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8

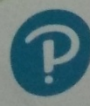
Coursebook

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 **Pearson**


ActiveApp

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The Boy With a Catapult

Let's meet the author

Bhisham Sahni (1915–2003) was a writer, playwright, and actor born in Rawalpindi, Pakistan, who migrated to India after the country gained independence in 1947. His first published novel *Jharokha* was partially autobiographical. His famous novel *Tamas* (Darkness)—a moving account of the Partition of India—was turned into a popular television series, which is still considered a masterpiece. Sahni was awarded the Padma Bhushan, India's third highest civilian award, for his contribution to literature in 1998. He also won the Sahitya Akademi Fellowship in 2002.

Before we begin

This story touches upon how human beings treat birds and animals.

Do you think a hunter can also become a protector? How would the thoughts and feelings of a hunter be different from those of the hunted?

THEME Animals and Plants

GENRE Prose-Fiction (Short Story)

Our class at school had an odd assortment of boys. But the oddest boy in the school was Bodh Raj. We were all afraid of him. If he pinched anyone's arm, the arm would swell up as if from snakebite. He was utterly callous. He would catch a wasp with his bare fingers, pull out its sting, tie a thread round it and fly it like a kite. He would pounce on a butterfly sitting on a flower and crush it between his fingers or else, stick a pin through it and pin it to his notebook.

It was said that if a scorpion stung Bodh Raj, the scorpion would fall dead. Bodh Raj's blood was believed to be so full of venom that even snakebite had no effect on him. He always had a catapult in his hand and was an excellent shot. His favourite targets were birds. He would stand under a tree, take aim and the next moment, bird cries would rend the air and the fluff of feathers would float down. Or else, he would climb up a tree, take away the eggs and destroy the nest.

He was vindictive and took pleasure in hurting others. All the boys were scared of him. Even his mother called him a rakshasa.

His pockets bulged with strange things—a live parrot, an assortment of eggs or a prickly hedgehog. If Bodh Raj quarrelled with anyone, he would charge at him head-on like a bull or viciously kick and bite him. After school, we would return home, but Bodh Raj would be off on his wanderings.

My father was given a promotion in his job and we moved into a large bungalow. It was an old-style bungalow on the outskirts of the city. It had brick floors, high walls, a slanting roof and a garden full of trees and shrubs. Though comfortable, it seemed rather empty and big, and being far from the city, my friends seldom came to visit me.



- assortment** mixed collection
- callous** insensitive
- venom** poison
- catapult** a device that is used to hurl stones or pebbles
- vindictive** with the desire to hurt
- viciously** violently; cruelly
- outskirts** regions on the boundary of a city, town, forest, etc.

The only exception was Bodh Raj. He found it a good hunting ground. The trees had many nests, monkeys roamed about and under the bushes lived a pair of mongooses. Behind the house, there was a big room where my mother stored our extra luggage. This room had become a haunt of pigeons. You could hear them cooing all day. Near the broken glass of the ventilator, there was a mynah's nest. The floor of the room was littered with feathers, bird droppings, broken eggs and bits of straw from nests.

My mother did not approve of my friendship with Bodh Raj, but she realised that I was lonely and needed company. One day, my mother said to me, "If your friend is so fond of destroying nests, tell him to clean our storeroom. The birds have made it very filthy."

I protested, "You said it's cruel to destroy nests."

"I didn't suggest he should kill the birds. He can remove the nests without harming them."

The next time Bodh Raj came, I took him to the godown. It was dark and smelly as though we had entered an animal's lair.

I confess I was somewhat worried. What if, true to form, Bodh Raj destroyed the nests, pulled out the birds' feathers and broke their eggs?

Bodh Raj had brought his catapult. He studied the position of the nests under the roof. Near the ventilator, was the mynah's nest. I could see bits of cotton wool and rag hanging out. Some pigeons strutted up and down a beam cooing to one another.

"The mynah's little ones are up there," said Bodh Raj, aiming with his catapult.

I noticed two tiny yellow beaks peeping out of the nest.

"Look!" Bodh Raj exclaimed, "This is a Ganga Mynah. It isn't usually found in these areas."

"Where are the parents?" I asked.

"Must have gone in search of food. They should be back soon."

Let's stop to think

Why did the narrator's new home appeal to Bodh Raj?

Why did the narrator's mother tolerate his friendship with Bodh Raj?

lair the place an animal goes to hide or to sleep
strutted walked in a proud manner



Chapter 1

Bodh Raj raised his catapult.

I wanted to stop him, but before I could open my mouth, there was a whizzing sound and then a loud clang as the pebble hit the iron-sheet on the roof. The tiny beaks vanished. The cooing and tittering ceased. It seemed as if all the birds had been frightened into silence.

Bodh Raj let fly another pebble. This time, it struck a beam. Bodh Raj was proud of his aim, but he had missed his target twice and was very angry with himself. When the chicks peeped over the rim of the nest, Bodh Raj had a third try. This time, the pebble hit the side of the nest, a few straws and bits of cotton wool fell—but the nest was not dislodged.

Bodh Raj lifted his catapult again. Suddenly, a large shadow flitted across the room, blocking the light from the ventilator. Startled, we looked up. Gazing down at us menacingly was a large kite with its wings outstretched.

The mynah chicks began fluttering their wings and shrieking loudly. What would the kite do?

The kite left the ventilator and perched on a rafter. It had folded back its wings. It shook its craggy neck, and peered to the right, and to the left.

The birds' frightened cries filled the air.

"The kite has been coming here every day," said Bodh Raj.

I realised why broken wings, straw and bits of bird flesh littered the floor. The kite must have ravaged the nest often.

Bodh Raj had not taken his eyes off the kite which was slowly moving towards the nest. The cries became shriller.

I was a bundle of nerves. Bodh Raj raised his catapult and aimed at the kite.

"Don't hit the kite. It will attack you," I shouted. But Bodh Raj paid no attention. The pebble missed the kite and hit the ceiling. The kite spread its wings wide and peered down.

"Let's get out of here," I said, frightened.

"The kite will eat up the little ones." This sounded rather strange coming from him.

dislodged removed or forced out from a position

menacingly in a threatening way

rafter beam that forms part of the framework of a roof



Bodh Raj aimed again. The kite left the rafter and spreading its wings, flew in a semicircle and alighted on a beam. The chicks continued to scream.

Bodh Raj handed me the catapult and some pebbles from his pocket.

"Aim at the kite. Go on hitting it. Don't let it sit down," he instructed. Then, he ran and pulled up a table standing against the wall to the middle of the room.

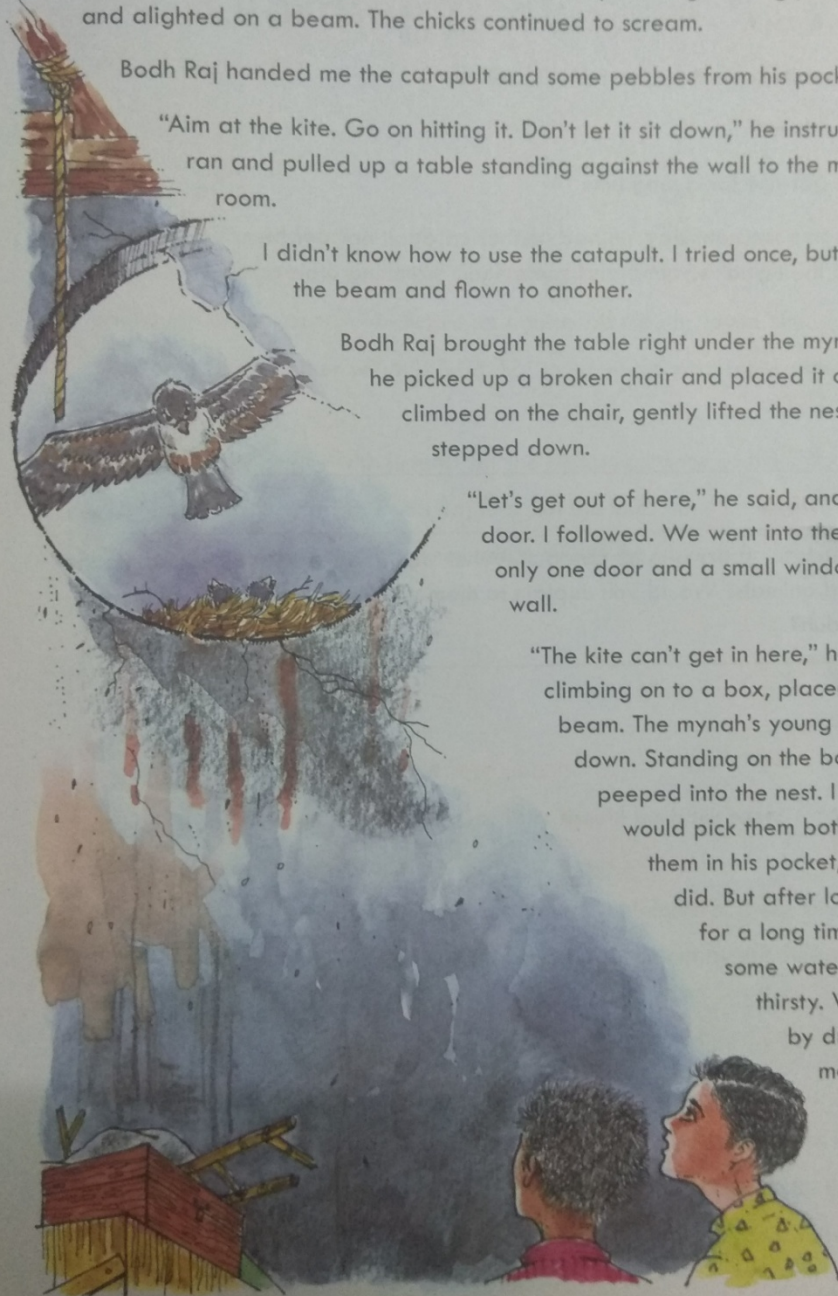
I didn't know how to use the catapult. I tried once, but the kite had left the beam and flown to another.

Bodh Raj brought the table right under the mynah's nest. Then, he picked up a broken chair and placed it on the table. He climbed on the chair, gently lifted the nest and slowly stepped down.

"Let's get out of here," he said, and ran towards the door. I followed. We went into the garage. It had only one door and a small window in the back wall.

