



ICSE EDITION

NEW *Mulberry*

ENGLISH COURSE

OXFORD
UNIVERSITY PRESS

COURSEBOOK 6

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Published in India by
Oxford University Press
Ground Floor, 2/11, Ansari Road, Daryaganj, New Delhi 110002, India

© Oxford University Press 2011, 2015, 2018

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First Edition published in 2011
Second Edition published in 2015
This New ICSE Edition published in 2018

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ISBN-13: 978-0-19-948175-0
ISBN-10: 0-19-948175-X

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Typeset in Adobe Jenson Pro Light
by Q2A Media Services Pvt. Ltd., Delhi
Printed in India by Multivista Global Pvt. Ltd., Chennai 600042

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Illustrations by Vikas Upadhya and Sapna Advertising Company



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

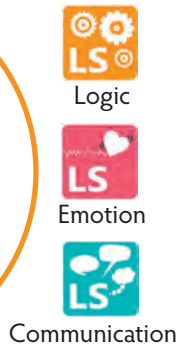
Oxford Educate— Digital support for teachers

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

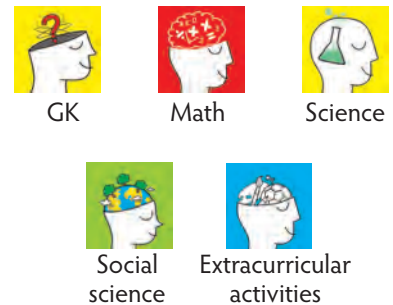
Teacher's Resource Packs Primers A & B Classes 1–8

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

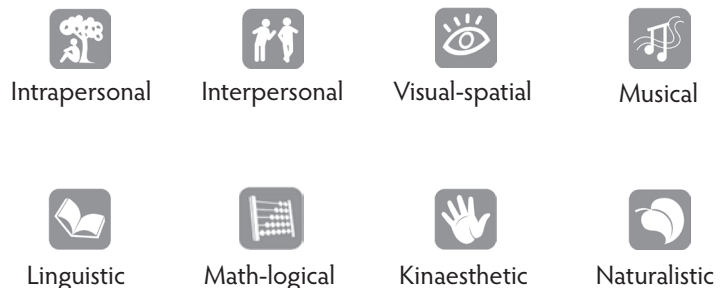
Life Skills are categorized as communication, logic and emotion to encourage learning beyond the book.



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 comprises factual, inferential and extrapolative questions in different formats.

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.

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

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.
 b_____



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

WRITE WELL

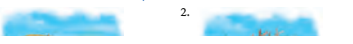
Paragraph writing

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

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

LISTEN AND SPEAK WELL

1. 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.




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.

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 first was invented by a man named Johannes Gutenberg. Look around you and find out who uses machines that you use in your everyday life. Find out who invents 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 '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.

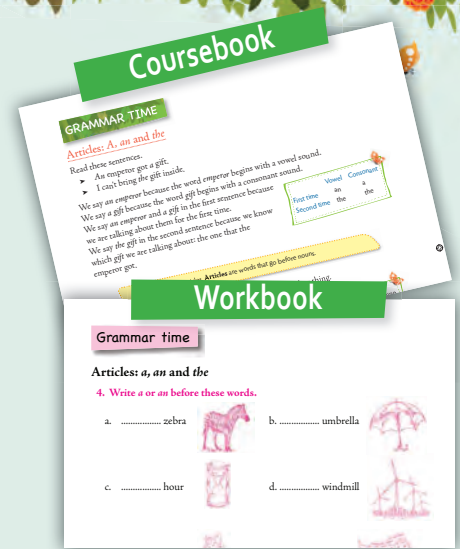


Posters capture the elements of a story in an interactive and fun way.

Grammar at a Glance aids grammar revision through graphic representation.

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.

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Areal

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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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Unit	Theme	Making Connections	Word wall/ Appreciation	Grammar Time	Study Skills	Write Well	Listen and Speak Well
1. Leaving the Valley 	Peace and Harmony	Factual, inferential, evaluative and extrapolative comprehension Integrate	Journeys Suffixes	Nouns Compound nouns	Pronunciation: Syllables	Writing a notice Presentation: Drawing up a chart and presenting it (Group)	Listening and filling a chart Presentation: Drawing up a chart and presenting it (Group)
<i>Summer Sun</i>	The World Around Us	Factual, inferential, evaluative and extrapolative comprehension	Personification				
2. The Cherry Tree 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension Integrate	Synonyms	Articles	Dictionary: Using words as nouns and verbs	Writing an autobiography	Listening and filling in the blanks Storytelling: picture based (Group)
3. A Turkish Judge 	The World Around Us	Factual, inferential, evaluative and extrapolative comprehension Integrate	Word wise	Tenses: revision, present perfect continuous, past perfect continuous	Punctuation: Hyphens	Writing an anecdote	Listening to an audio and writing true or false Storytelling (Group)
<i>Vocation</i> 	Adventure and Imagination	Factual, inferential, evaluative and extrapolative comprehension	Imagery				
4. The Miracle 	Adventure and Imagination	Factual, inferential, evaluative and extrapolative comprehension Integrate	Prefixes	Modals	Spelling: words with -ie or -ei	Diary entry	Listening to an audio and filling in the blanks Giving an opinion (Individual)
5. The Broken Ear Goes Missing 	Art and Culture	Factual, inferential, evaluative and extrapolative comprehension Integrate	Suffixes: -graphy Subject-verb agreement	Demonstratives	Collocations: With do and make	Dialogue writing	Listening to articles and filling in a table Making an article from a headline (Group)
<i>O Captain! My Captain!</i>	Our Country	Factual, inferential, evaluative and extrapolative comprehension	Repetition Alliteration				
6. Kaki 	Self and Family	Factual, inferential, evaluative and extrapolative comprehension Integrate	Idioms	Interrogative adjectives Pronouns	Punctuation Semicolon	Writing an invitation	Listening to a poem and answering questions Speaking about an elder and writing a poem (Individual)

7. The All-American Slurp 	Our Neighbourhood	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Idioms using 'beat' Building vocabulary	Adverbs of frequency	Spelling: Getting it right	Writing an article	Listening to an audio and filling in the blanks Speaking about your family (Pair)
<i>If I Were a Giant</i>	Adventure and Imagination	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Rhyme scheme				
8. Monday Morning  	Home and Friends	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Antonyms	Noun-preposition combinations	Punctuation: Quotation marks	Writing an email	Listening to an extract and answering questions Talking about emotions on Monday mornings (Individual)
9. Play: Dusk  	The World Around Us	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Phrasal verbs	Correlative conjunctions	Pronunciation: Silent -g	Picture composition	Listening to sentences and identifying emotions Role play: sharing emotions (Group)
<i>Habits</i> 	Health and Hygiene	Factual, inferential, evaluative and extrapolative comprehension	Comparisons				
10. Fly Like an Eagle  	Physical Activities and Sports	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Sporting events Making sentences	Subject and predicate, Object, Transitive and intransitive	Spelling: Learn to spell correctly	Writing an informal letter	Listening to a poem and filling in the blanks Speaking on a quote (Group)
11. Escape to the Island  	Adventure and Imagination	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Word wise Homophones	Active and passive voice	Pronunciation: Syllable stress	Writing a formal letter	Listening to a conversation and marking a map Asking and answering questions about a trip (Pair)
<i>Tiger</i>	Animals and Plants	Factual, inferential, evaluative and extrapolative comprehension	Oxymorons Elements of poetry				
12. The Cowardly Lion  	Family and Friends	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Crossword	Reported speech Imperative sentences	Dictionary: Homonyms	Writing a story	Listening to a conversation and filling in the blanks Narrating a conversation using reported speech (Individual)

Project 1: The Sounds of Science 

Project 2: Wall of Heroes 



Acknowledgements

'Leaving the Valley' from *I am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban* by Malala Yousafzai © Orion Publishing Group; 'The Cherry Tree' by Ruskin Bond; 'The Miracle' by Roald Dahl and David Higham Associates: from *Charlie and the Chocolate Factory* published by Penguin; 'The Broken Ear Goes Missing' from *The Adventures of Tintin The Broken Ear* by Hergé © Moulinsart; 'Kaki' by Munshi Premchand (translated by T C Ghai); 'The All-American Slurp' by Lensey Namioka; 'If I Were a Giant' by Jackie Hosking; 'Fly Like an Eagle' by Elizabeth Van Steenwyk; 'Tiger' by Leslie Norris: from *Leslie Norris: The Complete Poems* (Ed. Meic Stephens, Introduction by Patrick McGuiness)

The publishers would appreciate information about the pieces listed below, which they have not been able to trace. Appropriate acknowledgements will be made in future editions of the book.

