!'

But, once again, the old man said, 'I don't know.'

This amused the soldier and he took the old man to his house and locked him up in a room. Just as the soldier was throwing the key, the old man nodded his head and with a star in his eye said, 'See! Didn't I know I would be here today?'

2. Folktales are passed down from one generation to the next. Divide yourselves into groups and share a folktale that you know. Then draw up a script based on it and read it aloud in the class, with different members of the group reading the different parts.



In the Bazaars of Hyderabad



Think of the sounds, sights and smells that greet you as you walk through a bazaar.



In this poem, Sarojini Naidu describes the colours and sounds of the various stalls in the bazaars of Hyderabad, the city where she was born and spent her childhood.



What do you sell, O ye¹ merchants?
Richly your wares are displayed.
Turbans of crimson and silver,
Tunics of purple brocade²,
Mirror with panels of amber,
Daggers with handles of jade³.

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

What do you make, O ye goldsmiths?
Wristlet and anklet and ring,
Bells for the feet of blue pigeons,
Frail as a dragon-fly's wing,
Girdles⁴ of gold for the dancers,
Scabbards⁵ of gold for the king.

What do you cry, O ye fruitmen?
Citron⁶, pomegranate and plum.



¹ye: an old-fashioned word for you ²brocade: a thick heavy fabric with a raised pattern woven especially from gold or silver silk thread ³jade: a hard stone that is usually green and is used in making ornaments and jewellery ⁴girdles: (here) belts or thick strings fastened around the waist to keep clothes in position ⁵scabbards: covers for swords made of leather or metal ⁶citron: citrus fruit

What do you play, O musicians?
 Cithar⁷, sarangi and drum.
 What do you chant, O magicians?
 Spells for the aeons⁸ to come?
 What do you weave, O ye flower-girls
 With tassels⁹ of azure¹⁰ and red?
 Crowns for the brow of a bridegroom,
 Chaplets¹¹ to garland his bed.
 Sheets of white blossoms new-garnered¹²
 To perfume the sleep of the dead.



Sarojini Naidu (1879–1949) was one of India's best-known political figures and a freedom fighter closely involved with the Indian Independence Movement. She was also a great orator and one of India's most talented poets, known for the diversity of her writings. Naidu was given the title of the Nightingale of India. 'The Palanquin Bearers' is one of her noted works.



MAKING CONNECTIONS

- Say whether the following statements are true (T) or false (F) about the bazaars of Hyderabad.
 - The merchants sell lentil and rice.
 - Merchants are different from vendors.
 - The fruitmen sell fruits and vegetables.
 - Musicians play the guitar and the drum.
 - Magicians wake the dead from sleep.
- Read these lines and answer the questions that follow.
 - What do you sell, O ye merchants?*
 - The stanza that this line is taken from describes different things being sold. What are the things mentioned?
 - Who is selling the wares?
 - What are the colours and shades mentioned in this stanza? Why do you think the poet has used these colours to describe the wares?

⁷**cithar**: sitar, a musical instrument used mainly for Indian classical music ⁸**aeons**: an extremely long period of time
⁹**tassels**: a bunch of threads that are tied together at one end and hang from cushions, curtains, clothes, etc. as a decoration
¹⁰**azure**: bright blue in colour ¹¹**chaplets**: strings of flowers ¹²**new-garnered**: newly obtained or collected

- b. *Bells for the feet of blue pigeons
Frail as a dragon-fly's wing
Girdles of gold for the dancers,
Scabbards of gold for the king.*
- Who is the speaker addressing in these lines?
 - Apart from a girdle and scabbards, what else is made from gold?
 - Pick out a simile from the above lines.



- c. *Crowns for the brow of a bridegroom,
Chaplets to garland his bed,
Sheets of white blossoms new-garnered
To perfume the sleep of the dead.*
- What floral ornaments are woven for the bridegroom?
 - What is the significance of the white blossoms?
 - The lines talk about two contrasting events in human life. What are these events?

- What are the vendors, maidens and pedlars doing in the bazaar?
- Name the fruits and musical instruments displayed in the bazaar.
- Mention two things that fascinate the poet about the bazaars of Hyderabad. What fascinates you when you go to a bazaar?

APPRECIATION

Imagery

In the poem, Sarojini Naidu depicts a picture of the bazaars of Hyderabad through vivid imagery.

Imagery is the use of language to evoke pictures in the minds of the readers or listeners.

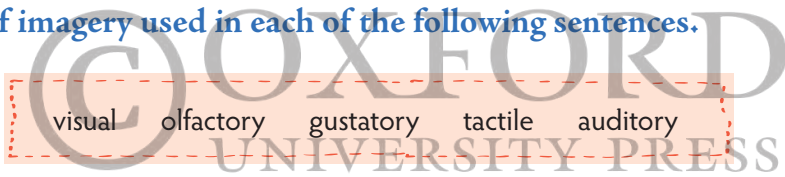
Imagery appeals to the senses. Images need not be only visual. The most effective imagery uses as many senses as possible—taste (gustatory), touch (tactile), smell (olfactory), sound (auditory) and sight (visual)—to help us imagine the scene. This poem provides instances of visual, olfactory, gustatory and auditory imagery.

1. Given below is a table with some examples of the different kinds of imagery that are found in the poem. Identify other examples of each kind of imagery and write them in the table.



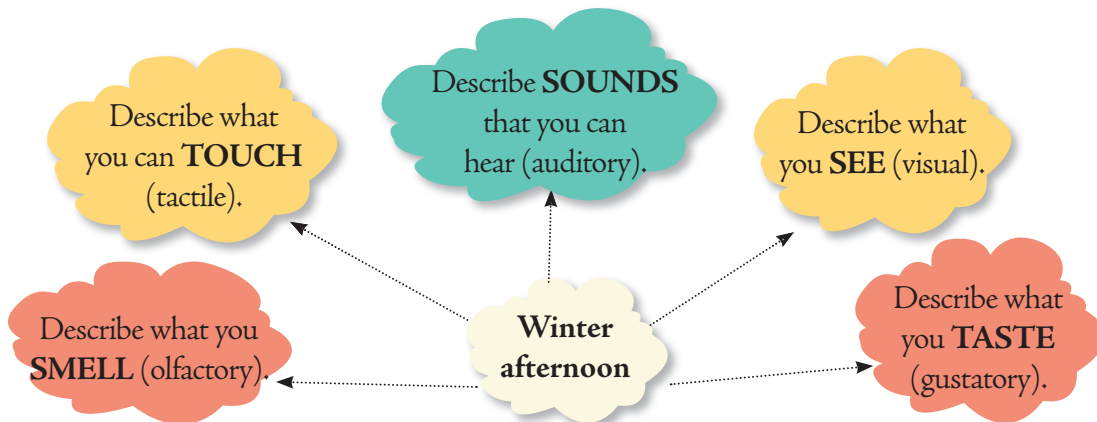
Visual	Olfactory and Gustatory	Auditory
turbans of crimson and silver	freshly ground saffron	playing of a drum

2. State the type of imagery used in each of the following sentences.



- a. As I woke up, I inhaled the fresh fragrance of jasmine growing in my garden. _____
- b. From my hotel room, I could hear the waves crashing against the rocks. _____
- c. I was so hungry that I ate up the sweet, juicy peaches I was saving for dinner. _____
- d. I bought the fabric for its soft, velvety texture. _____
- e. The sun looked like a ball of fire in the sky. _____

3. Create a poem of your own using the given cues.



Begin with: *I love winter afternoons.*

Marie Curie: A Radiant Life

2




Given below is a quote by the great scientist Marie Curie. Put the words in the correct order to read the quote.

nor was I taught neither progress way the of is swift easy that.

Marie Curie's work on radium and radiology has been one of the greatest glories of modern science. Let's read an excerpt from her biography, written by her daughter, Eve Curie.



 In the autumn of 1891, a young Polish émigré¹ named Marie Sklodovska excitedly registered for the science course at the Sorbonne in Paris. Too shy to make friends, she lived a life of monastic² simplicity, devoted to study alone. From her small income, she had to pay for her room, means, clothes and expenses at the university. When she wanted a feast, she bought two eggs, or a piece of chocolate with some fruit.



Marie met Pierre Curie in 1894. A French scientist of genius, Pierre, like her, was devoting body and soul to scientific research. Immediate sympathy brought them together and in a few months Pierre asked Marie to be his wife. But to marry a Frenchman meant she had to leave her beloved, oppressed³ Poland and so ten months passed before Marie finally accepted.

Which phrase describes Marie's lifestyle while she lived in Paris?
Does your idea of a feast match Marie's?



Their life together in a little flat was singularly lacking in comfort. They refused the furniture offered to them by Pierre's father. The bare quarters were furnished only with books, two chairs and a white wooden table. On the table were treatises⁴ on physics, a lamp, a bunch of flowers: and that was all.

Little by little Marie improved her housekeeping wisdom. She invented dishes which needed little preparation or could be left to 'cook themselves.' Before going out, Marie would regulate the flame with a physicist's precision. Then in a quarter of an hour, bent over other containers, she would regulate the flame on a laboratory burner with the same careful gesture.