"The kite can't get in here," he said, and climbing on to a box, placed the nest on a beam. The mynah's young had quietened down. Standing on the box, Bodh Raj peeped into the nest. I thought he would pick them both up and put them in his pocket, as he usually did. But after looking at them for a long time he said, "Bring some water, the chicks are thirsty. We'll put it, drop by drop, into their mouths."

I brought a glass of water. Both the chicks, beaks open,



Chapter 1

were panting. Bodh Raj fed them with drops of water. He told me not to touch them, nor did he touch them himself.

"How will their parents know they are here?" I asked.

"They will look for them."

We stayed in the garage for a long time.

When Bodh Raj came the next day, he had neither catapult nor pebbles. He carried a bag of seeds. We fed the mynah's young and spent hours watching their antics.



Emotional Compass

Bodh Raj killed birds for sport with his catapult. What would you do if you saw someone harming birds and animals? Would you explain to them why this is wrong or would you complain to an adult?

antics

playful behaviour





Learning Deck

I Recall

Are the following statements about the story you read true or false?

1. Although Bodh Raj was vindictive by nature, his mother loved him. T / F
2. The narrator's mother wanted Bodh Raj to clean the storeroom without harming the birds. T / F
3. Bodh Raj was angry with himself for the disappearance of the chicks. T / F
4. The narrator shouted at Bodh Raj to strike the kite. T / F
5. The narrator was worried the mynahs wouldn't be able to find their chicks in the garage. T / F

II Reason

Think about the story and answer these questions.

1. "Must have gone in search of food. They should be back soon."
 - a. Who says these words and to whom?
 - b. What aspect of the speaker's character is reflected in these lines?
 - c. Do you think the speaker knows a good deal about birds? Support your answer with examples from the story.
2. "Bring some water, the chicks are thirsty."
 - a. Who says these words and to whom?
 - b. Is the speaker really concerned about the chicks? Give reasons for your answer.
 - c. Was the speaker kind to the birds earlier? What brings about this change of heart?

III Read Deeper

Answer these questions based on your understanding of the story.

1. With reference to the title of the story, how does Bodh Raj use his catapult throughout the story? Why does he come without a catapult at the end?
2. If the kite had not come, how would the story have ended?
3. It is wrong to judge a person by their appearance or behaviour. Do you think this story proves or disproves this statement?



Word Chest

I Study

Nominalisation is the formation of nouns from adjectives and verbs. For example, "beautify" (verb) can be changed to "beauty" (noun).

1. Change these adjectives to nouns. You may use a dictionary.

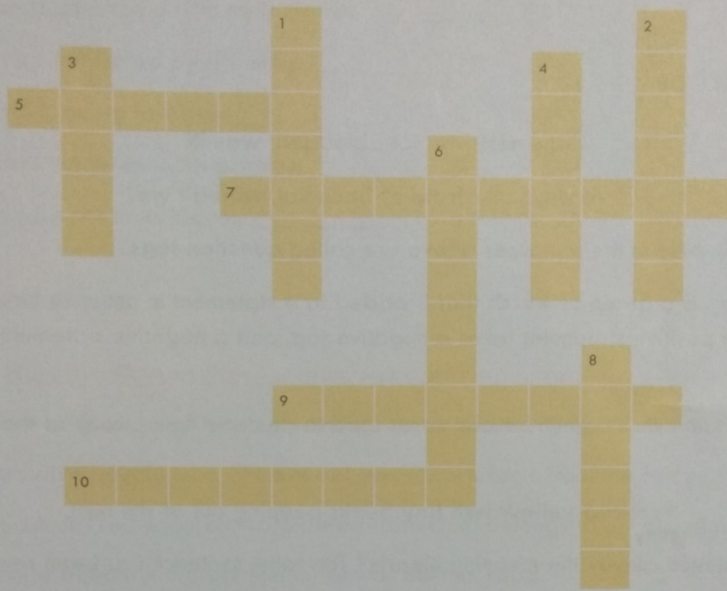
excellent	lonely	cruel	silent	frightened	clean
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2. Change these verbs to nouns.

believe	promote	approve	realise	remove	instruct
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II Play

Solve the crossword puzzle using the clues below. All the words are from the story.



DOWN

- 1. to admit to wrongdoing
- 2. to consent or to agree
- 3. place often visited
- 4. building for keeping vehicles in
- 6. to force/knock something out of position
- 8. to jump quickly; to catch

ACROSS

- 5. breathing with short, quick breaths
- 7. opening to let fresh air enter a room
- 9. house built on one level, without stairs
- 10. scattered in disorder





Navigating Grammar

I Anchor

The nest was not dislodged, **was it?**

We were all afraid of Bodh Raj, **weren't we?**

The phrases in blue in the sentences above are called **question tags**.

A question tag is a group of words that is added to a statement in order to turn it into a question. A positive statement takes a negative tag, and a negative statement takes a positive tag.

You already know that adjectives are words used to describe nouns. Look at the sentence below:

I noticed **yellow two tiny** beaks peeping out of the nest.

Does this sentence convey the meaning clearly? The same sentence has been rewritten below.

I noticed **two tiny yellow** beaks peeping out of the nest.

This sentence makes more sense because the adjectives have been rearranged.

When several adjectives are used together, they are placed in a particular sequence. The order of adjectives depends on their function. We generally do not use more than three adjectives in a sentence.

This table shows the order in which adjectives should be used in a sentence.

Quantity	Quality	Size	Age	Shape	Colour	Origin	Material	Purpose
one	bright	large	old	round	red	Roman	paper	baking
two	pretty	tiny	new	square	pink	Italian	metal	racing
three	ugly	thin	young	curved	black	German	stone	bath

II Land Ahoy!

Fill in the blanks with suitable question tags.

1. The puppies played with their mother, _____?
2. They are not bored by grammar, _____?
3. Sheetal is going to Agra, _____?
4. He does not listen to his parents, _____?
5. The dog is not in its kennel, _____?

III Sail Away

Rearrange the adjectives in these sentences in the proper order.

1. The few original last Victorian paintings can be found in the exhibition.
2. Myra's aunt bought rare Chinese old several artefacts from the fair.
3. The Kashmiri red square embroidered tablecloth belongs to my grandmother.
4. The huge beautiful marble memorial was built in 1808.
5. This silk green beautiful dress was gifted to me by my mother.



Listen Up!

Stories such as "The Boy With a Catapult" help us understand how we appear to animals, which is something we never think of.

In the story, the hunter became the protector. In groups of four discuss what made Bodh Raj save the young mynah chicks.



Chart It Out

A **newspaper report** informs readers about what is happening in their locality, their city, their country, or the world.

A newspaper report usually follows this format:

Headline: indicates what the report is about and is catchy

Byline: mentions the name of the reporter

Date: indicates the date on which the report was written

Body: consists of two or three paragraphs, and ends with a concluding statement

Write a newspaper report on how environmental changes are affecting the bird population of the Indian subcontinent.

All Hands on Deck

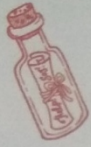
Bullying is a common problem that both children and adults face.

Form groups and make a presentation on bullying.

Your presentation should include information on:

- the different forms of bullying,
- how to help victims of bullying, and
- how to alter the behaviour of bullies.

You may use a multimedia slideshow, pictures, drawings, or videos for your presentation.



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PET WORLD

At Pet World, we help pet owners take care of their pets in the best possible way! We have 20 stores across the country and we provide quality services for all pets—four-limbed and two-winged.

Our services include:

- Ensuring the all-round wellness of our furry and feathered clients through regular check-ups
- Grooming and management of claws, nails, and so on
- Educating pet owners on the best way to care for their pets, based on careful study and examination

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- Providing comfortable shelter to pets when their owners are out of town
- Routine vaccination service for the pets by qualified veterinarians

This Pet Season (April–June) enrol yourself and your pet at the nearest outlet for a 50% discount on yearly fees. When you purchase two life memberships we are offering, one seasonal membership is absolutely free. Hurry up! This offer expires on 15 April 2018.

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Answer these questions based on what you have read.

1. What does Pet World offer its customers?
2. What kinds of pets does Pet World cater to?
3. What service does Pet World provide when pet owners have to travel?
4. List the membership offers advertised. What words in the text are aimed at attracting clients?



The Thieves Who Couldn't Help Sneezing

Let's meet the author

Thomas Hardy (1840–1928) was an English novelist, poet, and short story writer who is thought of as one of the most important 19th century writers. His most famous works include novels like *Far from the Madding Crowd*, *The Mayor of Casterbridge*, *Under the Greenwood Tree*, and *Tess of the d'Urbervilles*. Most of Hardy's stories were set in the south and southwest of England. He called the region "Wessex", which was the name of the medieval kingdom that once existed there. In 1910, he was nominated for the Nobel Prize in Literature.

Before we begin

How people react to difficult or frightening situations can tell you a lot about them.

Have you ever been in a difficult or frightening situation? What was it and how did you deal with it?

THEME Adventure and Imagination

GENRE Prose-Fiction (Short Story)

Chapter 2

Many years ago, there lived in Wessex the son of a yeoman, whose name was Hubert. He was about fourteen years of age.

One cold Christmas Eve his father sent him on an important errand to a small town several miles from home. He travelled on horseback, and was detained by the business till a late hour of the evening.

His journey homeward lay through the Vale of Blackmore, a fertile but somewhat lonely district, with heavy clay roads and crooked lanes. In those days, a great part of it was thickly wooded. It must have been about nine o'clock when, riding along amid the overhanging trees upon his stout-legged horse Jerry, Hubert fancied that he heard a noise among the boughs. This recalled to his mind that the spot he was traversing bore an evil name. Men had been waylaid there.

"What do I care?" he said aloud, after a few minutes of reflection, "Jerry's legs are too nimble to allow any highwayman to come near me."

"Ha! Ha! Indeed," was said in a deep voice; and the next moment a man darted from the thicket on his right hand, another man from the thicket on his left hand, and another from a tree-trunk a few yards ahead. Hubert's bridle was seized, he was pulled from his horse, and although he struck out with all his might, his arms were tied behind him and he was thrown into a ditch. The thieves, whose faces he could now dimly perceive to be artificially blackened, at once, departed, leading off the horse.