'Habits' by Carol Beachy Wenger; 'The Prayer of a Sportsman' by Berton Braley

Photographs

teamplay/Shutterstock (girl painting a cat, page 12); Jstone/Shutterstock (Malala Yousafzai, pg 15); ODD ANDERSEN/Getty Images (Malala Yousafzai, pg 18); Dan Kitwood/Getty Images (Malala Yousafzai, pg 19); Matthieu Gallet/Shutterstock (elephants, pg 21); Meinlp/Shutterstock (The Braille alphabet, pg 25); Hulton Archive/Getty Images (R L Stevenson, page 27); Priyanka Parashar/Mint via Getty Images (Ruskin Bond, page 35); Lightspring/Shutterstock (flying tree, page 41); Hulton Deutsch/Getty Images (Rabindranath Tagore, page 56); Andreas Kraus/Shutterstock (Cocoa beans, page 59); Carl van Vechten/Library of Congress/Corbis/VCG via Getty Images (Roald Dahl, Page 62); BlueRingMedia/Shutterstock (Scuba diving, page 74); Danilo Sanino/Shutterstock (Dancing, page 74); Fun Way Illustration/Shutterstock (Looking at a map, page 74); AlexeyZet/Shutterstock (Filming, page 74); ArtMari/Shutterstock (Writing, page 74); Pansa Sunavee © 123RF.com (Columbus ship, page 80); Culture Club/Getty Images (Mark Twain, page 111); E. O. Hoppe/Mansell/The LIFE Picture Collection/Getty Image (Saki, page 121); Bettmann/Getty Images (L. Frank Baum, page 166)



Grammar at a Glance

Nouns

A **noun** is a naming word. It is used to name persons, animals, places, things and ideas.



Noun number

Singular: one.

E.g. *ship*



Plural: more than one.

E.g. *ships*



Collective: name for the whole class or group. E.g. *fleet*



Noun gender

Masculine: male.

E.g. *boy, rooster, ox*

Feminine: female.

E.g. *girl, hen, cow*

Common: male and/or female.

E.g. *teacher, doctor*

Neuter: neither male nor female.

E.g. *book, snow*

Noun type

Common: names given in common to every person or thing of the same class or kind.

E.g. *man, dog, road, country*

Abstract: a quality, action or state.
E.g. *happiness, bravery, arrival*

Proper: exact names.

E.g. *Alia, Rajesh, Red Fort, Delhi*



Concrete:

experienced with our five senses.

E.g. *train, flower*

Countable: can be counted.

E.g. *oranges, houses*

Uncountable: cannot be counted.

E.g. *milk, sugar*

Material:

substance or material from which things are made.

E.g. *wool, cotton*

VERBS

A **verb** tells us about an action or a state of being.



Action verbs
The butterfly *flies*.

State-of-being verbs
The butterfly *is* beautiful.

Modals
The butterfly *can* fly.

Auxiliaries
The butterfly *was* flying.

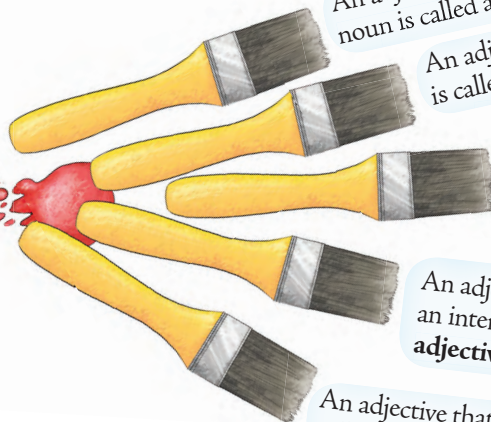


Forms of a Verb

Base form	Simple present	Present continuous	Present perfect	Simple past	Past continuous	Past perfect	Simple future	Future continuous
draw	Tina <i>draws</i> a picture.	Tina <i>is drawing</i> a picture.	Tina <i>has drawn</i> a picture.	Tina <i>drew</i> a picture.	Tina <i>was drawing</i> a picture.	Tina <i>had drawn</i> a picture.	Tina <i>will draw</i> a picture.	Tina <i>will be drawing</i> a picture.

ADJECTIVES

An adjective is a word that qualifies a noun.



An adjective that tells the kind of or quality of a noun is called an **adjective of quality**.

An adjective that tells the quantity of a noun is called an **adjective of quantity**.

An adjective that tells the exact number of persons or things is called an **adjective of number**.

An adjective that modifies a noun and is used in an interrogative sentence is called an **interrogative adjective**.

An adjective that points to specific people or things is called a **demonstrative adjective**.



ORDER OF ADJECTIVES

Observation	Physical description				Origin	Material	Noun
	Size	Shape	Age	Colour			
gorgeous		long-stemmed		red			roses
	big		old		English		sheepdog
beautiful	small	square				wooden	box
expensive			new			gold	necklace

PRONOUNS

Distributive: refers to persons or things taken as units: *each, either, neither*

Interrogative: used to ask questions: *who, whose, which, what*

Possessive: refers to possessions: *mine, ours, yours, his, hers, its, theirs*

Personal: stands for and replaces persons or things: *I, you, she, he, him, her, them*

Pronouns

Reflexive: refers to the subject in a sentence: *myself, herself, yourself, itself, yourselves, ourselves*

Indefinite: refers to persons/things in a general way: *something, someone, somebody, anything, anybody, nobody*

ADVERBS

Adverbs of manner
how an action is done. (*boldly, bravely, easily*)
E.g. She works *hard*.