¹émigré: a person who has left her/his own country, usually for political reasons ²monastic: (here) simple and quiet, and possibly a celibate way of life ³oppressed: subject to harsh treatment ⁴treatises: a serious written work dealing systematically with a subject

When her daughter Irene (a future Nobel Prize-winner) was born, the idea of choosing between family and the scientific career did not even cross Marie's mind⁵. With Pierre's support, she kept house, washed her baby daughter, but she also kept on working in a laboratory—working towards the most important discovery of modern science.

Pierre Curie, who had followed the rapid progress of his wife's experiments with passionate interest, now abandoned his own research in order to aid with hers. Two brains, four hands now sought the

How did Marie balance home and work?

What did Pierre do in order to help Marie with her research?



unknown element in the damp little storeroom that served as their laboratory. By July 1898, they were able to announce the discovery of a new element. Marie named it *polonium* after her beloved Poland. In December of the same year, the Curies announced the existence of a second new chemical element which they called *radium*—an element whose radioactivity they believed to be enormous.

Dressed in her old dust-covered and acid-stained smock⁶, her hair blown by the wind, surrounded by bitter smoke from her experiments, which stung her eyes and throat, Marie was a virtual factory all by herself. These were some of the happiest years of her life.

Money for research was not easy to come by and the Curies continued to teach to supplement⁷ their income. Torn between their own work and their jobs, they often forgot to eat and sleep. Thus radioactivity grew and developed, meanwhile exhausting, little by little, the pair of physicists who had given it life.



Finally they achieved the miraculous⁸ outcome of their effort of purifying radium—radium could become the ally of human beings in the war against cancer. Radium was useful—magnificently useful. A radium industry was about to be born.

Pierre explained these things to his wife one Sunday morning. 'We have two choices,' Pierre told her. 'We can describe the results of our research without reserve, including the process of purification or else we can consider ourselves to be the proprietors, the "inventors" of radium, patent⁹ the technique and manufacture radium throughout the world.'

Marie reflected¹⁰ for a few seconds. Then she said, 'It is impossible. It would be contrary to scientific spirit.'

Pierre's serious face lightened.

⁵**cross somebody's mind:** idiomatic; (of thoughts, etc.) to come into your mind ⁶**smock:** a loose comfortable piece of clothing like a long shirt, worn especially by women ⁷**supplement:** to add something to something in order to improve it or make it more complete ⁸**miraculous:** remarkable ⁹**patent:** an official right to be the only person to make, use, or sell a product or an invention ¹⁰**reflected:** (here) thought carefully and deeply about something

‘If we remain the proprietors, we could have a fine laboratory too.’

Marie’s gaze grew fixed. ‘Physicists always publish their researches completely. If our discovery has a commercial future, that is an accident by which we must not profit. And if radium is going to be of use in treating disease ... It is impossible to take advantage of that.’

Having decided, Pierre and Marie headed for the woods on their beloved bicycles. They had chosen for ever between poverty and fortune. In the evening they came back exhausted, their arms filled with leaves and field flowers.

On 10 December 1903, the Academy of Science of Stockholm announced that the Nobel Prize in Physics for the current year was awarded half to Henri Becquerel, half to Monsieur and Madame Curie for their discoveries in radioactivity.

The Nobel Prize meant seventy thousand gold francs. There were loans to be repaid to Pierre’s brothers, Marie’s sisters, donations to scientific societies, gifts to students and to a childhood friend of Marie. Marie also installed a modern bathroom in their little house and repapered¹¹ a shabby room. But it never entered her head to mark the occasion by buying a new hat.



Keeping away from the limelight, Marie soon resumed the routine of school and laboratory. Towards half past two on Thursday, 19 April 1906—a sultry,¹² rainy day—Pierre left the university, attempted to cross a road, accidentally stepped into the path of a heavy dray¹³ and lost his life in a flash. After the funeral, the government officially proposed to award Marie a pension. She refused flatly. ‘I am young enough to earn my living and that of my children,’ she said, displaying her habitual bravery.

Why do you think the amphitheatre was packed on the day Marie delivered her first lecture?



The council of the Faculty of Science unanimously¹⁴ decided to entrust Pierre’s post at the Sorbonne to Marie. This was the first time that a position in French higher education had been given to a woman. On the day of her first lecture, the amphitheatre was packed and Marie walked in to a storm of applause. She inclined her head and waited for the ovation¹⁵ to stop. Then she stared straight ahead of her and said, ‘When one considers the progress that has been made in physics in the past ten years, one is surprised at the advance that has taken place in our ideas concerning electricity and matter ...’.

Marie Curie had resumed the course at the precise sentence where Pierre Curie had left it. Tears rose to the eyes and rolled down the faces there.

¹¹repaperd: put up new wallpaper ¹²sultry: hot and humid ¹³dray: a low, flat, horse-drawn vehicle used in the past for carrying heavy loads ¹⁴unanimously: by everyone in a particular group ¹⁵ovation: a continuous and enthusiastic show of appreciation from an audience, especially by means of applause

Now the personal fame of Madame Curie mounted and spread like a bursting rocket and Sweden awarded her the Nobel Prize in Chemistry for the year 1911. No other man or woman to date has ever received the Prize for two different subjects. To the end of her life, Marie continued her work with passion and dedication. On Friday, 6 July 1934, the robust heart beat no more. Marie was buried beside Pierre in the cemetery at Sceaux in the presence of her family, friends, co-workers and students who loved her.



Eve Curie (1904–2007) was the youngest child of the Nobel prize-winning scientists Pierre and Marie. She gained fame as a concert pianist, writer and biographer. This account, condensed from Eve's famous biography of her mother, *Madame Curie*, appeared in the *Readers Digest* in 1959.



MAKING CONNECTIONS

Quick answers

In biographies, adjectives are often used to describe character traits or the personality of a character. They indicate what a character thinks, says and does.

- You'll find a list of adjectives below. Choose suitable adjectives to describe the character traits of Marie Curie in the table on the next page. Read the biography again. Pick out evidence sentences to support your choice of adjectives. The first one has been done for you.

a. adventurous	b. energetic	c. intelligent	d. obedient	e. tough	f. extraordinary
g. brilliant	h. forgetful	i. jolly	j. patriotic	k. unique	l. youthful
m. courageous	n. generous	o. mysterious	p. quiet	q. valiant	r. kind
s. dedicated	t. humble	u. nervous	v. shy	w. witty	x. loyal

Character traits of Marie Curie	Evidence from the story
patriotic	named an element (<i>polonium</i>) she discovered after her country (Poland)

Reference to context

2. *Their life together in a little flat was singularly lacking in comfort. They refused the furniture offered to them by Pierre's father.*
 - a. Why was the offer of furniture turned down?
 - b. What was the only furniture in the flat?
 - c. What does this sentence reveal about Marie and Pierre?
3. *No other man or woman to date has ever received the Prize for two different subjects.*
 - a. Which reward is referred to in this extract?
 - b. Who received this reward twice?
 - c. For which discovery did the person receive the reward the first time? With whom was the reward shared?
4. *This was the first time that a position in French higher education had been given to a woman.*
 - a. What is the position referred to in these lines? Which woman had been given this position for the first time?
 - b. Who had held the position before it was awarded to a woman?
 - c. What alternative had the woman turned down before she was given this position?

Read, reflect and write

5. What was the 'immediate sympathy' that brought Marie and Pierre together?
6. What serious discussion did the Curies have when the radium industry was about to be born? What was the decision they took?
7. How did the Curies spend the money they received when they were awarded the Nobel Prize? What does this reveal about them?
8. *These were some of the happiest years of her life.*
Which years does the author refer to? What gave Marie happiness over these years?

9. Marie Curie is known and respected not just because of her magnificent contributions to science but also for the person she was. Which character traits do you share with Marie Curie and which of her traits would you like to have?
10. **Extended writing:** Marie Curie once quoted: 'I was taught that the way of progress is neither swift nor easy.' With vivid detail from the biography you have read, show how this is true of her life.

Integrate



11. The Magnificent Four are a group of four people who have the distinction of having received the Nobel Prize twice: Maria Curie, John Bardeen, Linus Pauling and Frederick Sanger. Find out a little more about them. Draw up a set of quiz questions on 10 Nobel Prize winners that you admire.

WORLD WALL



Country adjectives

1. Polish is an adjective relating to Poland.

Unscramble the letters to get the adjectives related to the countries listed below.

a. The Netherlands	THUDC	b. Madagascar	GASYMALA
c. Wales	SHELW	d. Kazakhstan	ZAKKA
e. Belgium	LIBANEG	f. Iceland	ILANICCED
g. United Arab Emirates	ITIMERA	h. Cyprus	PRIOTCY

2. Make sentences of your own with the following words.

a. devoted b. sympathy c. headed d. routine e. shabby

GRAMMAR TIME

Gerund

Read these sentences.

- Marie was *teaching* at the university.
- Marie enjoyed *teaching*.

In the first sentence, *teaching* is a verb. In the second sentence, *teaching* is a gerund.

A **gerund** is a verb form that functions as a noun. Gerunds end in *-ing* but they function as nouns, not verbs.

Read these examples to see how gerunds function as nouns.