As soon as Hubert had a little recovered himself he rose to his feet and proceeded onwards, his arms numbed by the cord which pinioned him, and his heart aching for the loss of poor Jerry. He was glad when he discerned through the trees a distant light.

yeoman	a farmer who cultivates his own land
detained	kept waiting; delayed
fancied	imagined
boughs	large branches of trees
traversing	crossing
nimble	able to move quickly and easily
darted	moved or sprung swiftly
thicket	a dense growth of shrubs or bushes
bridle	part of the harness of a horse
pinioned	bound
discerned	saw





Towards this he made his way, and presently found himself in front of a large mansion. All was silent; but the door stood wide open, it being from this door that the light shone which had attracted him.

On entering he found himself in a vast apartment arranged as a dining-hall, and brilliantly illuminated. What drew his attention most was the large table in the midst of the hall, upon which was spread a sumptuous supper, as yet untouched. Chairs were placed around, and it appeared as if something had occurred to interrupt the meal just at the time when all were ready to begin.

He was about to enter the house when he heard hasty footsteps in the porch and the words, "Be quick!" uttered in the deep voice which had reached him when he was dragged from the horse. There was only just time for him to dart under the table before three men entered the dining-hall. Peeping from beneath the hanging edges of the

tablecloth, he perceived that their faces, too, were blackened, which at once removed any remaining doubts he may have felt that these were the same thieves who had waylaid him.

"Now, then," said the first—the man with the deep voice—"let us hide ourselves. They will all be back again in a minute. That was a good trick to get them out of the house—eh?"

"Yes. You well imitated the cries of a man in distress," said the second.

"But they will soon find out that it was a false alarm. Come, where shall we hide? It must be some place we can stay in for two or three hours, till all are in bed and asleep. Ah! I have it. Come this way! I have learnt that the further closet is not opened in a twelvemonth; it will serve our purpose exactly."

Hearing the sound of approaching voices, and not wanting to be taken for a thief himself, Hubert quickly hid on the porch in a place where he could see things without being seen himself. In a moment or two a whole troop of personages came gliding past him into the house. There were an elderly gentleman and lady, eight or nine young ladies, as many young men, besides half-a-dozen men-servants and maids.

"Now, children and young people, we will resume our meal," said the old gentleman.

"What the noise could have been I cannot understand. I never felt so certain in my life that there was a person being murdered outside my door."

The door was then closed, Hubert being left outside in the porch.

He thought this a proper moment for asking their assistance; and since he was unable to knock with his hands, began boldly to kick the door. A footman opened it and, seizing Hubert by the shoulder, he pulled him into the dining-hall. "Here's a strange boy I have found making a noise in the porch, Sir Simon."

"Bring him forward," said Sir Simon, the old gentleman before mentioned. "What were you doing there, my boy?"

Let's stop to think

What did Hubert recall when he heard a noise among the boughs?

What trick had the thieves used to get the inmates out of the house?

personages people of distinction or importance

resume to continue after an interruption

footman a uniformed servant who waits on the table or attends the door

"Why, his arms are tied!" said one of the ladies.

"Well, untie him," said Sir Simon. "Come, since it is Christmas Eve, we'll treat him well. Here, my lad; sit down in that empty seat at the bottom of the table, and make as good a meal as you can. When you have had your fill we will listen to more particulars of your story."

The feast then proceeded and Hubert, now at liberty, was not at all sorry to join in.

When the meal was almost over one of the sons, who had drunk a little too much said to Hubert, "Well, my boy, how are you? Can you take a pinch of snuff?"



"Thank you," said Hubert, accepting a pinch.

"Tell the ladies who you are, what you are made of, and what you can do," the young man continued, slapping Hubert upon the shoulder.

"Certainly," said our hero, drawing himself up, and thinking it best to put a bold face on the matter. "I am a travelling magician."

"Can you call up spirits, young wizard?"

"I can conjure up a tempest in a closet," Hubert replied.

"Ha! Ha!" said the old Baronet, pleasantly rubbing his hands.

"We must see this performance. Girls, don't go away: here's something to be seen."

Hubert rose from the table. "Hand me your snuff-box, please," he said to the young man who had made free with him. "And now," he continued, "without the least noise, follow me. If any of you speak it will break the spell."

They promised obedience. He entered the corridor, and, taking off his shoes, went on tiptoe to the closet door, the guests advancing in a silent group at a little distance behind

conjure to call or bring into existence by magic

Chapter 2

him. Hubert next placed a stool in front of the door, and, by standing upon it, was tall enough to reach to the top. He then, just as noiselessly, poured all the snuff from the box along the upper edge of the door, and, with a few short puffs of breath, blew the snuff through the chink into the interior of the closet. He held up his finger to the assembly, that they might be silent.



"Dear me, what's that?" said the old lady, after a minute or two had elapsed.

A suppressed sneeze had come from inside the closet.

Hubert held up his finger again.

Hubert took advantage of the moment to gently slide the bolt of the closet door into its place. "More snuff," he said, calmly.

"More snuff," said Sir Simon. Two or three gentlemen passed their boxes, and the contents were blown in at the top of the closet. Another sneeze, not quite so well suppressed as the first, was heard: then another. At length there arose a perfect storm of sneezes.

"I believe there are men inside, and that it is no trick at all!" exclaimed Sir Simon, the truth flashing on him.

chink

a crack or fissure

elapsed

passed



"There are," said Hubert. "They are come to rob the house; and they are the same who stole my horse."

The sneezes changed to spasmodic groans. One of the thieves, hearing Hubert's voice, cried, "Oh! Mercy! Mercy! Let us out of this!"

"Where's my horse?" said Hubert.

"Tied to the tree in the hollow behind Short's Gibbet. Mercy! Mercy! Let us out, or we shall die of suffocation!"

All the Christmas guests now perceived that this was no longer sport, but serious earnest. Guns and cudgels were procured; all the men-servants were called in, and arranged in position outside the closet. At a signal Hubert withdrew the bolt, and stood on the defensive. But the three thieves, far from attacking them, were found crouching in the corner, gasping for breath. They made no resistance; and, being pinioned, were placed in an outhouse till the morning.

Several of the guests accompanied Hubert to the spot behind the gibbet, alluded to by the thieves as where Jerry was hidden. When they reached the knoll and looked over, behold! There the horse stood, uninjured, and quite unconcerned. At sight of Hubert he neighed joyfully; and nothing could exceed Hubert's gladness at finding him.

He mounted, wished his friends "Goodnight!" and cantered off in the direction they pointed out as his nearest way, reaching home safely about four o'clock in the morning.



Emotional Compass

What do you think of the way Hubert dealt with the thieves? Was this a humorous story?

spasmodic	not regular or continuous
gibbet	a vertical wooden structure on which criminals were hanged
earnest	very serious and sincere request
cudgels	short thick sticks used as weapons
alluded	referred to casually or indirectly
knoll	a small round hill
cantered	a pace between a trot and a gallop





Learning Deck

I Recall

Choose the right answer.

1. Riding through the Vale of Blackmore Hubert fancies that he
 - sees strange faces in the boughs.
 - hears a strange noise among the boughs.
 - is spending the night in a lavish mansion.
2. Hubert hears the three thieves in conversation from
 - outside the house.
 - inside the closet in the house.
 - under the table.
3. All the inhabitants of the house had gone to
 - help a man who was crying out in distress.
 - see who was knocking on the door.
 - celebrate Christmas Eve.
4. To establish the claim that he is a travelling magician, Hubert says that he can
 - conjure a tempest in a cupboard.
 - make everybody sneeze.
 - make men appear from inside a closet.
5. After the spasmodic sneezing and groaning, the thieves want to come out of the closet because
 - they plan to run out of there.
 - they want to beg for mercy.
 - they fear they will die of suffocation.

II Reason

Think about the story and answer these questions.

1. "What do I care?" he said aloud, after a few minutes of reflection, "Jerry's legs are too nimble to allow any highwayman to come near me."
 - a. Who says these words?
 - b. Where is the speaker when he says these words? Why is he there?
 - c. What happens to the speaker and Jerry immediately after?
2. "But they will soon find out that it was a false alarm. Come, where shall we hide?"
 - a. Who does "they" refer to here?
 - b. What is the "false alarm"?
 - c. Where do "they" decide to hide? Why do they choose that place?
3. "He thought this a proper moment for asking their assistance; and since he was unable to knock with his hands, began boldly to kick the door."
 - a. Who do "he" and "their" refer to here?
 - b. Why is "he" unable to knock with his hands?
 - c. What is the effect of his kicking the door?
 - d. What hospitality is offered to him after he is taken in?

III Read Deeper

Answer these questions based on your understanding of the story.

1. Hiding under the table, what did Hubert learn from what he saw and heard?
2. Describe how Hubert used the snuff to good effect.
3. What ultimately happened to the thieves? How was Hubert reunited with Jerry?



Word Chest

I Study

The meanings of some of the words from the story are given in the right-hand column. Fill in the left-hand column with the words themselves.

Word	Meaning
1. _____	towards home
2. _____	a person who stole from travellers on public roads in the past
3. _____	a long channel dug at the side of a road
4. _____	lit with bright lights
5. _____	a man with magic powers
6. _____	a violent storm
7. _____	words that are thought to have magic power
8. _____	a small building outside a main building

II Practise

When two adjectives are placed side by side to define the same noun, a **compound adjective** is formed. The two adjectives used are usually joined by a hyphen.

For example:

- stout-legged horse
- half-a-dozen men-servants

Fill in the blanks with suitable compound adjectives from the boxes.

accident-prone

grey-haired

ice-cold

kind-hearted

deep-sea

jet-black



1. The teacher fixed me with her _____ stare.
2. Malti is a _____ girl.
3. Rishabh is the most _____ of the three children.
4. Jia has brown eyes and _____ hair.
5. I want to be a _____ diver when I grow up.
6. That _____ lady in the blue sari is my grandmother.

III Play

A **phrasal verb** is an idiomatic phrase made up of two components—a verb and an adverb or a preposition. It can sometimes also be a combination of a verb with both an adverb and a preposition.

Examples: look after, broke down, look up to, run out of, etc.

Make as many phrasal verbs as you can using the verbs in Box A and the prepositions in Box B.

Box A

come take go look see put give cut grow

Box B

at away from in off on out about down



Navigating Grammar

I Anchor

You have already learnt about the different kinds of sentences—declarative, interrogative, imperative, and exclamatory.