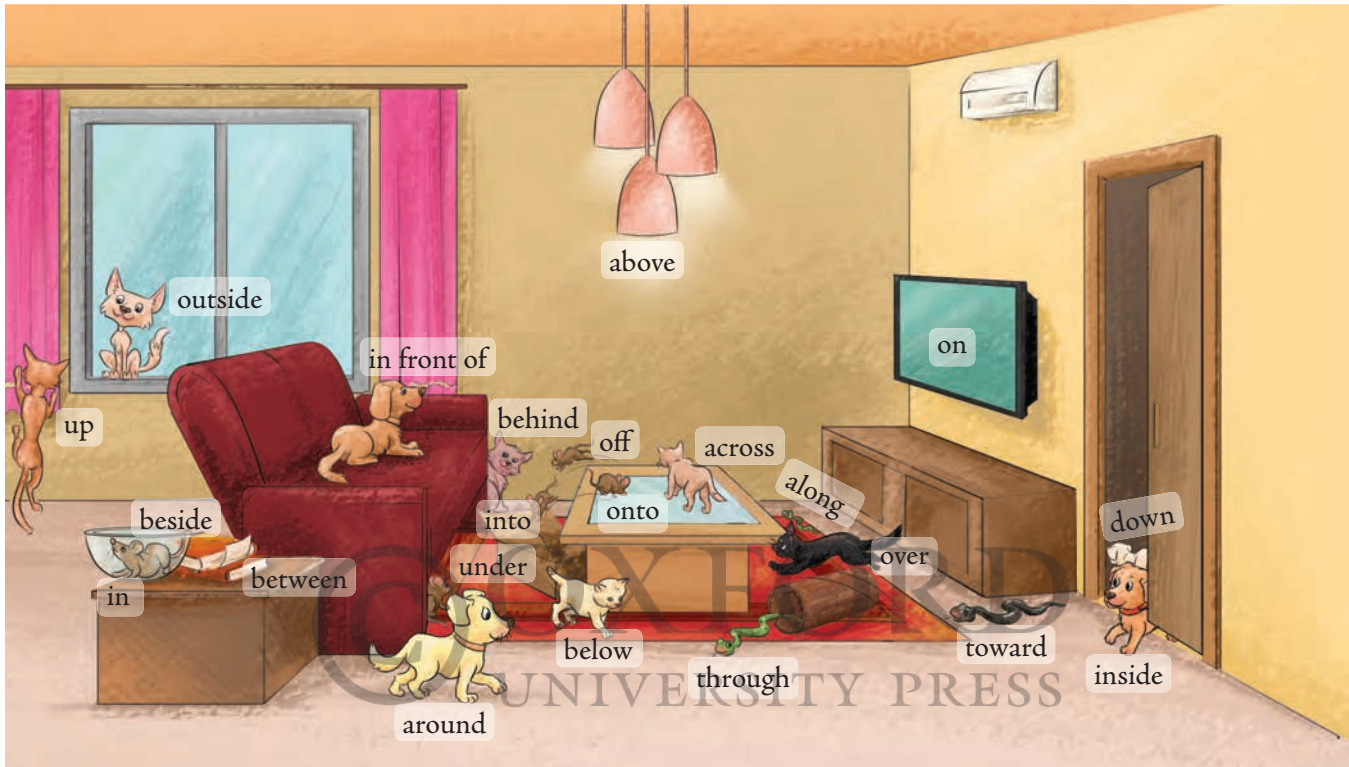
Adverbs of time
when an action takes place. (*since, before, recently*)
E.g. He has a meeting *today*.

Adverbs of degree
expresses the strength/intensity of an action. (*very, almost, a lot*)
E.g. He is *totally* exhausted.

Adverbs of place
where an action occurs. (*in, out, here, there, near*)
E.g. The people came *inside*.

PREPOSITIONS

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



Prepositions of time

at – specific time frames, such as, six o'clock, midnight

in – longer time frames, such as, months, seasons, years, general times of day—January, in summer

on – days of the week or portions of days of the week, specific dates, such as, 26th May

Other prepositions of time include after, during, for, till, by, from ...till, since, within

CONJUNCTIONS

A conjunction is used to join words, expressions or sentences.

Coordinating conjunctions: join words, phrases, and independent clauses (for, and, nor, but, or, yet, so etc.)

Subordinating conjunctions: join a main clause and a subordinate clause (because, although, since, if etc.)

Leaving the Valley

1



Given below is a quote by Malala Yousafzai. What does the quote say? Unscramble the words and find out.

One chdil, one chertae, one kobo and one npe can hncage the rolwd.

Malala Yousafzai is an activist for the education of girls and women. She began her activism in her native Swat Valley in the Khyber Pakhtunkhwa, northwest Pakistan, where the local Taliban, at times, did not allow girls to attend school. In 2009, when Malala was 12 years old, the growing violence in her region, forced her family to flee. In this extract from her story, Malala describes this experience.



Leaving our home felt like having my heart ripped out. I stood on our roof looking at the mountains, the snow-topped Mount Elum. I looked at the trees all coming into leaf. The fruit of our apricot tree might be eaten by someone else this year. Everything was silent, pin-drop silent¹. There was no sound from the river or the wind; even the birds were not chirping. I wanted to cry because I felt in my heart that I might never see my home again.

Everything I could not imagine happening had happened. I thought my school would not close and it had. I thought we would never leave Swat and we were just about to. I thought Swat would be free of the Taliban one day and we would rejoice, but now I realized that might not happen.



¹pin-drop silent: very quiet

I started to cry. It was as if everyone had been waiting for someone else to start. My cousin's wife, Honey, started weeping, then all of us were crying. But my mother was very composed² and courageous.

I put all my books and notebooks in my school bag and then packed another bag of clothes. I couldn't think straight³. I took the trousers from one set and the top from another so I had a bag of things which didn't match. I didn't take any of my school awards or photos or personal belongings⁴ as we were travelling in someone else's car and there was little room. My mother also said I must leave my school bag behind. We didn't own anything expensive like a laptop or jewellery—our only valuable items had been our TV, a fridge and a washing machine. We didn't lead a life of luxury—we Pashtuns⁵ prefer to sit on floors rather than chairs.

My father had resisted leaving till the end. But then some of my parents' friends had lost a relative in gunfire. Seeing their grief made my mother determined to leave. She told my father, 'You don't have to come, but I am going and I will take the children to Shangla⁶.' She knew he couldn't let her go alone. My mother had had enough of the gunfire and tension and called Dr Afzal and begged him to persuade my father to leave. He and his family were going so they offered us a lift. We didn't have a car. We were lucky that our neighbours, Safina and her family, were also leaving and could fit some of us in their car while the rest would go with Dr Afzal.

On 5 May 2009 we became IDPs—Internally Displaced Persons⁷. It sounded like a disease.

Why do you think Malala says it 'sounded like a disease'?



My mother, father, grandmother, my cousin's wife and baby and my brothers were all squashed into the back of Dr Afzal's van along with his wife and children. There were children in the laps of adults and smaller children in their laps. I was luckier—there were fewer people in Safina's car—but I was devastated by the loss of my school bag.

Safina's father put his foot on the pedal and away we drove out of the small world of our street, home and school and into the unknown. We did not know if we would ever see our town again.

The streets were jam-packed. I had never seen them so busy before. There were cars everywhere, as well as rickshaws, mule carts and trucks laden⁸ with people and their belongings. Thousands of people were leaving with just the clothes they had on their

²**composed:** having one's feelings under control ³**couldn't think straight:** was not able to think clearly because one was overcome with emotion ⁴**belongings:** things that belong to a person ⁵**Pashtun:** a person who comes from the parts of Pakistan and Afghanistan that speak Pashto (a South-Central Asian language) ⁶**Shangla:** a district located in the Swat district in Pakistan that is surrounded by mountains ⁷**Internally Displaced Persons:** people who are forced to flee their home but remain within the country's borders ⁸**laden:** heavily loaded

backs. It felt as if the whole valley was on the move. Few people knew where they were going, they just knew they had to leave. This was the biggest exodus⁹ in Pashtun history.

The road was heaving¹⁰ with traffic. It was a long slow journey and we were all very sweaty, crammed¹¹ in together. Usually car journeys are an adventure for us children as we rarely go anywhere. But this was different. Everyone was depressed¹².

Finally we got through the mountain pass and left Swat behind. It was late afternoon by the time we reached Mardan. My father kept insisting, 'In a few days we will return. Everything will be fine.' But we knew that was not true.

We were planning to make our way to Shangla, our family village. So far we had driven in the opposite direction, but we had had to take the only lift we could to get out of Swat.

My father then left us to go to Peshawar and alert people to what was happening. He promised to meet us later. The next day we met up with my cousin Khanjee, who was going to Besham, from where we would go to Shangla.