I love **books**.
I love **reading**.

A **game** is fun!
Playing is fun!

I like this **cycle**.
I like **cycling**.

Love what?
books/reading

What is fun?
a game/playing

Like what?
this cycle/cycling

In the above sentences, the *-ing* words (*reading, playing* and *cycling*) are gerunds. They function just like the nouns: *books, game* and *cycle*.

Notice the difference between gerunds and verbs.

<i>-ing</i> words that are gerunds	<i>-ing</i> words that are verbs
We enjoy <i>singing</i> .	We are <i>singing</i> .
<i>Reading</i> is our favourite pastime.	We were <i>reading</i> a story.
<i>Eating</i> chips is unhealthy.	He was <i>eating</i> chips.

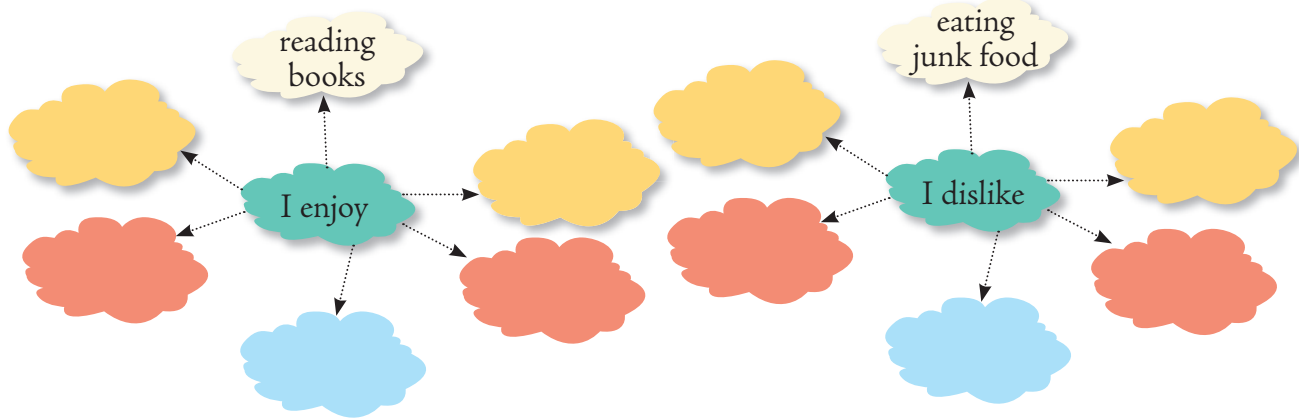
Participle

- A participle is a word formed from a verb.
- The *-ing* form of the verb is called a present participle.
- Present participles or *-ing* verbs look like gerunds, but they use a helping verb (*am/are/is/was/were*), while gerunds do not.
- A word formed from a verb, which ends in *-ed, -en* and so on is called the past participle.

We use gerunds:

- after certain verbs such as *avoid, enjoy, carry on, imagine, keep (on), miss, feel like, stop* → I enjoy *dancing*.
- after prepositions → Wash your hands before *eating*.
- as the subject or object of a sentence → *Swimming* is good exercise.

1. Use gerunds (-ing words) to write about things you enjoy and do not enjoy.



2. Use the given gerunds in sentences of your own. Remember to use the words as gerunds and not verbs.

- | | | | |
|------------|------------|---------------|------------|
| a. writing | b. meeting | c. leaving | d. eating |
| e. working | f. falling | g. travelling | h. washing |

3. Rewrite the following sentences using gerunds. Use the prompts given in brackets. One has been done for you.

- It is a good habit to exercise regularly. (exercise)
Exercising regularly is a good habit.
- Outsiders are not allowed to trespass on the school ground. (trespass)
- To praise everybody is to praise nobody. (praise)
- My favourite pastime is to read books. (read)
- If you watch television all day long, you will harm your eyes. (watch)

An **infinitive** is to + the base verb. Both gerunds and infinitives act like nouns in a sentence. For example:
I like *reading*. (gerund as noun)
I like *to read*. (infinitive as noun)

DICTIONARY

Phonetic symbols

1. Dictionaries use phonetic symbols to indicate the pronunciation of a word. The phonetic symbols are explained in the tables given on the opening pages of a dictionary. Using the tables, write the words against their phonetic spellings given here. All the words are from the passage you have just read.

- | | | | |
|---------------|-------|-------------|-------|
| a. sku:l | _____ | b. læmp | _____ |
| c. praɪz | _____ | d. fɪzɪks | _____ |
| e. lə'bdʊrətɪ | _____ | f. 'ɪnkʌm | _____ |
| g. kʊk | _____ | h. 'tʃɒklət | _____ |

WRITE WELL

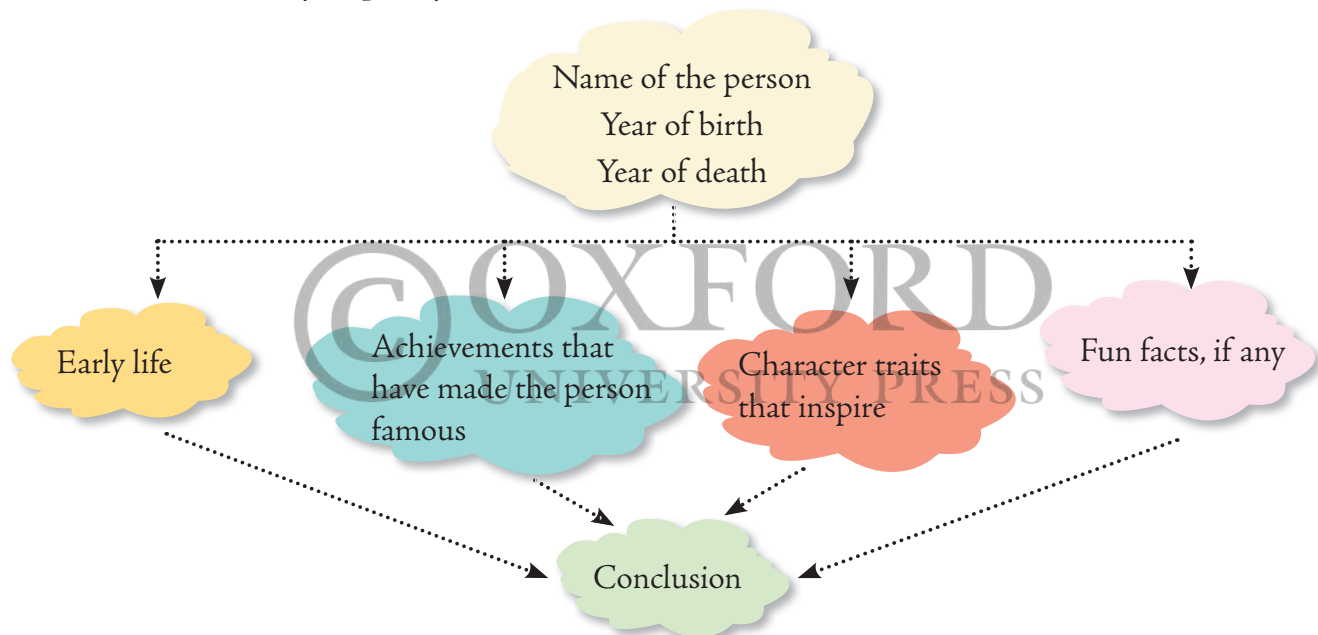
Biography

A biography is an account of someone's life written by someone else.

1. Write a biographical essay on a well-known person that you admire.

Before you start writing, keep the following points in mind:

- **Plan it:** Do some research on the life of the famous person you have chosen. Gather interesting, lesser known details of her/his life.
- **Write it:** Use the graphic organizer given below to organize the matter. Sum up by saying how her/his life story inspires you.



- **Check it:** Revise, edit and proofread before submitting.