Chapter 2

1. A **declarative sentence** makes a statement. It is also known as an **assertive sentence**.
Example:
 - Hubert was the son of a yeoman.
2. An **interrogative sentence** asks a question.
Example:
 - Where shall we hide?
3. An **imperative sentence** gives a command or an order, makes a request, or gives an advice.
Example:
 - Be quick.
4. An **exclamatory sentence** expresses a strong feeling.
Example:
 - What a lovely horse!

II Land Ahoy!

Rearrange these words and phrases to form meaningful sentences. Also identify what type each sentence is and add the correct punctuation.

1. a/reply/curt/what
2. my sheep/wanted/three of/he made/that he/it clear/all
3. your hobby/earnestly/do you/how/pursue
4. is/sweet/the/how/song
5. rocks/out/for/falling/watch
6. scholars/his guidance/are/how many/under
7. right/apologise/nor
8. hear/in the valley/echoing sounds/I could

III Sail Away

Change these sentences as directed.

1. It is a very cold night. (to **exclamatory**)
2. You must not run or shout in the corridor. (to **imperative**)
3. No man is immortal. (to **interrogative**)
4. Why worry about such small issues? (to **declarative**)
5. You should not break rules. (to **imperative**)
6. That was not the correct thing to say. (to **interrogative**)
7. I wish I had come sooner. (to **exclamatory**)
8. What a brilliant piece of poetry! (to **declarative**)



Listen Up!

Pronunciation

Read these words aloud, stressing the syllables in blue.

- **book**binding
- **reading**-room
- **mid**night
- **tea**-party

You will notice that most compound words have the stress or the accent on the first element. However, there are some compound words that have the accent on the second element. These are mostly compound words ending in **-ever** or **-self**.

For example:

- **when**ever
- **how**ever
- **him**self
- **her**self

Sometimes a word might have two or more accents. The syllable on which the strongest degree of stress is placed is known as the **primary accent** and is marked with (*). Other stressed syllables in the word are known as **secondary accents** and marked with (').



Chapter 2

In some compound words, both elements are accented, but the primary accent is on the second element.

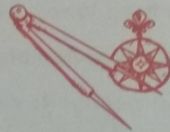
Read these words aloud, placing the stress on the highlighted syllable.

- `after`noon
- `good`looking
- `second`hand

Activity

Pick out six compound words from the chapter and say them aloud. Make sure you are stressing the right element. You may check the pronunciation of the word in a dictionary.

Chart It Out



Imagine you are alone at home because your parents have gone out. You hear a noise from another part of the house. What do you do next? Write a paragraph imagining what you would do if you found yourself in such a situation.



New Shores




Think about the text on the next page and answer these questions.

1. Why would the police seek the help of the public?
2. Why would the police offer a reward for information?
3. Why would an informant want their identity to be kept secret?
4. Do you think the police could have added other relevant information about the criminals? Substantiate your answer with examples.



NOTICE BOARD
DREAMLAND POLICE STATION
MOST WANTED

The Dreamland Police Department earnestly seeks your help and cooperation in locating the criminal suspects described below. Do not attempt to apprehend the criminals on your own as they could be armed. If you have any information regarding any of them, contact your local police station immediately. Any information leading to the proper identification, location, and consequent arrest of any of the suspects will be rewarded handsomely. The informant's identity will be kept secret if they so desire.

Appearance	Name	Gender	Age	Complexion	Build	Height	Identification mark	Face shape
	Calvin Sen	Male	28	Fair	Stocky	5'9"	Little finger on left hand missing	Oval
	Neel Ghatkopar	Male	32	Dark	Slim	5'11"	Large scar on wrist	Square
	Gabbar Singh	Male	30	Wheatish	Athletic	5'8"		Round



Excuse me, is this India?

Let's meet the author

Anushka Ravishankar was born in 1961 in Nashik, India. She writes primarily for children and her favourite genre is nonsense verse. Her writing is influenced by the work of Lewis Carroll, Edward Lear, and Edward Gorey. She has written more than twenty-five books for children. Her books have been translated into Korean, French, and Japanese and several have won international awards. She has also contributed significantly to children's magazines such as *Tinkle* and *Amar Chitra Katha* and has been an editor at Tara Books. She is the co-founder of Duckbill, a publishing house that specialises in books for children and young adults.

What's this poem about?

The poem is a short excerpt from a book of the same name. Written in nonsense verse, the story begins with a child going off to sleep beneath a cosy quilt that her aunt has brought back from a trip to India. As she dozes off, she dreams that she has been transformed into a mouse that flies to strange destinations.

Do you sometimes have interesting dreams? Can you remember them when you wake up? What kinds of things happen in your dreams?

THEME Adventure and Imagination

GENRE Poetry

A cow stood on the sunny beach
Eating paper from a bin
I went to her and asked her, 'Ma'am,
Which country am I in?'

'It's East of this and North of that
And Southwest of the other'
At this four crows that stood around
Began to caw together.
'It's East!' 'It's South!'
'It's North!' 'It's West!'
They circled round my head.

I put a seashell to my ear
To hear the sea instead.

I saw a girl outside her house
I thought we could be friends
'Where am I?' I asked her
She replied, 'That depends.'

She drew a map without a place
And said, 'Let me explain the case:
If you were standing on your head
I'd say you're on your hair
But since you're standing on your feet
You could be anywhere.'

I left her with a silent sigh
She waved her broom to say goodbye.



Emotional Compass

The poem is an example of nonsense verse. Have you read nonsense literature before? Did you like it? Why do you think people write nonsense poetry or stories?





Learning Deck

I Recall

How many details can you recall from the poem?

1. What tells you that the speaker is perhaps a foreigner?
2. Is the speaker polite? Explain using examples from the poem.
3. Why does the speaker put a seashell to her ear?
4. What does the speaker think when she sees the girl?
5. How does the girl say goodbye to the speaker?

II Reason

Think about the poem and answer these questions.

1. Do you think that the directions given by the cow would help the speaker reach her destination? Why?
2. Why does the speaker sigh at the end of the extract?
3. "Let me explain the case:
If you were standing on your head
I'd say you're on your hair
But since you're standing on your feet
You could be anywhere."
 - a. Who says these words and to whom?
 - b. Do these words make sense? If so, how? If not, why not?

III Read Deeper

Answer these questions based on your understanding of the poem.

1. You will have already learnt what a rhyme scheme is. What is the **rhyme scheme** of this poem? Does it have a regular rhyme scheme where each line rhymes with another line?
2. Nonsense verse is often written to amuse readers. Choose two examples of something silly or nonsensical from the poem and explain
 - a. why it is nonsensical and
 - b. why it might be funny.



Word Chest

I Study

How many new words can you make by combining a word from Column A with words from Column B? Use your dictionary to do this exercise.

A	B
sea	side, horse, bed, gull, weed, port, bank, man, bird, board, front, shell
river	

II Practise

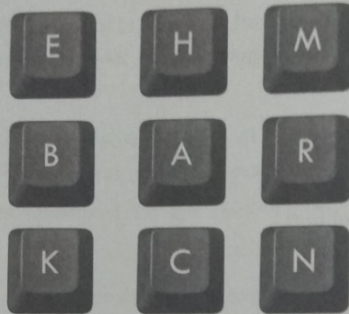
How many words can you make from the given letters?

Follow these rules:

- No proper nouns.



- Use each letter only once.
- Use the letter in the central box in each word.
- Try making at least one word using all nine letters.



Navigating Grammar

I Anchor

A **phrase** is a group of words that makes complete sense only when it is part of a sentence. It does not contain a finite verb (a verb with a subject).

There are three types of phrases: noun phrases, adjective phrases, and adverb phrases. The table below gives you more information about each type.

Type	Function	Example
Noun phrase	Does the work of a noun	The girl in the blue skirt is my sister.
Adjective phrase	Does the work of an adjective	The girl wore an anklet made of silver .
Adverb phrase	Does the work of an adverb	The sweeper sweeps the house in the morning .

II Land Ahoy!

Add the type of phrase indicated in parentheses to each sentence below.

1. A man _____ is bound to succeed. (adjective phrase)
2. We have moved to an apartment _____. (adverb phrase)
3. They bought a table _____ from an antique store. (adjective phrase)
4. I dealt with the problem _____. (adverb phrase)
5. _____ seems the right thing to do. (noun phrase)
6. We met some athletes _____. (adjective phrase)
7. I did not expect _____. (noun phrase)
8. Answer the questions _____. (adverb phrase)

III Sail Away

Identify the phrases in the following sentences. State whether they are adjective, adverb, or noun phrases.

1. The actor had appeared in innumerable television comedies.
2. You should visit the dentist twice a year.
3. Studying music is a wonderful experience.
4. We were surprised to find a village without inhabitants.
5. Mohita lives in a foreign country.
6. Kanak is the student with the highest marks.





Listen Up!

Functional English

Here are some useful phrases that you can use while answering the questions listed in the activity on the right:

That's an interesting question!

First of all...

I've never thought about that, but maybe...

Where shall I start?

I'll start by saying that...

Well, it never really occurred to me, but...

Let me give you an example...

Maybe I should tell you about...

Let me think...

Let me ponder on that...

For instance...

Work in pairs. Pick any three of these questions and speak about them for as long as you can. Each question must be answered separately. Try to use the phrases given in the Functional English box.

1. How do you spend your weekends?
2. If you were to make a donation what would it be, to whom would you donate it, and why?
3. What if animals could talk? What would you say to them?
4. What would you do if you suddenly found yourself in a country where you were considered to be an "alien"?
5. If you were to break a world record, what would it be and why?



Chart It Out

Imagine you are the speaker in the poem. Two of the four crows that circled round your head have entered your house. They walk about the house, peck at things, and talk to each other.

Write a conversation, in the form of a dialogue, between the two crows, with the assumption that they can speak English. Make the conversation as humorous as possible. If you like, you could also name your visitors! Write a few introductory lines on how the crows entered the house; also, write a brief conclusion of what they did at the end of their visit.

All Hands on Deck

Nonsense verse differs from other forms of humorous poetry in its resistance to any rational interpretation. It often makes use of coined, meaningless words. Work in small groups and research the history of nonsense verse. Choose one writer of nonsense verse and read some of their poetry. Choose one poem to illustrate. Make a poster about nonsense verse using your illustration, the text of the poem, and biographical information about the author.