Why had Malala's father gone on his own to Peshawar?

It was not easy to get from Besham to our village and we had to walk twenty-five kilometres carrying all our things. At one point we were stopped by the army, who told us we could go no further and must turn back.

'Our home is in Shangla. Where will we go?' we begged. My grandmother started crying. Finally, they let us through. The army and their machine guns were everywhere. Because of the curfew and the checkpoints there was not one other vehicle on the road that didn't belong to the military. We were afraid that the army wouldn't know who we were and would shoot us.

We stayed in my mother's village, Karshat¹³, with my uncle Faiz Mohammad and his family.

I was happy to be with my cousin Sumbul, who is a year older than me. Once we were settled, I started going to school with her. I was in Year 6 but started in Year 7 to be with Sumbul. It took over half an hour to walk to school. My uncle gave me pocket money to buy snacks at school—they sold cucumber and watermelon, not sweets and crisps like in Mingora¹⁴.

What grave danger did Malala and her family face while going to Karshat?

One day at school, there was a parents' day and prize-giving ceremony. I read a poem about working hard to achieve your heart's desires. 'A diamond must be cut many times before it yields even a tiny jewel,' I said.

⁹exodus: large number of people leaving a place together ¹⁰heaving: very crowded ¹¹crammed: stuffed into a space
¹²depressed: very unhappy ¹³Karshat: a small place in Pakistan ¹⁴Mingora: a large city in the Swat region in Pakistan, where Malala was born



It was nice being with my cousins but I missed my books. I kept thinking of my school bag at home with copies of *Oliver Twist* and *Romeo and Juliet* waiting to be read. But now we were living our own drama. We had been so happy, then something very bad had come into our lives and we were now waiting for our happy ending.

After we had been in Shangla for about six weeks, my father said we could travel to Peshawar. It was very emotional to see him again. Then, a complete family once more, we travelled down to Islamabad, and then we went to Haripur, where one of my aunts lived. It was our fourth city in two months. I knew we were better off than those who lived in the camps, queuing¹⁵ for food and water for hours under the hot sun, but I missed my valley. It was there I spent my twelfth birthday. Nobody remembered. I was upset and recalled how different my eleventh birthday had been. I had shared a cake with my friends. There were balloons and I had made the same wish I was making on my twelfth birthday, but this time there was no cake and there were no candles to blow out. Once again I wished for peace in our valley.

Why do you think Malala compares her life to a drama?

Malala said she was upset. Which of the following synonyms for upset best describes how she was feeling: jittery, agitated or hurt?

Adapted from I am Malala by Malala Yousafzai

Malala Yousafzai (b. 1997) was born in Mingora, in the Khyber-Pakhtunkhwa province of Pakistan. She was inspired by her father who was an educational activist to take up the cause for girls. At an early age she began speaking about the right to education for girls, bringing her into the limelight. In 2012 Malala was attacked, but she was not deterred from her path. Today she is internationally recognized as an advocate for the education of women.

MAKING CONNECTIONS

Quick answers

1. The setting is the backdrop of a story. It can include the time of day, year, season, place, country and atmosphere. A story can have more than one setting. Choose the right answer related to the setting of the story you have just read.
 - a. Malala's story begins in Swat/Haripur.

¹⁵queuing: people making a line


- b. Malala had to leave her home in the season when apricot trees grow new leaves/apricots are harvested.
- c. Malala left her home in 2009/2011.
- d. Malala left her home during the day/at night.
- e. Malala was born in 1997/1987.



Reference to context

2. *It was not easy to get from Besham to our village and we had to walk twenty-five kilometres carrying all our things.*
 - a. Name the village that Malala refers to in these lines.
 - b. Why did they not get transport on this part of their journey?
 - c. Malala and her family carried what they could with them. What did Malala most regret leaving behind?
3. *It was our fourth city in two months. I knew we were better off than those who lived in the camps...*
 - a. Which was the 'fourth city'?
 - b. Why did Malala have to journey to four cities in two months?
 - c. Who lived in the camps? In what way was their situation worse than Malala's?

Read, reflect and write

4. Describe Malala's life before she became an IDP.
5. Describe the sights and sounds that Malala noticed on the journey from her home to Mardan.
6. On the journey that Malala took from her home to Haripur, which three hardships, according to you, were the most challenging ones that she faced?
7. 'A diamond must be cut many times before it yields even a tiny jewel.' In your own words explain what this line means to you. Why do you think Malala chose to recite this poem? 
8. How does this extract show that education and learning were important to Malala?
9. If you had to leave your home as Malala had to, what would you miss the most?

Integrate

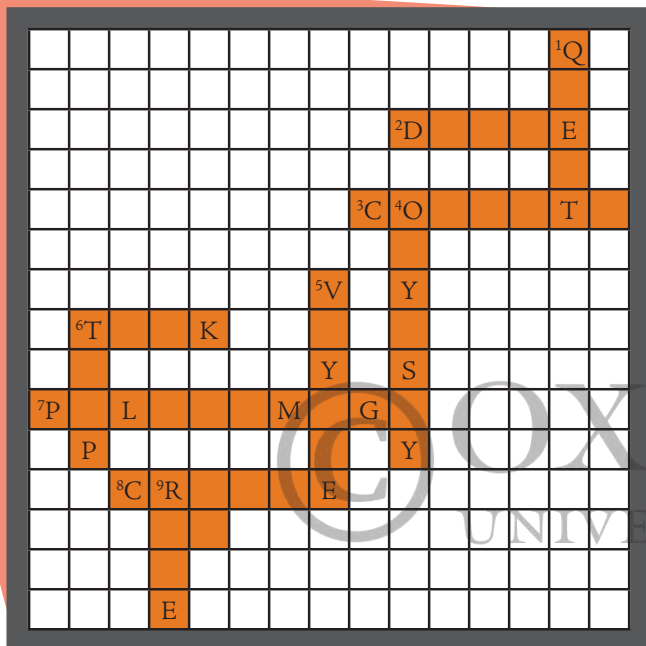


10. Although her twelfth birthday went unremembered, now 12 July, Malala's birthday, is marked the world over as Malala Day to raise awareness on the right to education, especially of girls. In 2014, when she was 17, Malala became the youngest recipient of the Nobel Peace Prize. Find out who won the Nobel Peace Prize this year and what efforts the person/organization has made to contribute to peace.



Journeys

1. This extract from Malala's story describes how she and her family were forced to flee their homeland. Such a journey is called a forced migration. Given below is a crossword with clues that describe different types of journeys. Solve the clues and fill in the crossword.



Across

2. a trip or journey in a car
3. the travel between home and one's place of work
6. a long, challenging journey made on foot
7. a journey to a place of particular (often religious) significance
8. a holiday on a ship or boat

Down

1. an expedition undertaken to complete a task or in search of something
4. a long, difficult, adventurous journey
5. a long journey involving travel by sea or in space
6. a short journey for pleasure
9. a journey on an animal

Suffixes

A **suffix** is a letter or a group of letters, added to the end of a word in order to make another word.

Examples:

- better + ment = betterment
- music + al = musical

The spelling of some of some words change when a suffix is added.

Examples:

- twelve + th = twelfth
- terrible + ly = terribly

2. The words given below are taken from the text. Use the suffixes given in the box to make new words. The spelling of some of the words may change.