LISTEN AND SPEAK WELL



1. Listen to the audio. Then put a tick against the sentences that are true and a cross against those that are false.

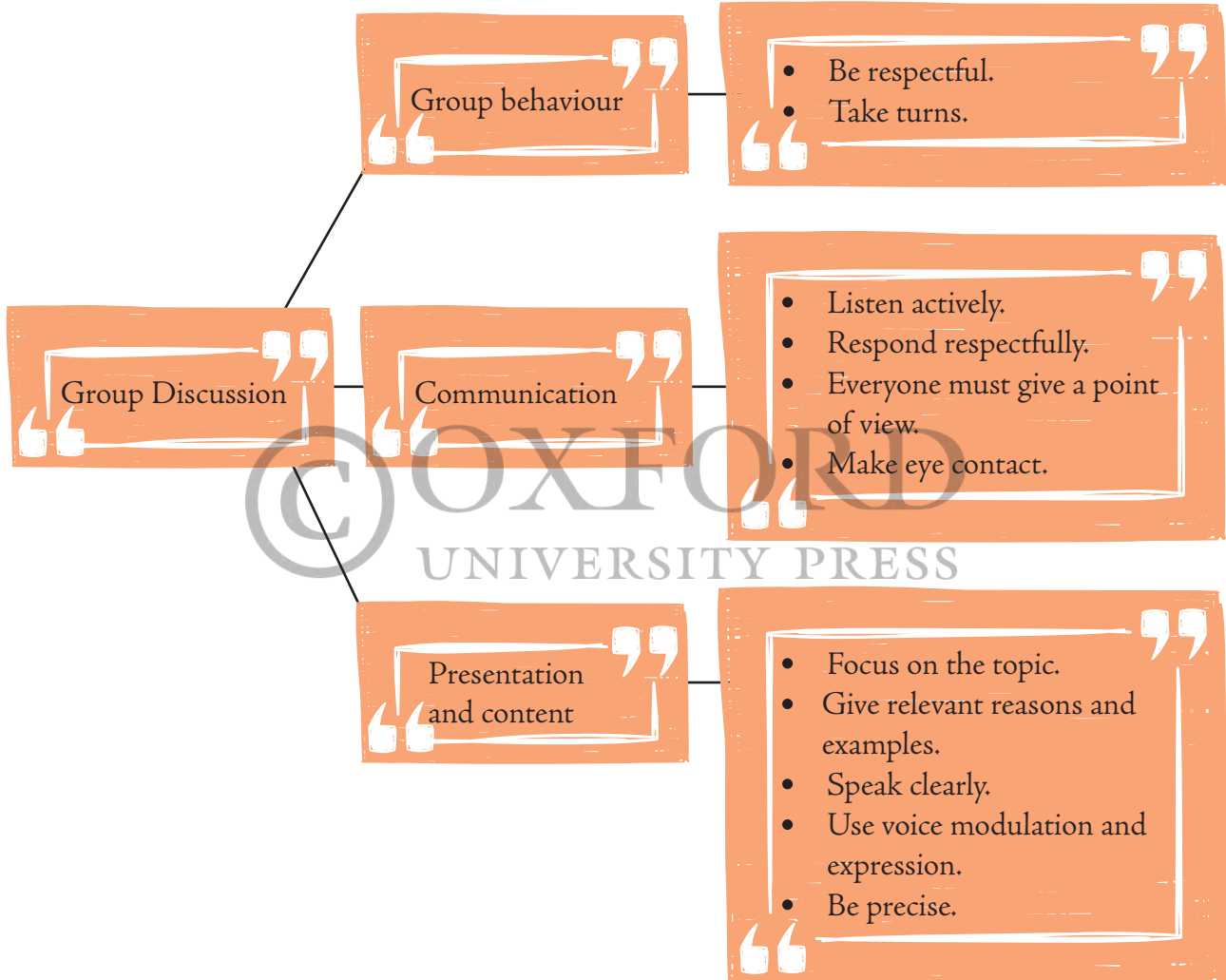
- More than the telephone, his other inventions made Alexander Graham Bell famous.
- A telephone transmits over a distance using wire.
- Alexander Graham Bell was motivated to study sound as his mother and his wife were deaf.
- Alexander Graham Bell's father thought that grammar rules were useless.
- Alexander Graham Bell was a teacher as well as an inventor.

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- f. Thomas Watson assisted Alexander Graham Bell in inventing the telephone.
- g. Thomas Watson said the first words ever spoken over the telephone.
- h. Alexander Graham Bell made sure he had a telephone in his study while he was working.



2. Have a group discussion on the topic: 'Ecological damage is the price we have to pay for economic development.' Use the cues given below.



You can use these expressions in your discussion.

To show you agree:

- I completely agree.*
- I agree with you entirely.*
- That's exactly what I think.*

To show you disagree:

- I see what you mean but ...*
- It's not as simple as it seems.*
- I'm afraid I can't agree with that.*



Imagine that you have to leave your school because your family is moving to another city. Discuss the following questions in the class.



- ✦ How would you feel about having to leave your friends?
- ✦ How would you feel about having to join another school?
- ✦ If a new student joins your class, how would you help the new student settle in?



In this story, the narrator recalls how difficult it was for her to change schools mid-term. She goes on to tell how her courage and determination to succeed won her the acceptance and recognition from her new schoolmates.



I'd arrived in this school in the middle of its term. It couldn't be helped. My father's life had suddenly taken a sharp U-turn. He had resigned from his job and decided to change tracks in his career. Our family had to pack up and leave our hometown. It was awful saying goodbye to all my old friends, especially Anu. And now our lives were turned upside down and each one of us was trying to cope¹ with the changed circumstances as best as we could. But there was nothing to be done, except wait and hope that this cloud too would have its silver lining.

My second day in the new school was marked with excitement. Trials were taking place for the inter-school athletics meet. The school teams were to be chosen and finalized. Every house had its favourite for each event. Packets of glucose for last-minute energy boosts had been kept ready for those who were participating.

I sat near the track, shaking my legs to keep off² the mid-January chill. And also, I guess, the nervousness. I had come from Calcutta with its warmer climate and was unprepared for the sting³ of Delhi's chilly winter mornings. I wore a red T-shirt and white shorts; red because I was put into the Red House. But my housemates pretty much ignored me. Not that they were being unfriendly on purpose; just that it was a busy day—a day to back the favourite, not some unknown. I also cursed myself for being stupid enough to volunteer to run the 800-metres race. Deepti told me that I had an impossibly tough race ahead.

'Suvira Mathur of Blue House has never been beaten in this event, not even at the inter-school events. In fact,' she assured me, 'Suvira holds the Delhi inter-school record for 800 metres!'

¹cope: deal effectively with something difficult ²keep off: to avoid ³sting: a sharp tingling pain or sensation

I eyed the said Ms Mathur. She had long, muscular legs and a true runner's easy stride⁴. She had a friendly face, which flashed smiles to everyone dressed in a blue T-shirt. But when she moved, she was like well-oiled machinery. I tried to shake off my feeling of certain disaster. I had to make a decent go⁵ of this. Now that I'd put myself into this, I may as well give it my best shot. I had won the 800 metres a couple of times in Calcutta. What was the guarantee that Suvira was better and faster than me? Who knows, I could well turn out to be the new heroine of the show. 'Queen of the fast track' or something grand like that!



With such wonderful, fanciful thoughts warming the cockles of my heart⁶, I too got up to test my old, slightly battered⁷ spikes⁸ on the new, unfamiliar track. No one cheered me on as I warmed up, doing springs⁹ and stretches¹⁰ to force the winter chill out from my bones and muscles. Only the power of positive thinking and I were out there, hand in hand. I stopped to catch my breath and watch the 110-metres hurdles and the high jump poles. I, somehow, had never been able to conquer these two events. But today, I promised myself, I would fly.

And then the 800-metres race was announced. We drew lots for our lanes and I got lane three. I had picked the lane right next to Suvira, who was running in lane four! Not a very auspicious¹¹ start. A slight tremble shook my dwindling¹² confidence. I admit that, for a fleeting moment, I actually considered feigning¹³ a faint right there and then. But I couldn't let myself down that badly, could I? No, I may be a lot of things, but I'm not chicken¹⁴. 'Come on, come on,' I coaxed¹⁵ my cold limbs as I did another round of quick springs. I had so much to prove and so much to achieve.

Why was the narrator hopeful of winning the race?
How do we know that the narrator did not like being in the lane beside Suvira?

You see, not only was I new to the school, but also my family and I had come away from Calcutta in what I viewed as unfortunate circumstances. Suddenly our comfortable lifestyle had vanished. I knew my parents were putting a lot of financial pressure on themselves by admitting me into this good but expensive school. I had to live up to their expectations now. And mine as well.

⁴**stride**: walk (long, decisive steps) ⁵**make a decent go**: be successful in (something) ⁶**warming the cockles of my heart**: giving one a comforting feeling of contentment ⁷**battered**: damaged by age and repeated use ⁸**spikes**: a pair of running shoes with metal points set into the sole ⁹**springs**: an exercise in which you move or jump suddenly or rapidly upwards or forwards ¹⁰**stretches**: an exercise where you straighten or extend a part of your body to its full length ¹¹**auspicious**: favourable ¹²**dwindling**: diminishing gradually in size, amount or strength ¹³**feigning**: pretending ¹⁴**chicken**: (here) cowardly ¹⁵**coaxed**: persuaded (someone) gradually or gently to do something

I would compete wearing my old, battered spikes, since I couldn't afford a new pair. I would wear my old spikes. And I would win. Dear God, I had to win.

'On your marks,' the starter's arm went up. The whole school ground went deathly quiet.

I crouched¹⁶ down behind the starting line. I tried not to look over to my right, but my eye caught the dark arm that had tensed, ready for action.

'Get set ...' I looked up then, every sense mentally circling lane three and fixing on the finish line. I was going to get there first. Ahead of everyone else. Everyone, including Suvira Mathur. My right leg was extended way back, my shoulders poised forward, the tips of my fingers resting on the red track, ready for take-off.

'Go!' the starter's gun went off and I was out of my blocks almost immediately, racing away. There was no one on my left and, more importantly, there was no one on my right! I was ahead and sprinting away. The roar of the crowd was deafening. I was thinking of nothing now. Flying. Free. Released. Then my ears began to register a throbbing sound. I frowned slightly as the single voice of the crowd's chant¹⁷ became clear.