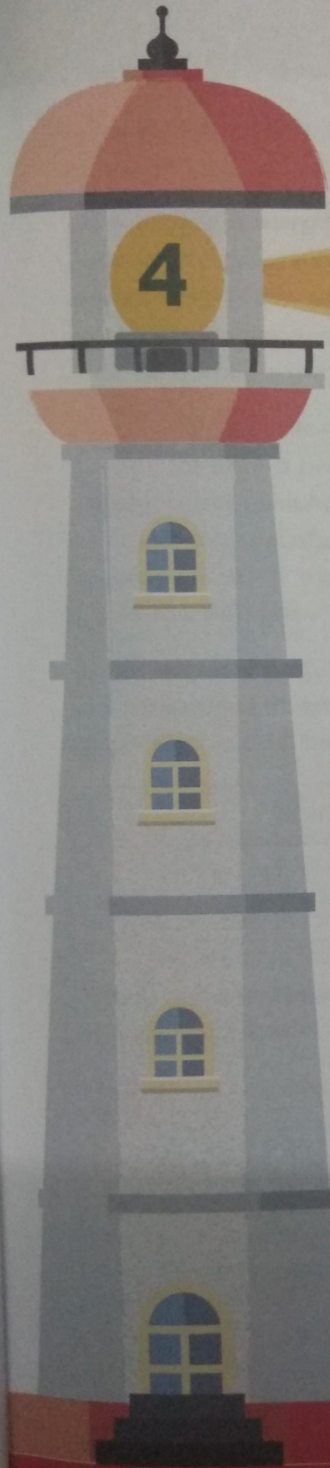
New Shores

Answer the questions based on the map on the next page.

1. What sort of map is this and what language is it in?
2. Of the places mentioned, where would you go on a picnic? Why? (There could be more than one answer!)
3. Are there any monuments or places of historical interest shown? How can you tell what they are?
4. What famous paintings and places can you identify in the map?
5. Choose one of the places mentioned. Look it up on the Internet or in an encyclopaedia and write two paragraphs on it, describing it for a tourist.







The Ingenious Scientist

Let's meet the author

Nathaniel Hawthorne (1804–1864) was a famous American writer who wrote novels and short stories. His works look deeply at the darker side of human nature and have a moral message. Hawthorne's famous literary works include *The House of the Seven Gables*, *Twice-Told Tales*, and *The Scarlet Letter*.

Before we begin

The famous English poet John Milton said "The childhood shows the man as morning shows the day."

Do you believe a child displays qualities from which their future could be predicted? Does that put undue pressure on children?

THEME Science and Technology

GENRE Prose–Non-fiction

Chapter 4

On Christmas Day, in the year 1642, Isaac Newton was born at the small village of Woolsthorpe, in Lincolnshire.

Isaac's father being dead, Mrs. Newton was married again to a clergyman. Her son was left to the care of his good old grandmother. Though not a very bright scholar, Isaac was remarkable for his ingenuity in all mechanical occupations. He had a set of little tools and saws of various sizes manufactured by himself. With the aid of these, Isaac contrived to make many curious articles. He seemed to have been born with a saw or chisel in his hand.

Some of his friends, no doubt, advised Isaac's grandmother to apprentice him to a clockmaker, for besides his mechanical skill, the boy seemed to have a taste for mathematics, which could be very useful to him in that profession. And then, in due time, Isaac would set up for himself and would manufacture curious clocks. Indeed, he had already made one of a kind, which nobody had ever heard of before. It was set going, not by wheels and weights, like other clocks, but by the dropping of water. This was an object of great wonderment to all the people round about.

Besides the water-clock, Isaac made a sundial. Thus, his grandmother was never at a loss to know the hour, for the water-clock would tell it in the shade and the sundial in the sunshine.

Isaac ^{to have an ability} possessed a wonderful faculty of acquiring knowledge by the simplest means. For instance, to gauge the strength of the wind, he jumped against the wind; and by the length of his jump, he could calculate the force of a gentle breeze, a brisk gale or a tempest. Thus, even in his boyish sports, he was continually searching out the secrets of philosophy.

Not far from his grandmother's residence, there was a windmill, which operated on a new plan. Isaac spent many hours in examining its various parts. While the mill was at rest, he pried into its internal machinery. When its broad sails were set in motion by the wind, he

Let's stop to think

Which characteristic of Newton made him eligible to work under a clockmaker?
How did the sundial and the water-clock make life easier for Newton's grandmother?

ingenuity	the quality of being inventive
contrived	here, invented
apprentice	a person learning a trade from an employer
faculty	a physical or mental ability
prided	looked closely or inquisitively



watched the process by which the millstones were made to revolve and crush the grain that was put into the hoppers.

After gaining a thorough knowledge of its construction, he was observed to be unusually busy with his tools. He had constructed a model of the windmill. Every part of the mill and its machinery was complete. Its little sails were neatly made of linen and whirled round very swiftly when the mill was placed in a draught of air. Even a puff of wind from Isaac's mouth or from a pair of bellows was sufficient to set the sails in motion. And what was most curious, if a handful of grains of wheat were put into the little hopper, they would soon be converted into snow-white flour.

Isaac's playmates were enchanted with his new windmill.

"But, Isaac," said one of them, "you have forgotten one thing that belongs to a mill."

"What is that?" asked Isaac, for he supposed that, from the roof of the mill to its foundation, he had forgotten nothing.

"Why, where is the miller?" said his friend.

"That is true. I must look out for one," said Isaac. He might easily have made the miniature figure of a man; but then, it would not have been able to move about and perform the duties of a miller.



- hoppers** funnel-shaped bins for feeding grain into mills
enchanted here, delighted and in awe
miniature a very small model or representation of something

It so happened, however, that a mouse had just been caught in the trap, and as no other miller could be found, Mr. Mouse was appointed to that important office. The new miller made a very respectable appearance in his dark grey coat. To be sure, he had not a very good character for honesty, and was suspected of sometimes stealing a portion of the grain, which was given to him to grind.

As Isaac grew older, all day long, if left to himself, he was either absorbed in thought or engaged in some book of mathematics or natural philosophy. At night, he looked up with curiosity at the stars and wondered whether they were worlds like our own, and how great was their distance from the earth, and what the power that kept them in their courses was.

When Isaac was fourteen years old, his mother (her second husband now dead) wished her son to leave school and assist her in managing the farm at Woolsthorpe. For a year or two, therefore, he tried to turn his attention to farming. But his mind was so bent on becoming a scholar that his mother sent him back to school, and afterwards to the University of Cambridge.

Let's stop to think

How did Newton gather information about the wind?

What do you know about the character of the miller?

You remember, I suppose, the story of an apple falling on his head, and thus leading him to discover the force of gravitation, which keeps the heavenly bodies in their courses. When he had once got hold of this idea, he never permitted his mind to rest until he had searched out all the laws by which the planets are guided through the sky. This he did as thoroughly as if he had gone up among the stars and tracked them in their orbits.

While making these researches, he was accustomed to spend night after night in a lofty tower, gazing at the heavenly bodies through a telescope. His mind was lifted far above the things of this world.

Newton lived to be a very old man and acquired great renown. He was made a Member of Parliament and received the honour of knighthood from the King. But he cared little for earthly fame and honour and felt no pride in the vastness of his knowledge. All that he

force of gravitation an invisible force of attraction between two objects

accustomed to being familiar with; in the habit of something

knighthood title given to a man by the British monarch in recognition of his achievements



had learnt only made him feel how little he knew in comparison to what remained to be known.

"I seem to myself like a child," observed he, "playing on the seashore, and picking up here and there a curious shell or a pretty pebble, while the boundless ocean of truth lies undiscovered before me."

At last, in 1727, when he was four score and five years old, Sir Isaac Newton died, or rather, he ceased to live on earth. He has left fame behind him, which will be as enduring as if his name were written in letters of light formed by the stars upon the midnight sky.



Emotional Compass

The curiosity bug bit Newton during his childhood. Do you think Newton's curious and observant nature helped him make great discoveries and eventually become a famous scientist?

score group of twenty
endurable long-lasting; to continue to exist





Learning Deck

I Recall

Newton displayed a scientific temperament from childhood. Write the correct inventions against each phase of his life from your reading of the text.

Phase of life	Invention
Early childhood	
Childhood	
Adolescence	
College years	
Research years	

II Reason

Think about the text and answer these questions.

1. Why does the author say Newton "seemed to have been born with a saw or chisel in his hand"?
2. Newton could acquire knowledge by the simplest means. Explain with an example.
3. How did Newton learn about the way a windmill operated?
4. Why could the miniature figure of a man not have performed the duties of a miller? What were the advantages and disadvantages of the substitute appointed?
5. What led Newton to the discovery of the force of gravitation?

III Read Deeper

Answer these questions based on your understanding of the text.

1. Why did some of Newton's friends advise his grandmother to apprentice him to a clockmaker?
2. Newton possessed the ability to acquire knowledge by the simplest means. Do you agree? Give reasons for your answer.
3. Newton compares himself to a child. Why does he do so? What are the things you think an adult can learn from a child?



Word Chest

I Study

Alliteration is the repetition of the same letter or sound in a set or series of words.

For example:

- curious clocks
- wheels and weights

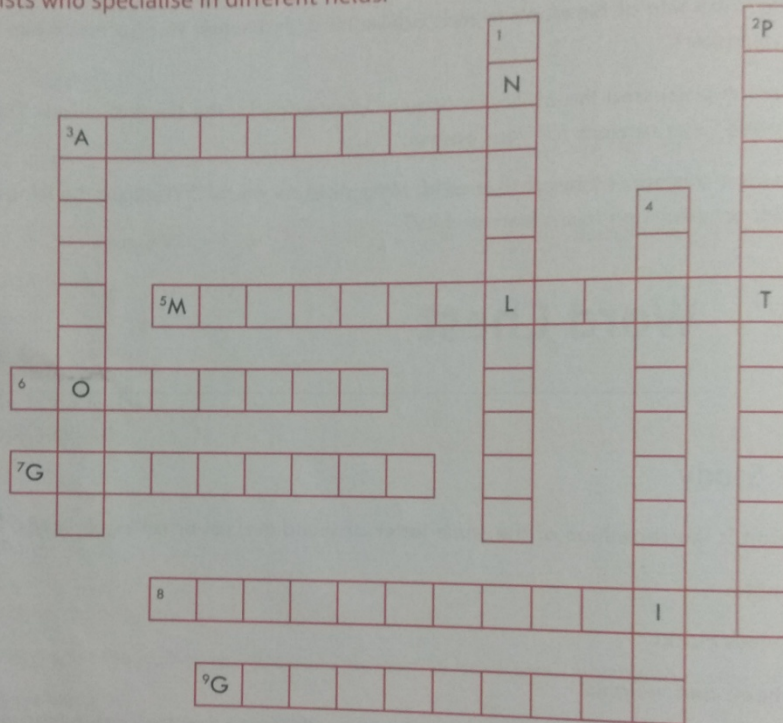
Here are some nouns and adjectives. Pair them in such a way that they are alliterative (the first consonant sound is repeated).