-ly -able -th -est -al

- a. value _____
- b. big _____
- c. emotion _____
- d. four _____
- e. rare _____



GRAMMAR TIME

Nouns

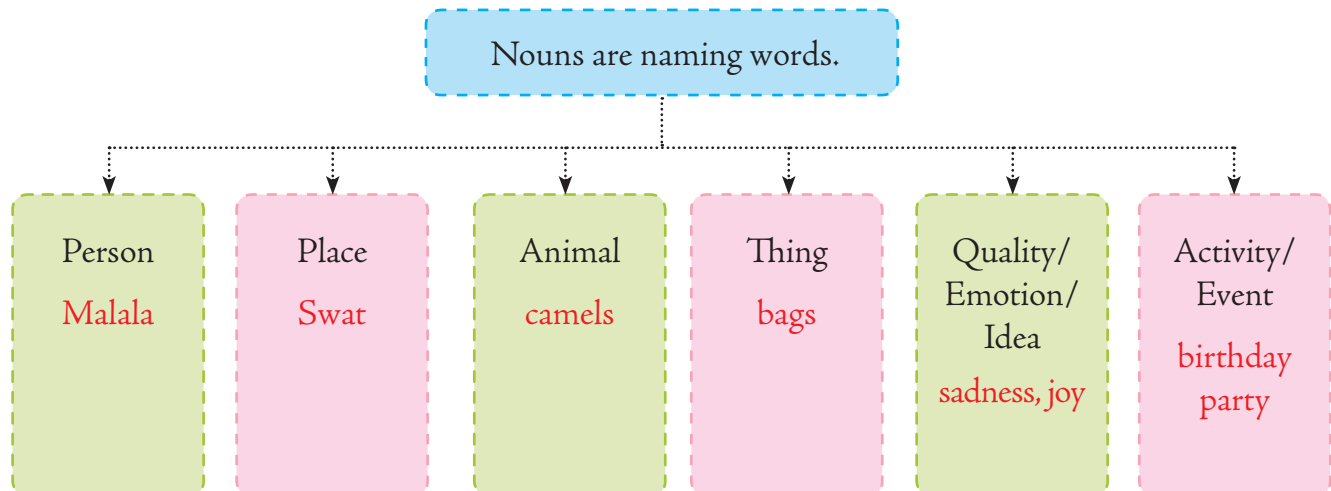
Read these sentences.

- I stood on our *roof* looking at the *mountains*.
- Faraway, I saw *Mount Elum*.

In the sentence given above, the italicized words are nouns.

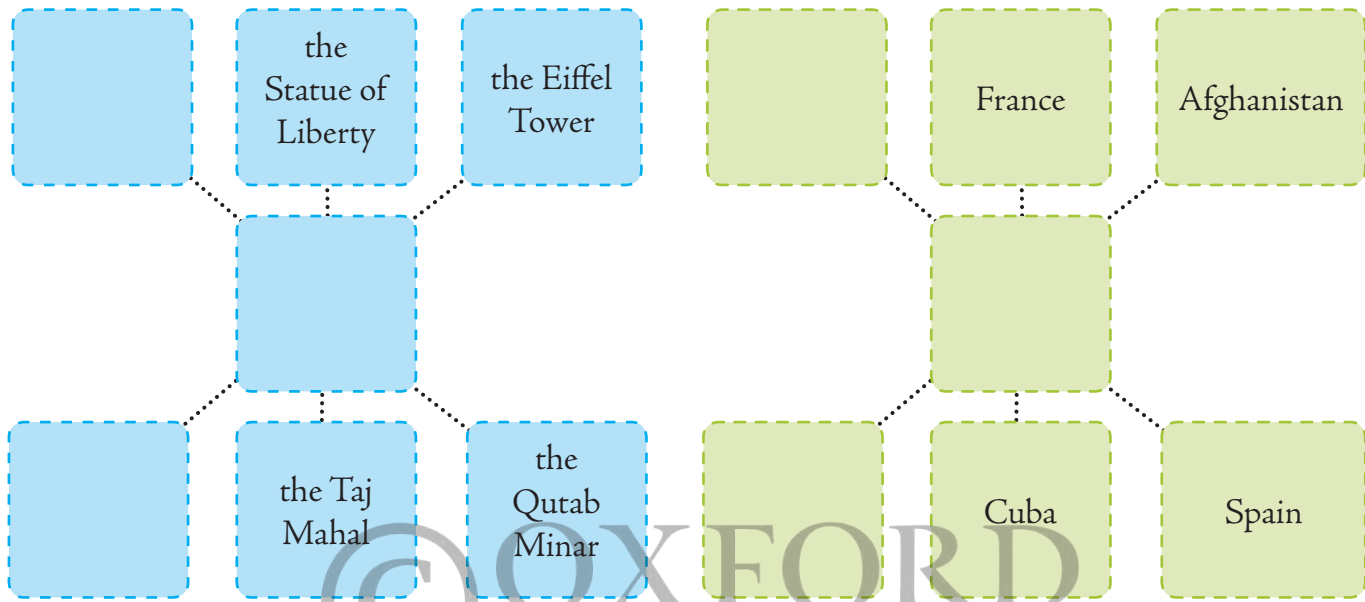
A **noun** is a word that names a person, a place, an animal, a thing, a quality or an activity.

1. Read the flow chart below, and give three more examples for each category of nouns.



A *proper noun* is a name used for a person, a place, an institution and so on. It is written with a capital letter e.g. the Taj Mahal. A *common noun* is used to name an object or a thing but is not the name of a particular person, animal, place or thing.

2. Give the common noun for each set of proper nouns given below. Add two proper nouns to each set.



3. The table given below shows ways in which we classify or group nouns. Read the definitions and then circle the noun that does not belong to each group.

a. Collective nouns refer to groups of people, animals or things: <i>herd, committee</i>	galaxy, fleet, stack, sleep, bouquet, army
b. Countable nouns refer to nouns that can be counted: <i>apples</i>	water, banana, pencil, lamp, book, key
c. Uncountable nouns refer to nouns that cannot be counted: <i>butter</i>	wood, cloth, mango, ice, bread, dust
d. Noun gender—Feminine: <i>woman, girl</i>	sister, doe, queen, wizard, niece, mother
e. Noun gender—Masculine: <i>lion, stag</i>	father, lion, emperor, bride, nephew, king
f. Common (male or female): <i>teacher, friend</i>	baby, bird, dancer, student, Delhi, school
g. Neuter (without life—neither male nor female): <i>house, book</i>	wood, metal, mountain, flower, mother, table

Compound nouns

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

Compound nouns can be single words (such as *breakfast*), hyphenated words (such as *commander-in-chief*), or separate words that go together (such as *bus stop*) as they have a single meaning.

Let us read a few more examples.

noun + noun	adjective + noun	noun + verb	verb + noun
bedroom	full moon	sunrise	searchlight

4. Match the words in the columns and write them out as compound nouns.

A	B	Compound noun
a. motor	fall	_____
b. glow	cycle	_____
c. arm	board	_____
d. rain	worm	_____
e. black	man	_____
f. police	chair	_____

We usually form plurals of compound nouns by adding -s to the principal or main word:
commanders-in-chief
passers-by
by-standers

PRONUNCIATION

Syllables

A word is pronounced as a set of sounds.

A **syllable** is a unit of pronunciation having one vowel sound, with or without surrounding consonants.

A word may have one or more than one syllable.

Examples: one syllable: the, one, and two syllables: en-ter, col-lar, tick-et
 three syllables: pleas-ant-ly, choc-o-late, shop-keep-er

1. Read the words given below. Split them into their syllables. Write them in the space provided. Also indicate the number of syllables there are in each word. The first one has been done for you. Check your answers in a dictionary.

Word	Syllable	Number of syllables
a. counter	coun-ter	2
b. golden		
c. see		
d. clustering		
e. somebody		
f. sensation		
g. free		

WRITING



Writing a notice

1. You are the Team Leader of your class Literary Club. To mark Malala Day, you have planned to organize an inter-class poetry writing competition. Draft a notice informing your schoolmates about the competition. Your notice must include all the parts marked on the sample notice given on the next page. Also add the theme you will chose for the competition and mention which classes are invited to take part. You can also write who will judge the competition.