'Su-vira! Su-Vira! Su-VIRA! SU-VIRA!' There wasn't a single voice chanting my name. They didn't even know my name, or who I was. Not even those in my own House. To me it seemed as if the whole school, the whole of Delhi, the whole of India, the whole world was chanting that one name. The chant was rising to a crescendo¹⁸. And I knew why. I could hear the drumbeat of her feet as they pounded down lane four in hot pursuit.

I knew she was closing in on me. I knew that I had got away too early at the start. I hadn't paced myself correctly. We were approaching the 400-metre mark.

The crowd went crazy as Suvira closed the gap between us. We were running shoulder to shoulder and each was eyeing the other to see who made the first move.

'Slow down! Slow down!' I told myself. I started slowing down, very imperceptibly¹⁹. It's an old trick in racing. You cut back on pace and your opponent too takes the pressure off herself.

She did. It worked. A bit. But with a wildly enthusiastic crowd egging her on and just 300 metres to go, she began pulling away. She was in front now and I had lost the lead that I had maintained for the first half.

I hung on though, hanging on to her tail like a worrying dog. I'd just lay back a bit, catch my breath, refuel myself and give it my best shot.

My gaze travelled down her legs as they pumped their way towards the finish line. I think it was then that I saw her shoes. Brand-new ones. With glistening²⁰, sharp spikes that sprang forward, bit

What does the narrator mean by the phrase *the crowd went crazy*?

What tactic did the narrator adopt?



¹⁶**crouched**: adopted a position where the knees are bent and the upper body is brought forward and down ¹⁷**chant**: a repeated rhythmic phrase, typically one shouted or sung in unison by a crowd ¹⁸**crescendo**: a gradual increase in loudness ¹⁹**imperceptibly**: so subtly as not to be perceived ²⁰**glistening**: shining with a sparkling light

into the track and then sprang forward again like a wild, untameable²¹ animal. I tried not to think about those spikes. I concentrated instead on my own. Mine were old and blunted through use. But they had experience. And yes, my old spikes were used to winning. Surely my good old spikes had some hunger left in them yet.

I was close now, just 20–30 metres to go. My old, blue spikes had put me on the victory stand often enough. I would take them there this time. Past those flashy new spikes. Past the home favourite. I surged²² forward. Suvira's head swivelled²³ sideways to check how close I was. Seeing me close in, she stepped on the accelerator²⁴. But I was going full-steam ahead too.

'Su-vira! Su-vira! Su-VIRA! SU-VIRA!' The whole universe reverberated²⁵ with the name of my worthy opponent. We ran together now. Step for step, stride for stride. The old favourite with new shoes, the newcomer with old ones.

The tape was within arm's reach now. I charged towards it. She charged towards it. I could feel my lungs bursting with the effort. I could hear her gasping too. Hear her through the roaring pain of effort in my ears. I ducked my head and breasted the tape. She ducked her head and breasted the tape. I crossed the finish line. She crossed the finish line.

The crowd went wild. Cheering and chanting. Still chanting Suvira's name. But in between the chanting, there were voices that asked, 'Hey, who is that?', 'What's that new girl's name?'



And then, we were standing there. Together. On the top step of the victory stand, where both of us were used to standing alone. She turned to me and smiled. A friendly, open smile, as though she was genuinely happy.

'Well done!' she said.

'Well run,' I said.

Then we joined hands and raised them to acknowledge the cheering of our school. My school.

Paro Anand (b.1957) has written several books for children, including plays, short stories and novels. Some of her well-known works are *Elephants Don't Diet*, *Pets Please* and *Born to Lead*. She is also a performance storyteller and has performed her stories in India and also in the UK, France and Switzerland.

²¹**untameable:** not capable of being controlled ²²**surged:** moved suddenly and powerfully forward ²³**swivelled:** turned around a point or axis or on a swivel ²⁴**accelerator:** a device, typically a foot pedal, which controls the speed of a vehicle's engine ²⁵**reverberated:** (of a loud noise) be repeated several times as an echo

MAKING CONNECTIONS

Quick answers

- The plot is the sequence of events that make up a story. Complete the following sentences with close reference to the plot of 'Suvira'.
 - The narrator cursed herself for _____
 - The narrator knew that, by putting her in this school, her parents _____
 - The narrator compared Suvira to _____
 - When the narrator drew the lane next to Suvira, she briefly considered _____
 - When the crowd's chant of 'Su-vira' rose to a crescendo, the narrator realized _____
- This story is told in first person. This means that the narrator is a character in the story. The narrator of the story is:
 - Suvira.
 - a student who has changed schools mid-term.
 - a student from the Blue House.

Reference to context

- And now our lives were turned upside down and each one of us was trying to cope with the changed circumstances as best as we could.*
 - What did the narrator mean by the phrase 'turned upside down'?
 - Why had such a situation arisen?
 - What were the problems faced by the narrator due to her changed circumstances?
- I tried to shake off my feeling of certain disaster.*
 - What does the expression 'shake off' mean?
 - What 'disaster' was the narrator referring to?
 - How did the narrator try to 'shake off' the feeling?
- The old favourite with new shoes, the newcomer with old ones.*
 - When did this thought strike the narrator?
 - To what did the narrator compare her opponent's shoes?
 - What was striking about the opponent's shoes?



Read, reflect and write

6. ... *this cloud too would have its silver lining.*
What was the 'cloud' that the narrator was referring to and what was she hoping for?
7. In your opinion, did Suvira's new shoes play any role in the outcome of the race?
8. Do you think both the winners were happy with the outcome? What makes you think so?
9. According to you, was it right of the crowd to support only Suvira? Give a reason for your answer.
10. Winning and losing are two sides of the same coin. Explain how playing a game is more important than winning or losing.
11. **Extended writing:** Describe how the narrator is able to win the acceptance of her schoolmates.

Integrate

12. To migrate is to move to a new area or country. Reasons that cause people to migrate to a particular area are called *pull factors*. Reasons that cause people to migrate away from an area are called *push factors*. Think about the village, town or city that you live in. Do you think you will ever migrate from the locality? Why or why not? Draw up a chart depicting pull and push factors.



Sports quiz

1. You just read a story in which a girl sprinted down a track in her old spiked shoes and went on to win the race. Given below is a table of sports, mentioning where each is played and the equipment used. Complete the following table.

Sports	Equipment	Places
cricket		
	club	golf course
	shuttlecock, racket	
roller skating		
	gloves	ring
tennis		





Future perfect

Read these sentences.

- My father's life *had* suddenly *taken* a sharp U-turn.
- You cut back on pace and your opponent too *takes* the pressure off herself.
- I *would take* them there this time.

Tenses are the forms that a verb takes to show the time of action.



In the above sentences, the form of the verb *take* changes to show the tense.

1. Complete the following table using the positive, negative and/or interrogative forms of verbs, in keeping with the tenses mentioned.

Tenses and Time	Positive	Negative	Interrogative
Simple present	Suvira runs every day.	Suvira does not run every day.	Does Suvira run every day?
Present continuous		The students are not cheering for Suvira.	
Present perfect	Suvira has won the race.		Has Suvira won the race?
Present perfect continuous		Some students have not been preparing for the Sports Day.	
Simple past			Did she join the new school yesterday?
Past continuous	The girls were waiting for the race to start.		
Past perfect	She took part in the race after she had joined the school.		Did she take part in the race after she had joined the school?
Past perfect continuous		She had not been hoping to win the race.	

Tenses and Time	Positive	Negative	Interrogative
Future (simple)	She will take the trophy home.	She won't take the trophy home.	
Future continuous	At 10 a.m. tomorrow, Suvira will be practising for the next event.		

Read this sentence.

► By the time I join the school, the session *will have started*.

The sentence given above is in *future perfect*.

- The *future perfect* is used to show that one action will happen before another action in the future.

Example: By the time we reach, they *will have finished* eating dinner.

- *Future perfect* can also show that something will happen before a specific time in the future.

Example: By this time next week, I *will have completed* this project.

The form of the future perfect tense is: will have + past participle

2. Fill in the blanks by using the future perfect form of the verbs given in brackets.

- By the end of June, he _____ (finish) twelve books.
- The tourists _____ (return) to their country by the end of the week.
- By the time we get to the station, the train _____ (arrive) at the platform.
- By the time she comes here, I _____ (leave).
- When the athletic meet ends, we _____ (run) six relays.
- The artist _____ (paint) the mural before the exhibition opens.
- The children _____ not _____ (reach) home by the time their parents return from work.
- _____ the farmers _____ (sow) the seeds by the time winter comes?

3. Use the verbs given below to frame sentences in future perfect. One has been done for you.

- | | | | |
|-------------|----------|-----------|---------|
| a. learn | b. paint | c. travel | d. play |
| e. complete | f. cook | g. climb | h. go |

- a. learn: **You will have learnt all the verb tenses by the end of the year.**

DICTIONARY

Popular sayings

Read this sentence.

- But there was nothing to be done, except hang in there and hope that *this cloud too would have its silver lining*.

This phrase comes from the proverb 'Every cloud has a silver lining.' It means that every bad situation has a hopeful aspect to it.

Popular phrases, proverbs and idioms are often used in literature to add colour to writing and make it more interesting. You must have noticed that the story you have just read uses several popular sayings.