Adjective	Noun
famous	scholar
bright	deeds
dark	moments
splendid	foxes
memorable	boy



II Play

Solve the crossword puzzle using the given clues. All the words are related to scientists who specialise in different fields.



Across

3. specialises in the study of soil and crops
5. specialises in the study of weather and climate
6. specialises in the study of plants
7. one who studies dynamics and physical history of earth and rocks
8. specialises in the study of birds
9. one who studies genes

Down

1. one who studies insects
2. specialises in the study of fossils
3. studies the stars, planets, galaxies
4. one who studies earthquakes





Navigating Grammar

I Anchor

Seeing his new windmill, Isaac's playmates were enchanted.

Isaac's playmates saw his new windmill and they were enchanted.

When Isaac's playmates saw his new windmill, they were enchanted.

In the first sentence, there is only one finite verb 'were enchanted', and only one clause 'Isaac's playmates were enchanted'. It is a **simple sentence**.

In the second sentence, there are two finite verbs 'saw' and 'were enchanted'. There are two clauses 'Isaac's playmates saw his new windmill' and 'they were enchanted'. These two independent clauses are joined together by the coordinating conjunction 'and'. Hence it is a **compound sentence**.

In the third sentence, there are two finite verbs 'saw' and 'were enchanted'. 'They were enchanted' is the principal clause and 'when Isaac's playmates saw his new windmill' is the subordinate clause. A sentence that has a principal clause and a subordinate clause is called a **complex sentence**.

II Land Ahoy!

State whether these sentences are simple, compound, or complex.

1. My father is forty, but I am nearly as tall as him already.
2. It was such a pleasant morning that we decided to go for a walk.
3. After his business failed, Ali returned to India.
4. I did not go to the party because I was not invited.
5. We are sorry, but we cannot stay any longer.
6. Aunt Molly lived with her niece in her farmhouse.



7. When the weather wasn't fine, he would sit in his little library.
8. The matter appears to be important.

III Sail Away

Fill in the blanks to make the type of sentence indicated in parentheses.

1. I lay down for a nap _____ . (complex)
2. The captain of the team _____ . (simple)
3. He did not come on time _____ . (compound)
4. I left the house _____ . (complex)
5. My mother knows _____ . (simple)
6. She looked at the message _____ . (compound)
7. I was disappointed _____ . (compound)
8. You should look for another notebook _____ . (complex)



Listen Up!

Listen to the audio recording and choose the correct answer.

1. What was Newton's dog called?
 Ruby Diamond Sapphire
2. What did the manuscript papers contain?
 All the discoveries Einstein had made during the last five years.
 All the discoveries Newton had made during the last ten years.
 All the discoveries Newton had made during the last twenty years.
3. How did the papers catch fire?
 Newton threw them accidentally into the fireplace.

The dog jumped on the table and overturned the lit candle.

Newton's rival set them on fire.

4. How did Newton react to the destruction?

He forgave the dog and patted it, as it did not do it intentionally.

He became angry and scolded the dog.

He was upset and went for a walk.

Functional English

When people win a prize or a competition, you usually congratulate them on their achievement. Congratulating someone is a nice way to show that you appreciate their effort and hard work. The sentences below describe situations in which you would offer your congratulations. Under each, write down an appropriate congratulatory statement.

- Ritika has passed her annual examinations with the highest marks in her school.

- David and his team have won the inter-school cricket tournament.

- Julie has put up a fantastic dance performance at the school's annual winter festival.

Chart It Out



What you read was a biography of Sir Isaac Newton. A **biography** is an account of the life and work of someone, written by another person.

Write a biography of someone you admire.

Here are a few points to guide you through the process:

- Collect information about the person, including when and where the person was born, their early life, and education.

- Describe the physical appearance of the person. Find out what makes the person special and interesting, the events that changed their life, how they have influenced society, etc.
- Organise your thoughts before you start writing.



New Shores

NOTICE

SCIBIZ, ST STEPHEN'S SCHOOL

The Science Club, SCIBIZ, will hold its 10th Annual Science Exhibition in the auditorium of St Stephen's School, Durgapur, on Sunday, 20 May 2017, 10:00 a.m. onwards. The exhibition will be open to all visitors including parents and the general public.

Students interested in participating in the exhibition are requested to apply with the following details:

- Names, class, and section information of the project team (maximum three individuals per team):
- Title of the project
- Working model : Yes/No
- Electricity needed : Yes/No
- A brief description of the project (50 words maximum) :

Completed applications must be submitted on or before 30 April 2017. There is no participation fee for the exhibition. The three best entries will be awarded prizes.

Secretary

SCIBIZ

20 March 2017

Think about the text and answer these questions.

1. What does the phrase "the general public" mean?
2. Who do you think the audience for this notice is?
3. Why do you think the organisers need information about electricity requirements?
4. List three projects that you think might be appropriate entries for this exhibition. Explain why.
5. Who do you think will judge which entries are the best?





Old Proverbs Made New

Let's meet the author

Stephen Butler Leacock (1869–1944) was a Canadian writer and economist. He is best known for his humorous short stories and essays. Among his famous works are *Literary Lapses*, *Nonsense Novels*, and *Moonbeams from the Larger Lunacy*. His uncompleted autobiography, *The Boy I Left Behind Me*, was published posthumously.

Before we begin

This text is an example of a humorous essay. Leacock takes a number of English proverbs as his subject. Do you know any proverbs? What do they mean? Does the proverb literally mean what it says or is the meaning merely figurative?

It has occurred to me that somebody in the English departments of our colleges ought to get busy and rewrite our national proverbs. They are all out of date. They don't fit any longer. Indeed, many of them are precisely the converse of existing facts. Our proverbs have come down to us from the days of long ago; days when the world was very primitive and very simple and very different; when people never moved more than a mile and a half from home and were all afraid of the dark; and when wisdom was handed out by old men with white whiskers called prophets, every one of whom would be "retired" nowadays by any first class board of trustees as past the age-limit of common sense. But in those days all the things that were said by these wise old men, who had never seen a motor car, were gathered up and called proverbs and repeated by all the common people as the last words of wisdom. The result is that even today we still go on repeating them, without realizing how hopelessly they are off the track.

Take as a first sample the proverb that is perhaps the best known in our language:

Birds of a feather flock together

But they don't. Ask any first class naturalist. If the wise old men had taken another look they would have seen that the last thing birds ever want to do is to flock together. In ninety-nine cases out of hundred, they keep away from their own species, and only flock when it is absolutely necessary. So much for the birds. But the



proverb is really supposed to refer to people, and then it is wrong again. People 'of a feather' do not flock together. Tall men fall in love with little women... A clergyman makes a friend of an auctioneer, and a banker would rather spend a day with an Adirondack fishing-guide than with a whole ^{same} vaultful of bankers. Burglars during the daytime go and swim in the Y.M.C.A. pool. ^{metal workers} Forgers in their off time sing in a choral society, and choirmasters, when they are not singing, shoot craps.

In short, there is nothing in the proverb whatsoever. It ought to be revised under the modern conditions to read:

Birds of any particular feather and persons of any particular character or occupation show upon the whole a disposition rather to seek out something dissimilar to their own ^{nature}

Adirondack a mountain range in the US state of New York
craps a gambling game played with two dice



appearance and nature, than to consort with something homologous to their own essential entity.

In that shape, one has a neat, workable proverb. Try another:

A rolling stone gathers no moss

Entirely wrong again. This was supposed to show that a young man who wandered from home never got on in the world. In very ancient days it was true. The young man who stayed at home and worked hard and tilled the ground and goaded oxen with a long stick like a lance found himself as he grew old a man

of property, owning four goats and a sow. The son who wandered forth in the world was either killed by the cannibals or crawled home years afterwards doubled up with rheumatism. So the old men made the proverb. But nowadays it is exactly wrong. It is the rolling stone that gathers the moss. It is the ambitious boy from Honkville, Indiana who ^{moves with heavy steps} trudges off to the city leaving his elder brother in the barnyard ^{area around the barn} and who later on makes a fortune and founds a university.

While his elder brother still has only the old farm with three cows and a couple of pigs, he has a whole department of agriculture with great sheds-full of Tamworth hogs and a professor to every six of them.

In short, in modern life it is the rolling stone that gathers the moss. And the geologists—outside of Tennessee—say that the moss on the actual stone was first started in exactly the same way. It was the rolling of the stone that smashed up the earth and made the moss grow.

Take another proverb:



Let's stop to think

Why should "old proverbs" be rewritten, according to the author?

What does a burglar, a banker and a forger do when they are not professionally busy?

- homologous** having the same or a similar relation
entity a thing with a distinct and independent existence
rheumatism a disease that makes the muscles and joints painful, stiff, and swollen



All is not gold that glitters

How perfectly ridiculous! Everybody in the days in which we live knows—even a child knows—that all is gold that glitters. Put on clothes enough, appearance enough, and you will be accepted everywhere. Just do a little glittering and everybody will think you are gold. Make a show, be a humbug, and you will succeed so fast that presently, being very wealthy and prominent, you will really think yourself a person of merit and intellect.



In other words, the glitter makes the gold. That is all there is to it. Gold is really one of the most useless of all material objects. Even now we have found no real use for it, except to fill our teeth. Any other employment of it is just glitter. So the proverb might be revised to read:

Every thing or person may be said to stand in high esteem and to pass at a high value provided that it or he makes a sufficient show, glitter, or appearance, the estimation being in inverse ratio to the true quantitative measurement of the reality of it, them, or her. That makes a neat, simple proverb, expressed with up-to-date accuracy.

Or here is another famous proverb that is exactly the contrary of truth:

People who live in glass houses ought not to throw stones

Not at all. They are the very people who ought to throw stones and to keep on throwing them all the time. They ought to keep up such a fusillade of stones from their glass houses that no one can get near it.