New Higher Education School

Notice

20 May 20XX

Inter-School Debate

An inter-school debate will be held on 5 June 20XX, at the Ashoka Hall at 3:30 p.m. All students from classes VI-VII who are interested in participating should contact the Secretary of the Debate Team by 28th May 20XX.

Nilima
Secretary
Debate Team

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- }] School
- }] Heading
- }] Date
- }] Topic
- }] Details:
Date, time
venue
- }] Name
- }] Designation

LISTEN AND SPEAK WELL



1. Listen to the inspirational story of Louis Braille and then fill in the biography chart given below. In groups, research and draw up a chart on another person that you admire. Narrate your biography to the class and listen to those that the other groups have drawn up.

Who was Louis Braille? _____

When was he born? _____

Where was he born? _____

Some events in his life were _____

His accomplishments included _____

Lessons we learn from Louis Braille _____

Braille Alphabet

a	b	c	d	e	f	g	h	i	j	k	l	m
⠁	⠃	⠉	⠑	⠅	⠋	⠗	⠄	⠎	⠊	⠚	⠞	⠟
n	o	p	q	r	s	t	u	v	w	x	y	z
⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧	⠨	⠩	⠪	⠫	⠬
,	.	;	:	/	?	!	()	@			
⠏	⠑	⠒	⠓	⠔	⠕	⠖	⠗	⠘	⠙	⠚	⠛	⠜

Summer Sun

Have you ever thought about the importance of the sun in our lives?
There cannot be life without the sun. Let us read this poem about the sun.



Great is the sun, and wide he goes
Through empty heaven without repose¹;
And in the blue and glowing days
More thick than rain he showers his rays.

Though closer still the blinds² we pull
To keep the shady parlour³ cool,
Yet he will find a chink⁴ or two
To slip his golden fingers through.

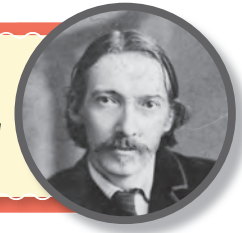
The dusty attic, spider-clad,
He, through the keyhole, maketh glad;
And through the broken edge of tiles,
Into the laddered hayloft⁵ smiles.

Meantime his golden face around
He bares to all the garden ground,
And sheds a warm and glittering look
Among the ivy's inmost nook⁶.

Above the hills, along the blue,
Round the bright air with footing true⁷,
To please the child, to paint the rose,
The gardener of the World, he goes.

¹repose: rest ²blinds: thick curtains ³parlour: a room to meet guests in; a sitting room ⁴chink: a crack; a narrow opening
⁵hayloft: the upper floor of a farm building used for storing hay ⁶inmost nook: a deep hidden corner ⁷footing true: a steady and balanced way of walking

Robert Louis Stevenson (1850–1894) was born in Scotland. He was a lawyer who later became a writer. Stevenson loved to travel. He and his family travelled in their own ship across the Pacific Ocean and visited many islands. The popular novels *Treasure Island* and *Kidnapped* were written by him.



MAKING CONNECTIONS

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

- a. *Great is the sun, and wide he goes
Through empty heaven without repose;
And in the blue and glowing days
More thick than rain he showers his rays.*
- What do you think the poet means by 'empty heaven'?
 - Why are the rays described as 'more thick than rain'?
 - Why did he shower his rays 'in the blue and glowing days'?
- b. *Yet he will find a chink or two
To slip his golden fingers through.*
- Who 'will find a chink'? Where was he supposed to find 'a chink'?
 - What do you think the poet means by 'golden fingers'?
 - Why was he being kept out?
- c. *The dusty attic, spider-clad,
He, through the keyhole, maketh glad;
And through the broken edge of tiles,
Into the laddered hayloft smiles.*
- Who did the sun make happy? How did he do this?
 - How did the sun enter the hayloft?
 - What do these lines tell you about the sun?



2. Why do you think the poet has chosen summer as a setting for the poem?
3. Do you agree with the poet when he refers to the sun as 'the gardener of the World'? Justify your answer.

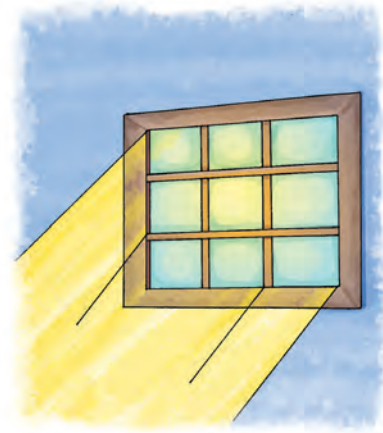
APPRECIATION

Personification

Read these lines.

Yet he will find a chink or two
To slip his golden fingers through.

In the lines given above, the poet refers to the sun as if it were a person, using the pronouns *he* and *him* for it. This kind of reference is known as personification.



Personification is when we speak or write about a thing, an idea or an animal as if it has human qualities.

Personification is a literary device we use to make poetry more interesting.

Let us read a few more examples of personification.

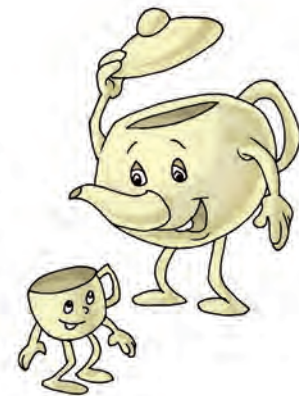
- The wind howled all night.
- The bees danced with the flowers.
- Truth conquers.
- The cars crawled through the traffic jam.



1. List two examples of personification from the poem.
2. Identify the personification in these rhymes given below.

a. I'm a little teapot
Short and stout
Here is my handle
Here is my spout.

When I get all steamed up
Hear me shout
Just tip me over
And pour me out!



- b. Rain, rain go away
Come again another day
Little Johnny wants to play.



- c. The deep grass moved and whispered
And bowed and brushed my face.
It whispered in the sunshine:
“The winter comes apace.”



3. Use your imagination to complete these personification prompts.

- a. The moon arrives _____.
- b. The trees waited _____.
- c. The angry fire swallowed _____.
- d. The clock looks _____.
- e. Beauty lives _____.
- f. The wise owl _____.

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The Cherry Tree

2



Can you identify these trees? Choose from the list given to you.

a. Gulmohar

b. Laburnum

c. Deodar

d. Banyan

e. Coconut



Have you ever planted a sapling or taken care of one in your garden? Is it easy to plant a tree? Read on and find out.



One day, when Rakesh was six, he walked home from the Mussoorie bazaar eating cherries. They were a little sweet, a little sour, small, bright red cherries, which had come all the way from the Kashmir Valley.

Here in the Himalayan foothills where Rakesh lived, there were not many fruit trees. The soil was stony and the dry cold winds stunted¹ the growth of most plants. But on the more sheltered slopes² there were forests of oak and deodar.

Rakesh lived with his grandfather on the outskirts³ of Mussoorie, just where the forest began. Grandfather was a retired forest ranger. He had a little cottage outside the town.

Rakesh was on his way home from school when he bought the cherries. He paid fifty paise for the bunch. It took him about half an hour to walk home, and by the time he reached the cottage, there were only three cherries left.

'Have a cherry, Grandfather,' he said, as soon as he saw his grandfather in the garden.

Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed

¹stunted: prevented (growth or development) ²slopes: surfaces of land that are higher at one end than the other

³outskirts: outer boundaries

in his mouth for some time, rolling it round and round on his tongue until all the tang⁴ had gone. Then he placed the seed on the palm of his hand and studied it.