1. Choose the correct option from the ones in brackets to complete the popular sayings. Find out their meanings from the dictionary and write them in your notebooks.

- a sight for _____ (sore/blind) eyes
- a _____ (penny/coin) for your thoughts
- curiosity killed the _____ (cat/dog)
- (borrowing/stealing) _____ one's thunder
- turning a blind eye _____ (on/to)
- beating _____ (about/around/above) the bush

2. A list of some popular sayings is given below. Can you match them with their meanings?

Popular Sayings	Meanings
a. back a favourite	put in one's best effort
b. give it one's best shot	move at the same speed as another
c. warm the cockles of one's heart	follow someone close behind
d. run shoulder to shoulder	approaching very near
e. hang on to the tail	support a competitor who is likely to win
f. within arm's reach	move as fast as possible
g. full-steam ahead	provide a lot of happiness
h. closing in	very close

WRITE WELL

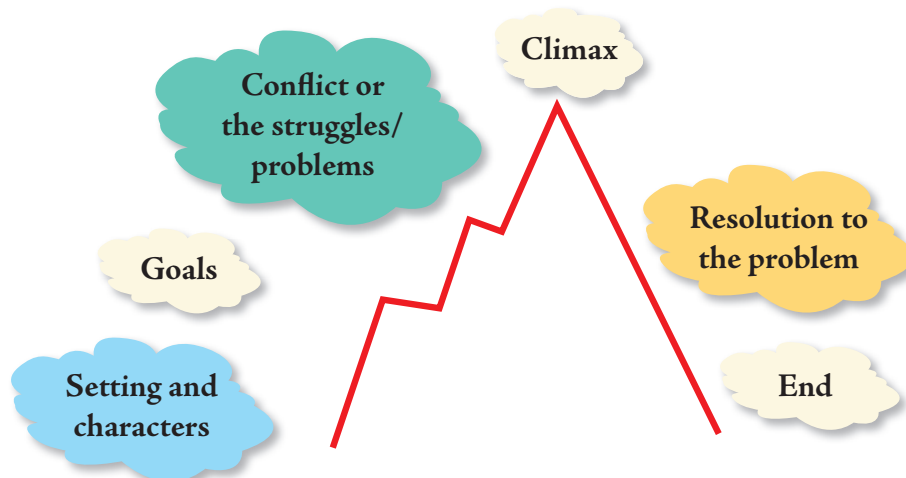
Writing a story

1. Using the story prompt and the picture given below, develop and write a story.

It was only after the loud whistle, when the train lurched forward and began its long journey, did I realize just how difficult goodbyes are ...



Use a story mountain to help plot your story.



LISTEN AND SPEAK WELL



1. Listen carefully to the audio that your teacher will play for you. Discuss the questions given below with your partner and answer them based on your understanding of the story.

- Give an example of how courageous the narrator was.
- What kind of reputation did the narrator have?
- Why did the narrator's 'heart burst with pride'?
- How did the narrator's mother and father react when he told them about his exploits?
- Tick (✓) the correct answer.

i. What is the meaning of the phrase 'heart burst with pride'?

- felt proud of having suffered a heart attack
- felt so proud that his heart started to pain
- felt tremendously proud

ii. Why do you think the narrator considers walking away from the bully's challenge 'a courageous act'?

- The bully would have beaten him up if he had stayed.
- It is hard to withstand pressure and do the right thing.
- He was scared of getting arrested on accepting the challenge.

2. Recollect the words that are associated with challenge in the story. Using these words, talk about a challenge that you had to face. Recall your feelings when you were challenged to do something.



You can use these words: *concentration, opposition, courageous, bold, head held high*

Palm Tree

ICSE

Trees grow towards the sky,
they spread their branches
and yet they are rooted in
one place.

Let us read a poem where
the poet imagines that a
tree wishes for something
more.



The palm tree stands
On one leg, sees
Past other trees
Into the sky.
He wants to pierce
The clouds so grey
And soar away:
But can he fly?

At length his wish
He starts to spread
Around his head
In big round fronds¹:
He thinks they're wings,
To let him roam
Away from home,
Breaking all bonds.

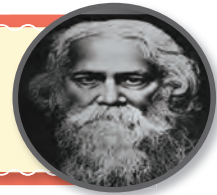
The livelong day
The branches quiver²,
Sigh and shiver—
He thinks he flies,
In his own mind
Skirting the stars,
Racing afar
Across the skies.

¹fronds: the long leaves of some trees such as ferns and palms; ²quiver: to shake strongly



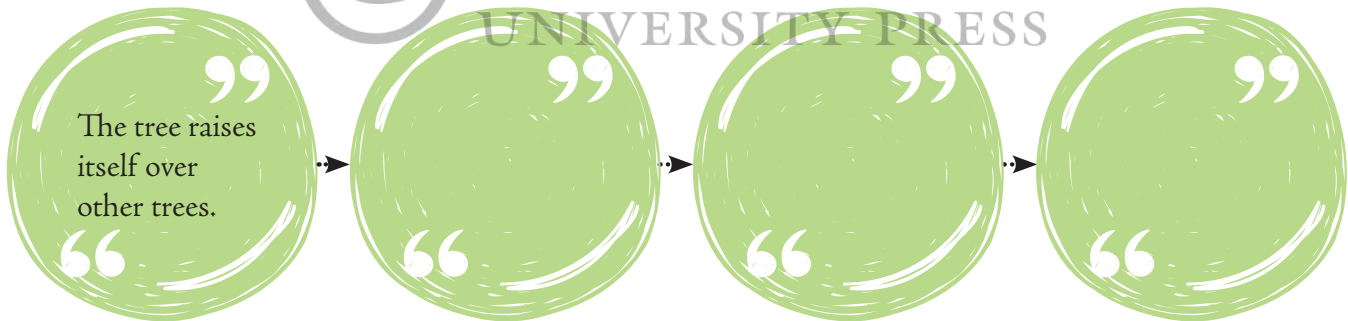
But when the wind
 Is still at last
 And the leaves hushed,
 Back homeward then
 He turns his thoughts,
 And mother Earth
 That gave him birth
 He loves again.

Rabindranath Tagore (1861–1941), revered as Gurudev, was born in Kolkata, India. He started writing poetry from early childhood. Tagore was not only a writer, but also a philosopher, musician, painter and educationist. He founded the Visva-Bharati University at Shantiniketan in West Bengal. In 1913, Tagore was awarded the Nobel Prize for Literature.



MAKING CONNECTIONS

1. The poem vividly describes the movement of a tree in the wind. Complete this sequence chart to trace the movement.



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

a. *The palm tree stands
 On one leg, sees
 Past other trees
 Into the sky.*

- i. These lines tell us that the tree is
- as tall as other trees in the area.
 - taller than other trees.
 - growing on top of a hill with other trees.

- ii. What does 'one leg' signify? What is the poetic device used here?
- iii. What is the action that the poet imagines the tree doing?
- b. *At length his wish*
He starts to spread
Around his head
In big round fronds:
 - i. What, according to the poet, does the tree 'wish'?
 - ii. In the poet's imagination, what does the tree think about its fronds?
 - iii. What does the poet compare the palm tree to? How apt or suitable is this comparison?
- c. *But when the wind*
Is still at last
And the leaves hushed.
Back homeward then
He turns his thoughts
 - i. Where do the thoughts of the tree turn?
 - ii. What does the poet mean by 'when the wind/Is still'?
 - iii. Where was the mind of the tree before this?

- 3. What is the poem about? In two or three lines, summarize the subject of the poem.
- 4. What is the mood or atmosphere of the poem? Does it sound happy, sad, defiant, thoughtful, triumphant or unemotional?
- 5. Does the poet offer us a message through this poem? If so, what is it?

APPRECIATION

Rhyme scheme

Read these lines.

- *He thinks they're wings*
To let him roam
Away from home,
Breaking all bonds.

In the above lines, *roam* and *home* are the end words in each line and they are rhyming words.

The pattern of sequence in which the lines rhyme in a poem is known as the **rhyme scheme**.

The rhyme scheme of a poem is determined by the sound of the end word in each line. The first sound is represented as the letter 'a', the second as 'b' and so on.

Example:

Where the acorn tumbles down, (a)
Where the ash tree sheds its berry, (b)
With your fur so soft and brown, (a)
With your eye so round and merry, (b)
Scarcely moving the long grass, (c)
Fieldmouse, I can see you pass. (c)

(From 'The Fieldmouse' by Cecil Frances Alexander)

The rhyme scheme of the stanza given above is *ababcc*.

Note that all poems do not have a rhyme scheme. Poems that have a rhythm but no rhyming pattern are said to be in *blank verse*.

1. Read the stanzas given below. Mark the rhyming words and identify the rhyme scheme.

a. What is this life so full of care
We have no time to stand and stare?
No time to stand beneath the boughs
And stare as long as sheep or cows
No time to see, when woods we pass
Where squirrels hide their nuts in grass

(From 'Leisure' by W.H. Davies)

b. I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze

(From 'The Daffodils' by William Wordsworth)



2. A limerick is a humorous, five-line poem. Read the limerick given below and mark the rhyme scheme. Then, in groups of four or five, compose a limerick of your own with the same rhyme scheme.