Or if the proverb is taken to mean that people who have faults of their own ought not to talk of other people's faults, it is equally mistaken. They ought to talk of other people's faults all the time so as to keep attention away from their own.



But the list of proverbs is so long that it is impossible to do more than make a casual mention of a few others.

- humbug someone who behaves in a dishonest or insincere way
- fusillade a series of objects thrown in quick succession



One swallow does not make a summer

Perhaps not. But there are ever so many occasions when one swallow—just one single swallow—is better than nothing at all. And if you get enough of them, they do make a summer.

Charity begins at home

Perfectly absurd. Watch any modern city householder when a beggar comes to his door. Charity begins with the Federated Charities Office, or with the Out of Work Mission, or with the City Hall, or if need be, with the Police Court—in short, anywhere but at home. Our whole effort is now to keep charity as far from home as possible.

Even a worm will turn at last

Wrong. It turns at once, immediately. It never waits.

A bird in the hand is worth two in the bush

Yes, but a bird in a good restaurant is worth ten of either of them.

There—that's enough. Any reader of this book may go on having fun with the other proverbs. I give them to him.



Emotional Compass

Proverbs have influenced human life for centuries. Can you think of an instance in your life when you could particularly relate to a proverb?



Learning Deck

I Recall

Complete the table with four examples.

Proverb that needs to be changed	Reason	Your interpretation of the proverb

II Reason

Think about the text and answer these questions.

1. "The result is that even today we still go on repeating them, without realising how hopelessly they are off the track."
 - a. What do we "go on repeating"?
 - b. Why does the author think "they are off the track"?
2. "They are the very people who ought to throw stones and to keep on throwing them all the time."
 - a. Who are referred to as "they" here?
 - b. Why should they keep throwing stones?
 - c. Why should people keep talking about other people's faults?



Chapter 5

3. What argument does the author present to show that "charity does not begin at home"?
4. What sort of lives did people lead when the world was "primitive"?
5. According to the author, what should the revised version of the proverb "Birds of a feather flock together" be?

III Read Deeper

Answer these questions based on your understanding of the text.

1. How can "glitter" be put to use by someone in today's world? What does "glitter" mean in this context?
2. What is the tone of this essay? Give examples.
3. Why do proverbs exist? Do some research and write down three proverbs from a language and culture that is different from your own. How does the proverb tell you about that culture?



Word Chest

I Study

Using a dictionary, identify which meanings of the word "show" are represented in the following sentences.

1. She's the star of the **show**!
2. I waited an hour but he didn't **show**.
3. Raghav may seem charming, but it's all for **show**!
4. The figures clearly **show** that his claims are false.
5. If there's a letter from London, please **show** it to me.

6. Mr. Phillips **showed** his students the technique.
7. The attendant **showed** us to our seats.
8. They think I can't do it, but I'll **show** them!

II Practise

Do you know the difference between idioms and proverbs?

An **idiom** is a group of words that has a special meaning different from the ordinary meaning of each separate word. For example, the idiom 'bring somebody to heel' means 'to make somebody obey the rules'.

A **proverb** is a short well-known statement that gives advice or expresses something that is generally thought of as true. For example, 'a stitch in time saves nine' is a proverb that means 'if work is done on time, a great deal of effort can be saved later'.

Identify whether the following are idioms or proverbs.

the pen is mightier than the sword

fish in troubled waters

put the cart before the horse

a cat has nine lives

a picture is worth a thousand words

turn over a new leaf

out of the frying pan into the fire

the grass is always greener on the other side



Navigating Grammar

I Anchor

Read these sentences.

It has occurred to me that somebody in the English department of our colleges **ought to** get busy and rewrite our national proverbs.

Just do a little glittering and everybody **will** think you are gold.



Chapter 5

The words in blue are called **modals**. They are auxiliary (or helping) verbs that express the mood of the speaker. They are always followed by a main verb, and they do not change form with the person or the number of the subject.

The most commonly used modals are **can, could, may, might, shall, should, must, will, would, used, need, dare**, and **ought to**. These are used to express possibility, certainty, necessity, ability, expectation, permission, advice, wish, or obligation.

II Land Ahoy!

Choose the correct modals to complete the following sentences.

1. I know that I _____ finish the work by this evening, but I don't think I will be able to. (shall/ought to/used to)
2. After a long and tiring walk, Sam asked his father if he _____ get a glass of cool lemonade. (shall/can/could)
3. The principal sent a note to the parents saying that the school fees _____ be paid on time. (should/would/shall)
4. His father had repeatedly warned him before the examination that he _____ cheat. (needn't/couldn't/mustn't)
5. My uncle, who was an officer in the navy, _____ practise yoga. (ought to/used to/dare to)
6. _____ you please explain the problem to me once again? (Could/Need/May)
7. You _____ apologise for your bad behaviour. (ought to/could/will)

III Sail Away

Underline the modals in the following paragraph.

Ravi felt that he could easily climb the tree to pluck the ripe mangoes. His friend Samir told him that he need not do so as he had a big bamboo pole with him that could be used to pluck the mangoes instead. They were not aware that they ought to ask the orchard's owner before plucking the mangoes. In fact, they overlooked a signboard saying that people mustn't climb up trees without permission. No sooner did Ravi climb a tree than a

security guard arrived from nowhere and asked him to come down immediately. Ravi felt that he dare not do so. Hence, he climbed higher. The sentry then caught hold of Samir and said he would take him to the owner of the orchard.



Listen Up!

Activity

Read the following proverbs carefully. Now listen to the audio recording of the meanings of these proverbs. Write the number correctly against the proverbs.

1. empty vessels make the most noise _____
2. a penny saved is a penny gained _____
3. great haste makes great waste _____
4. the pot calling the kettle black _____
5. cross the stream where it is shallowest _____
6. discretion is the better part of valour _____
7. the darkest hour is that before dawn _____
8. a good name is sooner lost than won _____



Chart It Out

Do you want any new measures to be introduced in your school? Write a 300-word paragraph on the topic, explaining how the measure you suggest would be beneficial to students. Your essay could be on one of the aspects of school life below:

- the examination system
- a digital library
- classes held outside the classroom
- extra-curricular activities, such as nature walks and sports





New Shores

Twelve-year-old Timothy and his dog Tack were the best of friends. Tack was more human than canine in intelligence. Along with his master, he enjoyed life in the orchard adjacent to their villa. On any bright sunny morning, they could be seen playing, each trying to get the better of the other.

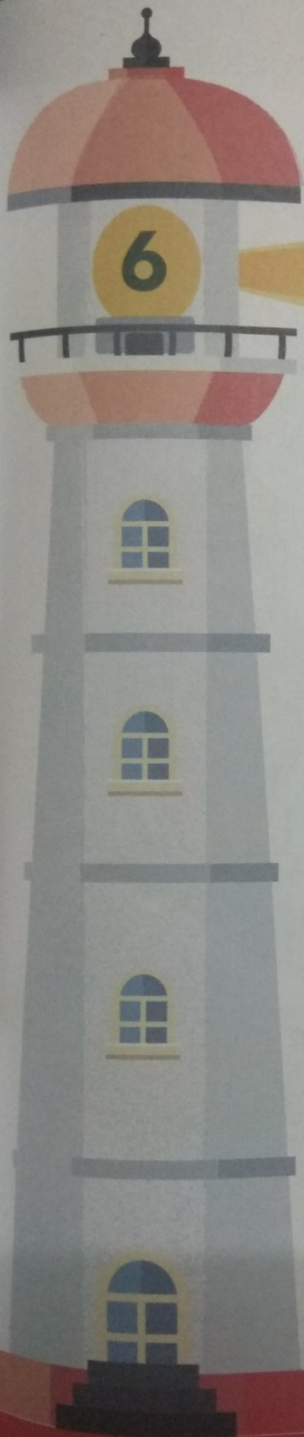
One fine morning, Timothy sat on a mound just beside a well and was appreciating a panoramic view of the green countryside. Tack lay on the grass close by, blissfully lost in a trance. Just as he was on the verge of falling asleep, a bird flying over him accidentally dropped a twig on his ear. The bird should have known better and let sleeping dogs lie, but it did not drop the twig intentionally. Tack

reflexively jumped up and concluded that it must have been Timothy who hurled the twig at him. Flustered at being so disturbed, he ran angrily towards Timothy and started barking up the wrong tree.

Timothy did not want to be disturbed. So he threw a ball for Tack to run after and collect, intending to pacify the dog. Tack jumped over a bush to catch the ball. He should have looked before he leapt. He not only missed the ball in its flight, but also landed in the well with a splash. Timothy heard the sad whine of the dog and started wondering how to rescue Tack from the well.

Think about what you read and answer these questions.

1. How does this text relate to the essay you read earlier in this chapter?
2. What sort of text is this? Is it fiction or non-fiction?
3. Identify the meanings of the proverbs in this text.
4. Proverbs reflect people's experiences and what they learn from them. Can you come up with two proverbs that reflect your experiences and what you have learnt?



Upon Westminster Bridge

Let's meet the poet

William Wordsworth is one of the best known English poets in the world. He was born in 1770 and was part of the literary movement called Romanticism. The movement was a new way of looking at the world, not through reason or science alone, but through the senses and emotions as well. Appreciation for nature was an important part of this. In his poems, Wordsworth talks about the goodness of nature, and its purity and simplicity. He believed that poetry should be written in the natural language of common speech. Noteworthy amongst his works are *Lyrical Ballads* and *The Prelude*.

What's this poem about?

The poem is a sonnet (a poem that has 14 lines, each containing 10 syllables, and a fixed pattern of rhyme). It describes the beauty of London and the Thames river as Wordsworth saw it one morning in 1802.

Before we begin

The poet enjoyed the beauty of the crowded city of London, at a time when the city was immersed in deep silence.

Wake up early and observe your city/town from a rooftop. Is it different at this time than at other times?