‘Are cherry seeds lucky?’ asked Rakesh.

‘Of course.’

‘Then I’ll keep it.’

‘Nothing is lucky if you put it away. If you want luck, you must put it to some use.’

‘What can I do with a seed?’

‘Plant it.’

So Rakesh found a small spade and began to dig up a flower bed⁵.

‘Hey, not there,’ said Grandfather. ‘I’ve sown mustard in that bed. Plant it in that shady corner, where it won’t be disturbed.’

Rakesh went to a corner of the garden where the earth was soft. He did not have to dig. He pressed the seed into the soil with his thumb and it went right in.

Then he had his lunch and ran off to play cricket with his friends, and forgot all about the cherry seed.

When it was winter in the hills, a cold wind blew down from the snows and went *whoo—whoo—whoo* in the deodar trees and the garden was dry and bare. In the evenings, Grandfather and Rakesh sat over a charcoal fire and Grandfather told Rakesh stories—stories about people who turned into animals, and in turn Rakesh would read to him from the newspaper, Grandfather’s eyesight being rather weak. Rakesh found the newspaper very dull—especially after the stories—but Grandfather wanted all the news ...

They knew it was spring when the wild duck flew north again, to Siberia. Early in the morning, when he got up to chop wood and light a fire, Rakesh saw the V-shaped formation⁶ streaming northwards and heard the calls of the birds clearly through the thin mountain air.

One morning in the garden, he bent to pick up what he thought was a small twig and found to his surprise that it was well-rooted. He stared at it for a moment, then ran to fetch



Where did Rakesh live?
What did Grandfather tell Rakesh to do with the cherry seed?

⁴**tang:** strong taste or flavour ⁵**flower bed:** a portion of ground in a garden or park where flowers are grown

⁶**V-shaped formation:** a shape like the letter V formed by a flock of birds flying together

Grandfather, calling, 'Dada, come and look, the cherry tree has come up!'

'What cherry tree?' asked Grandfather, who had forgotten about it.

'The seed we planted last year—look, it's come up!'

Rakesh went down on his haunches⁷, while Grandfather bent almost double and peered down at the tiny tree. It was about four inches high.

'Yes, it's a cherry tree,' said Grandfather. 'You should water it now and then.'

Rakesh ran indoors and came back with a bucket of water. 'Don't drown it!' said Grandfather.

Rakesh gave it a sprinkling and circled it with pebbles.

He looked at the tree every morning but it did not seem to be growing very fast. So he stopped looking at it—except quickly, out of the corner of his eye. After a week or two, when he allowed himself to look at it properly, he found that it had grown—at least an inch!

That year the monsoon rains came early and Rakesh plodded⁸ to and from the school in raincoat and gumboots. Ferns sprang from the trunks of the trees, strange-looking lilies came up in the long grass, and even when it wasn't raining, the trees dripped and mist came curling up the valley. The cherry tree grew quickly in this season.

It was about two feet high when a goat entered the garden and ate all the leaves. Only the main stem and two thin branches remained.

'Never mind,' said Grandfather, seeing that Rakesh was upset. 'It will grow again: cherry trees are tough.'

Towards the end of the rainy season new leaves appeared on the tree. Then a woman cutting grass cut the cherry tree in two.

When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired.

'Maybe it will die now,' said Rakesh.

'Maybe,' said Grandfather.

How did Rakesh and Grandfather know that it was spring time?
Where did the wild duck fly in spring?



⁷went down on his haunches: crouched close to the ground, balancing the body on his feet ⁸plodded: walked with heavy steps

But the cherry tree had no intention of dying.

By the time summer came round again, it had sent out several new shoots with tender green leaves. Rakesh had grown taller too. He was eight now, a sturdy boy with curly black hair and deep black eyes. Blackberry eyes, Grandfather called them.

That monsoon Rakesh went home to his village, to help his father and mother with the planting and ploughing and sowing. He was thinner but stronger when he came back to Grandfather's house at the end of the rains, to find that the cherry tree had grown another foot. It was now up to his chest.

Even when there was rain, Rakesh would sometimes water the tree. He wanted it to know that he was there.

One day he found a bright green praying mantis⁹ perched on a branch, peering at him with bulging eyes. Rakesh let it remain there. It was the cherry tree's first visitor.

The next visitor was a hairy caterpillar, who started making a meal of the leaves. Rakesh removed it quickly and dropped it on a heap of dry leaves.

'Come back when you're a butterfly,' he said.

Winter came early. The cherry tree bent low with the weight of snow. Field-mice sought¹⁰ shelter in the roof of the cottage. The road from the valley was blocked, and for several days there was no newspaper and this made Grandfather quite grumpy. His stories began to have unhappy endings.

In February it was Rakesh's birthday. He was nine—and the tree was two, but almost as tall as Rakesh.

One morning, when the sun came out, Grandfather came into the garden. 'Let some warmth get into my bones,' he said.

He stopped in front of the cherry tree, stared at it for a few moments, and then called out, 'Rakesh! Come and look! Come quickly before it falls!'



Where did Rakesh go during the monsoons?
What did he do there?
What does the word *intention* mean?



Which two visitors did Rakesh find on the cherry tree?
What did he do with them?



What made Grandfather unhappy in winter?
What effect did this have on his stories?



⁹praying mantis: a small green insect with long front legs and big eyes ¹⁰sought: looked for

Rakesh and Grandfather gazed at the tree as though it had performed a miracle. There was a pale pink blossom at the end of a branch.

The following year there were more blossoms. And suddenly the tree was taller than Rakesh, even though it was less than half his age. And then it was taller than Grandfather, who was older than some of the oak trees.

But Rakesh had grown too. He could run and jump and climb trees as well as most boys, and he read a lot of books, although he still liked listening to Grandfather's tales.

What does the word *nectar* mean?

What does the word *blossoms* mean?



In the cherry tree, bees came to feed on the nectar in the blossoms, and tiny birds pecked at the blossoms and broke them off. But the tree kept blossoming right through the spring and there were always more blossoms than birds.

That summer there were small cherries on the tree. Rakesh tasted one and spat it out. 'It's too sour,' he said.

'They'll be better next year,' said Grandfather.

But the birds liked them—especially the bigger birds, such as the bulbuls and scarlet minivets—and they flitted¹¹ in and out of the foliage¹², feasting on the cherries.

On a warm sunny afternoon, when even the bees looked sleepy, Rakesh was looking for Grandfather and couldn't find him in any of his favourite places around the house. Then he looked out of the bedroom window and saw Grandfather reclining on a cane chair under the cherry tree.



'There is just the right amount of shade here,' said Grandfather. 'And I like looking at the leaves.'

'They're pretty leaves,' said Rakesh. 'And they are always ready to dance, if there's a breeze.'

After Grandfather had come indoors, Rakesh went into the garden and lay down on the grass beneath the tree. He gazed up through the leaves at the great blue sky and turning on his side, he could see the mountain striding¹³ away into the clouds. He was still lying beneath the tree when the evening shadows crept across the garden. Grandfather came back and sat down beside Rakesh, and they waited in silence until it was dark.

¹¹**flitted:** moved lightly and quickly ¹²**foliage:** the leaves of a tree or plant ¹³**striding:** walking with long steps



‘There are so many trees in the forest,’ said Rakesh.
 ‘What’s so special about this tree? Why do we like it so much?’

‘We planted it ourselves,’ said Grandfather. ‘That’s why it’s special.’

‘Just one small seed,’ said Rakesh and he touched the smooth bark of the tree that had grown. He ran his hand along the trunk of the tree and put his finger to the tip of a leaf.

‘I wonder,’ he whispered, ‘is this what it feels to be God?’