There was an Old Man in a tree,
Who was horribly bored by a bee.
When they said, 'Does it buzz?'
He replied, 'Yes, it does!
It's a regular brute of a bee!

(A limerick by Edward Lear)

4




Uncle Podger Leaves for Work

Have you ever been late for anything? Make a list of excuses that you would give if you missed something or arrived late for an event.



I was not well, so I could not attend the class.

We all get delayed for various reasons. Sometimes, the reasons are valid and sometimes we are at fault for causing the delay. In this story, which is an extract from *Three Men on the Bummel*, we witness a morning in the life of Uncle Podger, who invariably gets delayed every day and blames everyone but himself for missing the train.

 From my Uncle Podger's house to the railway station was an eight minutes' walk. What my uncle always said was: 'Allow yourself a quarter of an hour and take it easily.'

What he always did was to start five minutes before the time and run. I do not know why, but this was the custom of the suburb¹. Many stout city gentlemen lived at Ealing² in those days—I believe some live there still—and caught early trains to town. They all started late; they all carried a black bag and a newspaper in one hand and an umbrella in the other; and for the last quarter of a mile to the station, wet or fine, they all ran.

Folks with nothing else to do would gather on the common³ of a fine morning to watch them pass, and cheer the most deserving. It was not a showy spectacle⁴. They did not run well, they did not even run fast; but they were earnest⁵, and they did their best. The exhibition appealed less to one's sense of art than to one's natural admiration for conscientious⁶ effort.

It was not that my uncle did not rise early enough; it was that troubles came to him at the last moment. The first thing he would do after breakfast would be to lose his newspaper. We always knew when Uncle Podger had lost anything, by the expression of astonished indignation⁷ with

¹suburb: an area outside a city where people live ²Ealing: a major suburban district of west London, England ³common: a piece of open land in a town or village for public use ⁴spectacle: a visually striking performance or display ⁵earnest: showing deep sincerity ⁶conscientious: wishing to do one's work or duty well and thoroughly ⁷indignation: anger about an unfair situation

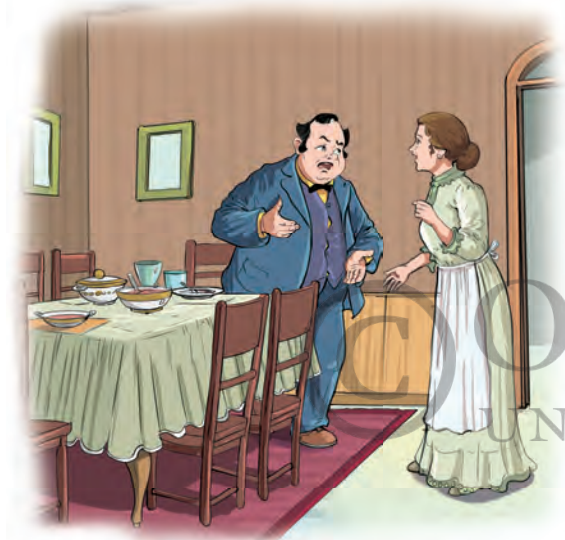
which, on such occasions, he would regard the world in general. It never occurred to my Uncle Podger to say to himself: 'I am a careless man. I lose everything: I never know where I have put anything. I am quite incapable of finding it again for myself. In this respect, I must be a perfect nuisance to everybody about me. I must set to work and change myself.'

On the contrary, by some peculiar course of reasoning, he had convinced himself that whenever he lost a thing, it was everybody else's fault in the house but his own.

'I had it in my hand here not a minute ago!' he would exclaim.

From his tone, you would have thought he was living surrounded by conjurers⁸, who spirited away⁹ things from him merely to irritate him.

'Could you have left it in the garden?' my aunt would suggest.



'What should I want to leave it in the garden

for? I don't want a paper in the garden; I want the paper in the train with me.'

Here somebody would explain, 'What's this?' and hand him a paper from somewhere neatly folded. 'I do wish people would leave my things alone,' he would growl, snatching at it savagely¹⁰. He would open his bag to put it in, and then glancing at it, he would pause, speechless with a sense of injury.

'What's the matter?' my aunt would ask.

'The day before yesterday's!' he would answer, too hurt even to shout, throwing the paper down upon the table.

If only sometimes it had been yesterday's, it would have been a change. But it was always the day before yesterday's.

We would find it for him eventually; as often as not, he was sitting on it. And then he would smile, not genially¹¹, but with the weariness that comes to a man who feels that fate has cast his lot¹² among a band of hopeless fools. 'All the time, right in front of your noses ...!' He would not finish the sentence; he prided himself on his self-control.

This settled, he would start for the hall, where it was the custom of my Aunt Maria to have the children gathered, ready to say good-bye to him. One of them, of course, was sure to be missing. The moment this was noticed, all the other six, without an instant's hesitation, would scatter with a whoop¹³ to find it.

Why did Uncle Podger think he was surrounded by conjurers?



Why did Aunt Maria gather all the children in the hall?



⁸conjurers: people who make something appear or disappear unexpectedly or from/to nowhere ⁹spirited away: to take away rapidly and secretly, seemingly by magic ¹⁰savagely: violently, in an uncontrolled manner ¹¹genially: in a friendly or cheerful manner ¹²cast his lot: forced to share in the activities or fortunes of someone else ¹³whoop: a loud cry of joy or excitement

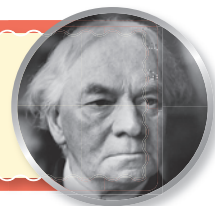
Immediately after they were gone, it would turn up by itself from somewhere quite near, always with the most reasonable explanation for its absence. Thus, five minutes at least would pass in everybody looking for everybody else, which was enough time to allow my uncle to find his umbrella and lose his hat.

Then, at last, as the group reassembled in the hall, the drawing-room clock would commence¹⁴ to strike nine. It possessed a cold, penetrating¹⁵ chime¹⁶ that always had the effect of confusing my uncle. In his excitement, he would kiss some of the children twice over, pass by others, forget whom he had kissed and whom he hadn't and have to begin all over again. He used to say he believed they mixed themselves up on purpose.



If things were going too smoothly, the eldest boy would come out with a tale about all the clocks in the house being five minutes slow. This would send my uncle rushing impetuously¹⁷ down to the gate, where he would recollect that he had with him neither his bag nor his umbrella. All the children would charge after him, two of them struggling for the umbrella, the others surging round the bag. And when they returned, we would discover on the hall table the most important thing that he had forgotten and wondered what he would say when he came home.

Jerome K. Jerome (1859–1927) was an English author, best known for his humorous book *Three Men in a Boat (To Say Nothing of the Dog)*. The book became an instant hit and has remained in print since. He wrote several other novels, plays and essays after this, but none of these proved to be as popular as the first work. *Three Men on the Bummel* was a sequel to *Three Men on a Boat*.



¹⁴**commence:** begin ¹⁵**penetrating:** (of sound) clearly heard through or above other sounds ¹⁶**chime:** (of a bell or clock) melodious ringing sounds, typically to indicate time ¹⁷**impetuously:** acting quickly, without thinking carefully about the results

MAKING CONNECTIONS

Quick answers

1. Answer the following questions in not more than one sentence.
 - a. What was the distance between Uncle Podger's house and the station?
 - b. According to the narrator, what three things did all the men carry to the station?
 - c. How did people know that Uncle Podger had lost something?
 - d. What did Uncle Podger lose most often?
 - e. Where would this item mostly be found?

Reference to context

2. *It was not a showy spectacle.*
 - a. What spectacle was the narrator referring to?
 - b. Who were the spectators of this show?
 - c. How well did the participants perform?
3. *One of them, of course, was sure to be missing.*
 - a. Who is meant by 'them' here?
 - b. Where were they assembled and why?
 - c. What happened upon the discovery that 'one of them' was missing?
4. *This would send my uncle rushing impetuously down to the gate, where he would recollect that he had with him neither his bag nor his umbrella.*
 - a. What sent the uncle 'rushing'?
 - b. What happened to the bag and the umbrella?
 - c. What was the consequence of all this rush?



Read, reflect and write

5. Why do you think that all the gentlemen from Ealing are late for the train every day?
6. Describe Uncle Podger's attitude towards his family members.
7. Do you think it was right for Uncle Podger to blame others for him not finding his paper? What do you do when you misplace things?
8. How do you organize yourself before going to school? Is your day similar to Uncle Podger's?
9. **Extended writing:** Describe Uncle Podger's morning before he caught the train to work.

Integrate



10. The word *punctuality* comes from Latin *punctum*, meaning 'a point'. How punctual are you? How wisely do you use your time? Create a pie chart or a bar graph representing how you use the 24 hours of each day. Compare your chart with others in the class. Take an average of the time spent for each activity.