Theme Peace and Harmony

GENRE Poetry

Earth has not anything to show more fair;
Dull would he be of soul who could pass by

*(here)
beautiful*

A sight so touching in its majesty,
This city now doth like a garment wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.

grandeur

Never did sun more beautifully steep
In his first splendour valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will;
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

beauty



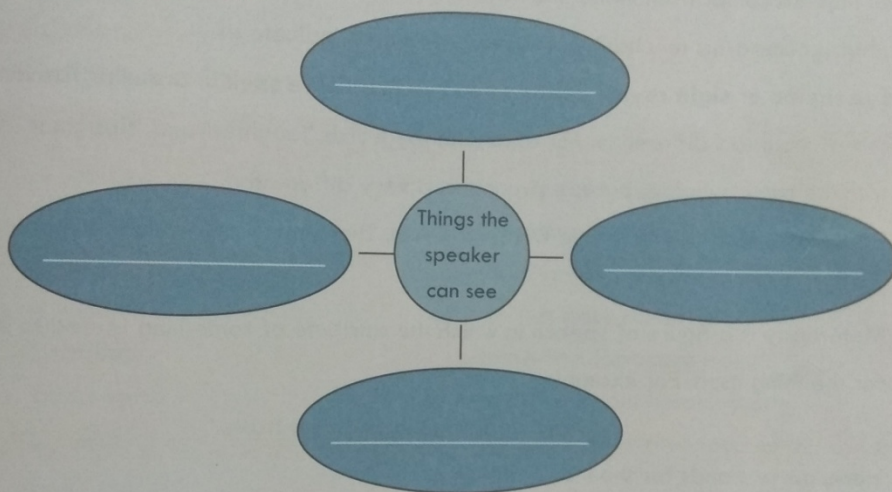
doth an old form of 'does'
unto an old word meaning 'to'
steep here, soak
glideth glides; flows



Learning Deck

I Recall

What are some of the things that the speaker can see from his position on the bridge? Complete the chart below.



II Reason

Think about the poem and answer these questions.

1. What does "dull of soul" mean? Who would be a person dull of soul?
2. What is the "garment" the speaker refers to? Who is wearing it?
3. What are the three things said about the "ships, towers, domes, theatres, and temples"?
4. Name the things/places touched by the rays of the sun. What do the words "first splendour" mean in the context of the poem?
5. What impression of London does the speaker create? How is it achieved?



III Read Deeper

Answer these questions.

1. In the first line, why do you think the poet writes "more fair" instead of "fairer", which is the usual way of making a comparative degree of "fair"?
2. Poets sometimes use comparisons openly and sometimes in an implied way. Is there an implied comparison in the line "This city now doth like a garment wear"? If yes, what is compared to what? Which word or words indicate it?
3. **Eye rhyme** or **sight rhyme** occurs when two words are spelt in a similar fashion, but are pronounced differently. For example, the words 'laughter' and 'slaughter' end with the same syllable, but are pronounced very differently.

Find an instance of eye rhyme from the poem. Then, make your own example of eye rhyme.

4. **Metonymy** is a figure of speech in which the attribute of something is used to stand for the thing itself. For example:

He who steals my purse steals trash.

Here, purse stands for the money inside it.

Here are a few more examples. Can you identify the metonymy?

1. The pen is mightier than the sword.
2. She is preparing the dish for lunch.
3. The kitchen is coming along nicely.

Find an example of metonymy in the poem.



Word Chest

I Study

"Upon Westminster Bridge" is an example of a sonnet.

Using a dictionary, match the names of different forms of poetry in Column A with their descriptions in Column B.

A	B
1 haiku	a funny poem 4
2 lyric	a poem to mourn the death of someone 3
3 elegy	a poem with no definite rhyme scheme 6
4 limerick	a story poem
5 ballad	a three-line Japanese poem 1
6 blank verse	a long poem about heroic deeds 7
7 epic	a poem that expresses how the writer feels about something

II Play

Read this line from the poem:

Never **did** sun more beautifully steep

The word in blue is a **palindrome**. A palindrome is a word or a phrase that reads the same backwards and forwards.

Which of the following words are palindromes?

madam	refer	bare	kayak
nut	tenet	civic	peeps
level	prefer	eye	redder



Navigating Grammar

I Anchor

A verb can be written in three tenses—**past**, **present**, and **future**—to indicate actions that occurred at a time before now, are occurring now, or will occur at a time in the future. These tenses are further subdivided into **simple**, **continuous**, **perfect**, and **perfect continuous**.

Let us now look at simple tenses—simple present, simple past, and simple future.

The **simple present tense** is used:

- to state a universal truth. For example,
The earth **revolves** around the sun.
- to describe something that has been happening for some time and is still continuing. For example,
Mishika **is** a singer.
- to refer to something that happens regularly or habitually. For example,
My grandfather **reads** the newspaper every morning.
- in proverbs that are considered to be permanent truths. For example,
A thing of beauty **is** a joy forever.

The **simple past tense** is used:

- when we refer to an action that has already been completed before the time of speaking. For example,
It **rained** heavily yesterday.
- to indicate that something was done in the past as a habit. For example,
In my childhood, I **walked** to school every day.

- to express an action that occurred over a period of time in the past. For example, I **lived** in Germany till the age of eight.

The **simple future tense** is used:

- to say what we think or know for certain will happen in the future. For example, I **shall wash** my car tomorrow.
- to make a promise or to offer to do something. For example, We **will complete** this assignment tomorrow.

II Land Ahoy!

Fill in the blanks with correct forms of the verbs given in parentheses.

1. Mrs. Chatopadhyay _____ next month. She _____ for a month after that. (retire, travel)
2. Rishi _____ school last year. He _____ in a boarding school now. (leave, study)
3. The boys _____ every day for four hours. They _____ in a competition next month. (exercise, participate)
4. Shireen _____ the sitar very well. She _____ during the annual function last year. (play, perform)
5. My colleagues _____ the president yesterday. He _____ to look into the matter. (meet, promise)
6. We _____ in Korea for six years. (live)
7. As a young girl, I _____ a lot. (exercise)
8. Tomorrow _____ Saturday. I _____ her tomorrow. (be, see)



III Sail Away

Rewrite the following paragraphs as indicated:

1. **Simple present tense**

Mishi decided to bake a cake for her mother on her birthday. She wanted this to be a surprise for her mother. So she went to the market and bought all the ingredients that were required for baking the cake. She followed the instructions in the recipe book and baked a lovely chocolate cake. She topped the cake with chocolate sauce and decorated it with nuts and raisins. She hoped that her mother would like the surprise.

2. **Simple past tense**

I am an actor. I am a member of a theatre group. I stage plays regularly. I also train young pupils who wish to become actors. I need a small flat to train them. I wish I had some more money. I like enthusiastic and committed children. They make fine actors.

3. **Simple future tense**

I walk to school every day. My friends Any and Naina accompany me. They come to my house at 8:30 a.m. We leave immediately. On the way, we buy the newspaper. Our teacher joins us near the post office. Sometimes, she picks up the mail from the postman. We reach school at 9 a.m. Assembly starts at 9:15 a.m.



Listen Up!

Listen to the audio recording of a conversation between two siblings, who are travelling from Delhi to Rishikesh. As you listen, fill in the blanks to complete the following sentences.

1. Rita saw the Ganga on the _____ side of their path.
2. Rita knew they were crossing Haridwar from the _____ of the closed shops.
3. She was attracted by a red _____ on the left bank of the river.

4. Rajib advised her to roll down the window so that she could feel the _____, cool wind.
5. Rajib thought that from the bridge they would get a good glimpse of the river and the _____ service.
6. Through the window, Rita looked at the _____ water and the sparkle of the sunlight in it.
7. She found the sight _____.
8. Rajib knew that during daytime there would be a traffic _____ on the bridge.
9. Rita believed that the city was _____ then and that with the maturing day, the people would get busy.
10. Rajib felt that the dawn was a _____ gift of a new day to them.

Chart It Out



You now know that a **haiku** is a form of Japanese poetry, usually of three lines and focused on a single idea. The poem usually has seventeen syllables. The first line has five, the next, seven and the last, five.

Read the following haiku by a Japanese poet named Matsuo Basho.

The first cold shower
Even the monkey seems to want
A little coat of straw.

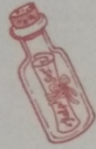
Now, write a haiku about waking up to a rainy morning.

All Hands on Deck

In the poem you read in this chapter, Wordsworth described the 'smokeless air' of the early morning. Unfortunately, in most cities today, we are polluting the air every moment with smoke from vehicles and factories.

Work in groups of four and find out what air pollution is and how harmful it can be. Also find information on ways in which we can fight air pollution. Make a bulletin-board presentation.





New Shores

Read the following letter from an exchange student who visited London as part of her school's exchange program.

15 May 2017

Dear Sir/Madam,

It has been three months since I first arrived here in London. You have asked me to write to you about my first impressions of London, and I have to admit that at first I was overwhelmed by this city. Its bustling, energetic centre was so impressive that I could not comprehend it all at once. Its architecture, a mixture of young and old buildings, and its people, always on the move, were intimidating to me. I also did not really like the noise, the polluted air, the weird smells, and the vastness of the city at first.

I was worried that I would not be able to find my way around here and would never feel at home. However, London surprised me. The buildings became less intimidating as I started to appreciate their beauty: the medieval brilliance of the Tower of London, the imposing Tudor St James's Palace, the gothic magnificence of the Victorian Big Ben, and the modern Shard that perfectly reflects the sun on a bright day. This mixture of architectural styles should not work, but somehow it does. All these buildings have their own charm, and together they seem to represent the diversity of the city.

The people are less intimidating now and seem to move in a rhythm only London could handle. Businesswomen and men make their way to work in a hurry while tourists enjoy the views and history of the city and the Underground is filled with students, working women and men, and the elderly alike, all going about their business. No one seems to be interested in each other, nevertheless there seems to be a feeling of connectedness between the people of London.

The Thames is in the middle of it all, not only separating but also bringing together two parts of the city, while acting as a place of tranquillity in a crowded, noisy environment.

Of course, there are some aspects of London that I haven't experienced yet, and that I might not like, but isn't this true of all places people visit? I find it funny that although the smell and polluted air sometimes still bother me, I do not hear the noise anymore. Navigating this big city has also become easier, I feel like I make my way through the city like a true Londoner now, and I can truly say that London has started to feel more like home.

On a final note, I would like to thank you for this wonderful opportunity of spending a year in a different culture and country. It is an experience I will always treasure.

All the best,

Lotte Ligtvoet

Think about the text and answer the questions below.

1. What type of letter is this—formal, semi-formal, or personal? How can you tell?
2. What aspects of the city did Lotte dislike?
3. What does Lotte have to say about the architecture of London? Have the buildings in London changed from Wordsworth's time to now?
4. Why does Lotte write "I do not hear the noise any more"? What does this mean?
5. Who do you think the letter is for?
6. Who is an exchange student? What does a sponsor do in this context?