WORD WALL



Synonyms and antonyms

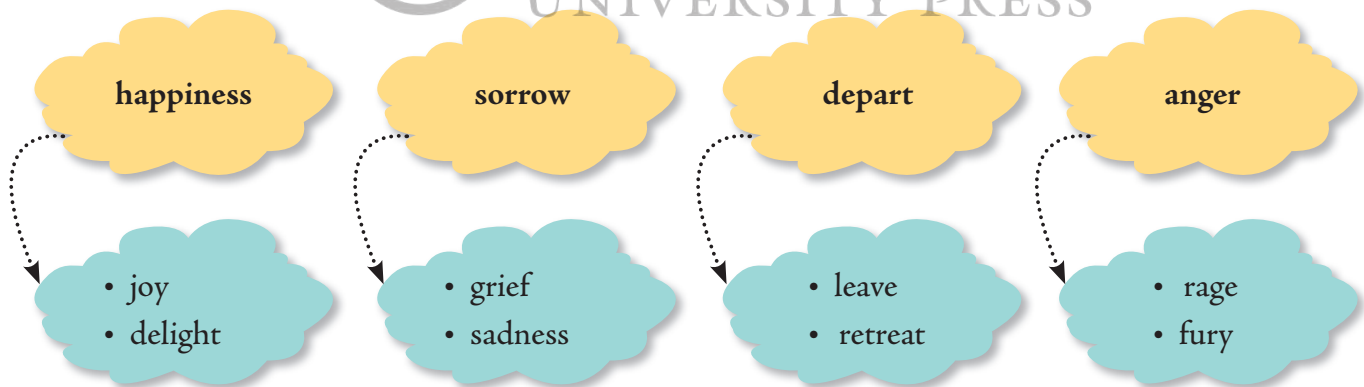
Read these sentences.

- Then, as the group reassembled in the hall, the clock would *commence* to strike nine.
- In his excitement, he would kiss some of the children twice over, pass by others, forget whom he had kissed and whom he hadn't and have to *begin* all over again.

In the above sentences, the words *commence* and *begin* have the same meaning—they are synonyms.

Words that express the same meaning are referred to as **synonyms** of each other.

Let us read some more examples.



Now read these sentences.

- This would send my uncle rushing impetuously down to the gate, where he would *recollect* that he had with him neither his bag nor his umbrella.
- And when they returned, we would discover on the hall table the most important thing of all that he had *forgotten*.

In the above sentences, the words *recollect* and *forgotten* have opposite meanings.

Words that express opposite meanings are said to be the **antonyms** of each other.

Let us read some more examples.



1. Give a synonym and an antonym for each of the following words from the text. You may use a thesaurus.

- | | | | |
|----------|-------------|-------------|--------------|
| a. allow | b. careless | c. scatter | d. recollect |
| e. lose | f. shout | g. previous | h. important |

2. Fill in the blanks with the most suitable synonym or antonym of the word given in brackets. You may use a thesaurus.

- It is so _____ here that I can hear you breathe. (loud)
- The athlete was _____ when he lost the race. (upset)
- Ananya was _____ that she would pass the exam. (pessimistic)
- A _____ tree cannot make a forest. (lone).
- _____ is hard before it is easy. (nothing)

A *thesaurus* is a reference book that lists words grouped together according to similarity of meaning (containing synonyms and sometimes antonyms), in contrast to a dictionary, which provides definitions for words and generally lists them in alphabetical order.

GRAMMAR TIME

Subject–Verb agreement

Read these sentences.

- **Uncle Podger** *is* always late for his train. ► **The children** *like* to help him.

In the above sentences, the words in bold are subjects and the ones in italics are verbs.

In a sentence, the verb must agree in number (singular or plural) with its subject.

Here are some more rules for the subject–verb agreement:

- Some nouns have a plural form (such as *news*, *athletics* and *politics*) but take a singular verb.

Example: **Athletics** *is* a track-and-field sport.

- When two subjects joined together express one idea, the verb is singular.

Example: **Rice and curry** *is* my favourite food.

3. When two singular subjects joined by *and* refer to the same person or thing, the verb is singular.

Example: **My friend and mentor** *is* not present at the conference. (NOTE: **My friend and my mentor** *are* not present at the conference.)

4. *Each, everyone, either, neither* must be followed by a singular verb.

Example: **Everyone** *is* writing with a pencil.

Neither of them *is* slow.

5. If a noun is preceded by *each and every*, the verb is singular.

Example: **Each and every** member *was* present for the meeting.

6. When two subjects are joined by *as well as* or *with*, the verb agrees with the first subject in number and person.

Example: **Feroza as well as the others** *is* at fault.

The aeroplane with its crew *was* safe.

7. When two subjects are joined by *or, either ... or, neither ... nor*, the verb agrees with the second subject in number and person.

Example: Neither he nor his friends *were* there.

1. In the following sentences, provide a verb in agreement with its subject.

a. Time and tide _____ for none.

b. No one _____ absent yesterday.

c. The bag, with all its contents, _____ been found.

d. Neither the President nor the ministers _____ there.

e. The famous writer and director _____ arrived.

f. The principal and her colleagues _____ appreciated for their efficiency.

g. Gold and silver _____ valuable metals.

h. Science _____ taught in every school in the country.

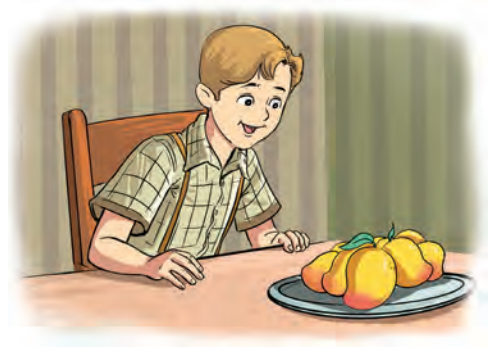
i. The new pair of scissors _____ in the cupboard.

2. Read the following sentences. Put a tick (✓) against the correct sentences. If a verb does not agree with its subject, provide the correct form of the verb.

a. Most of the milk have gone bad.

b. The quality of the chocolates are poor.

- c. The mangoes are delicious.
- d. Three packets of milk are still there in the refrigerator.
- e. The news is correct. The team has won the hockey match.
- f. Everyone was given a souvenir from the camping trip.
- g. Oil and water does not mix together.
- h. The black and white shirt is new.



SPELLING

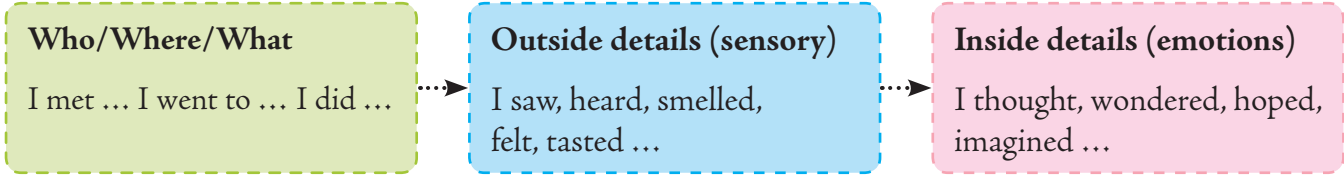
1. Choose the correct spelling from the brackets to fill in the blanks.

- a. The damage caused by the storm was _____ (unforeseen/unforseen/unfourseen).
- b. Varun won the annual award in the athletics _____ (catagory/category/category).
- c. He turned red with _____ (embarrassment/embarassment/embarrasment).
- d. The shopkeeper offered a _____ (garantee/guarantee/guarentee) that the repaired watch would work for a year.
- e. Neetu's family decided to have lunch at Vazir's, a famous local _____ (restraunt/resteraunt/restaurant).
- f. Faiz was on the horns of a _____ (dilemma/dialema/dillema). He could not decide which film to watch.
- g. The weather department predicted the _____ (occurence/ocurence/occurrence) of heavy rains in the south of the country.

WRITE WELL

Personal narrative

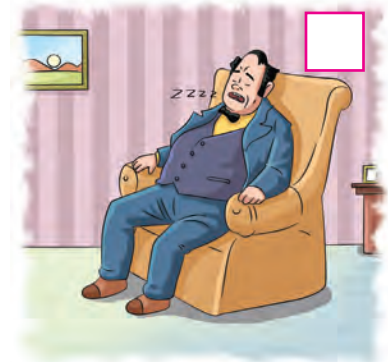
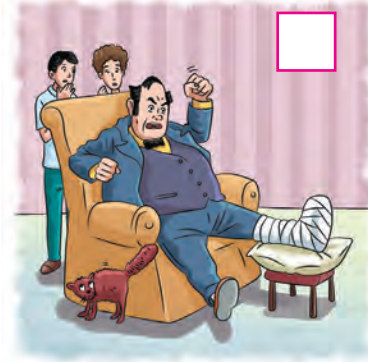
1. Write a personal narrative of a day in your life when you were late and the consequences that followed. You may organize the narrative as follows.



LISTEN AND SPEAK WELL



- Listen carefully to the audio that your teacher will play for you. It describes another incident from Uncle Podger's eventful life. Which of these images do not match the passage you heard?



- Make groups of four or five. On a sheet of paper, quickly sketch four–five pictures showing situations that are not going right. Exchange the sheet of paper with another group. Then, based on the pictures on the sheet you have received, write sentences illustrating the who-what-why-when-and-how of the situations. Take turns in reading these statements out in class. Given below is one example.