Ruskin Bond (b.1934) was born in Kasauli, India. He now lives in Mussoorie. The first book he read as a child was *Ali in Wonderland: And Other Tall Tales*. *The Room on the Roof* was published when he was 21, and was partly based on his experiences in Dehradun. Though he has authored several collections, *Rusty’s Adventures*, *The Panther’s Moon*, *The Night Train at Deoli*, and *Our Trees Still Grow at Dehra* are his most popular story collections.



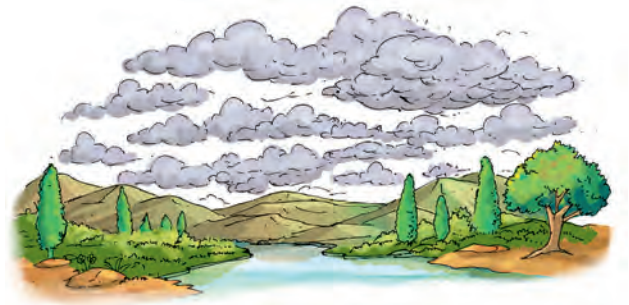
MAKING CONNECTIONS

Quick answers

- Write the names of the insects, birds and animals which came to the cherry tree.

Reference to context

2. *'Nothing is lucky if you put it away. If you want luck, you must put it to some use.'*
 - a. Who said this and to whom?
 - b. What was the speaker referring to?
 - c. How did the person being spoken to 'put it to some use'?
3. *'Come back when you're a butterfly,' he said.*
 - a. Who said this and to whom?
 - b. Why did the speaker not want the creature to stay?
 - c. What does this line tell you about the speaker?
4. *... he could see the mountain striding away into the clouds.*
 - a. Who is referred to as 'he' in this line?
 - b. From where could 'he' see the mountain?
 - c. What does the expression 'striding away into the clouds' mean?



Read, reflect and write

5. How did Rakesh and his grandfather spend the winter evenings?
6. Rakesh thought that the cherry tree had died on two occasions. Narrate the incidents briefly.
7. What question does Rakesh ask at the end of the story? What do you think he means by the question?
8. Would you consider Rakesh and his grandfather to be nature lovers? Why do you think it is important to plant trees?
9. *'Nothing is lucky if you put it away. If you want luck, you must put it to some use.'* Give an example of your own to illustrate this quote.



Integrate



10. Silvology is the scientific study of forests and woods. Only around six per cent of earth's land surface is rainforest, but about half of all animal and plant species live there! So thick is the canopy of rainforests that it can take up to 10 minutes for a raindrop to reach the forest floor. Do you know which forests are rainforests? Look them up in an atlas, research on the internet and create a map of rainforests of the world.

WORD WALL



Synonyms

Read this sentence.

- ▶ Grandfather took one cherry and Rakesh *promptly* ate the other two.

The sentence given above can also be written as:

- ▶ Grandfather took one cherry and Rakesh *quickly* ate the other two.

In the example, *promptly* and *quickly* have the same meaning. Such words are called synonyms.



A **synonym** is a word or an expression that has the same or almost the same meaning as another word. For example, the words *big* and *large* are synonyms of each other.

Remember that synonyms are not always interchangeable. For example, *punctually* is a synonym of *promptly*, but we cannot use it to replace *promptly* in the sentence given above.

1. Replace the underlined word with the appropriate synonym.

- Arunima Sinha is a daring mountaineer who braved all obstacles to scale mountains. (reckless/fearless)
- Lincoln was looking for an answer to the problem. (result/solution)
- M.S. Subbulakshmi was a great singer. (huge/talented)
- Gandhi was sad when he lost his pocket watch. (dejected/pathetic)
- Jane Goodall studied chimpanzees in their natural environment. (unrefined/native)

GRAMMAR TIME

Articles

Read these sentences.

- ▶ What can I do with *a seed*?
- ▶ He pressed *the seed* into the soil.

In the first sentence given above, *a* does not specify which seed. Rakesh asks what they can do with any seed—not one definite seed or a seed in particular. In the second sentence given above, *the* specifies a particular seed—not just any seed but the seed that Rakesh had decided to plant. *A*, *an* and *the* are articles.

Articles are words placed before nouns to show whether the nouns are used in a particular or a general sense. *A* and *an* are called indefinite articles, and *the* is called the definite article.

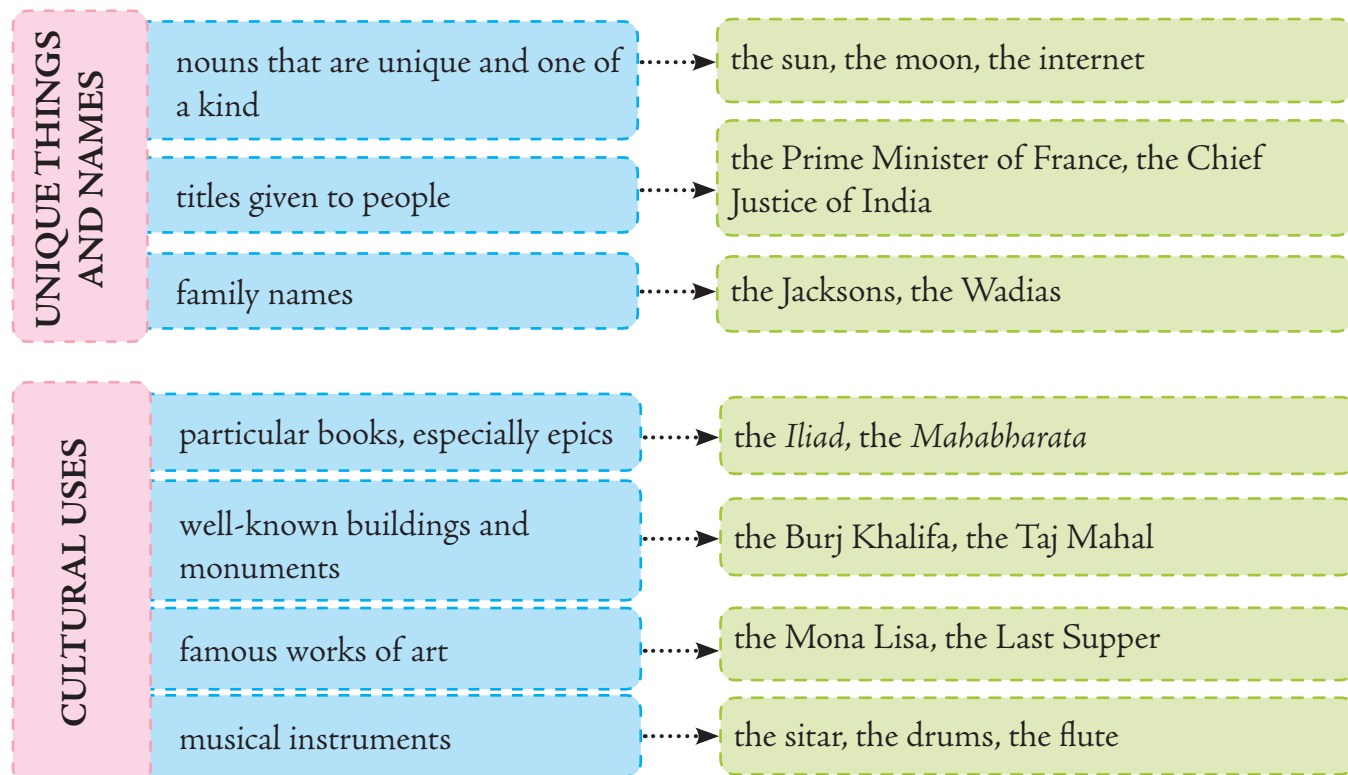
Let us review how we use the articles.

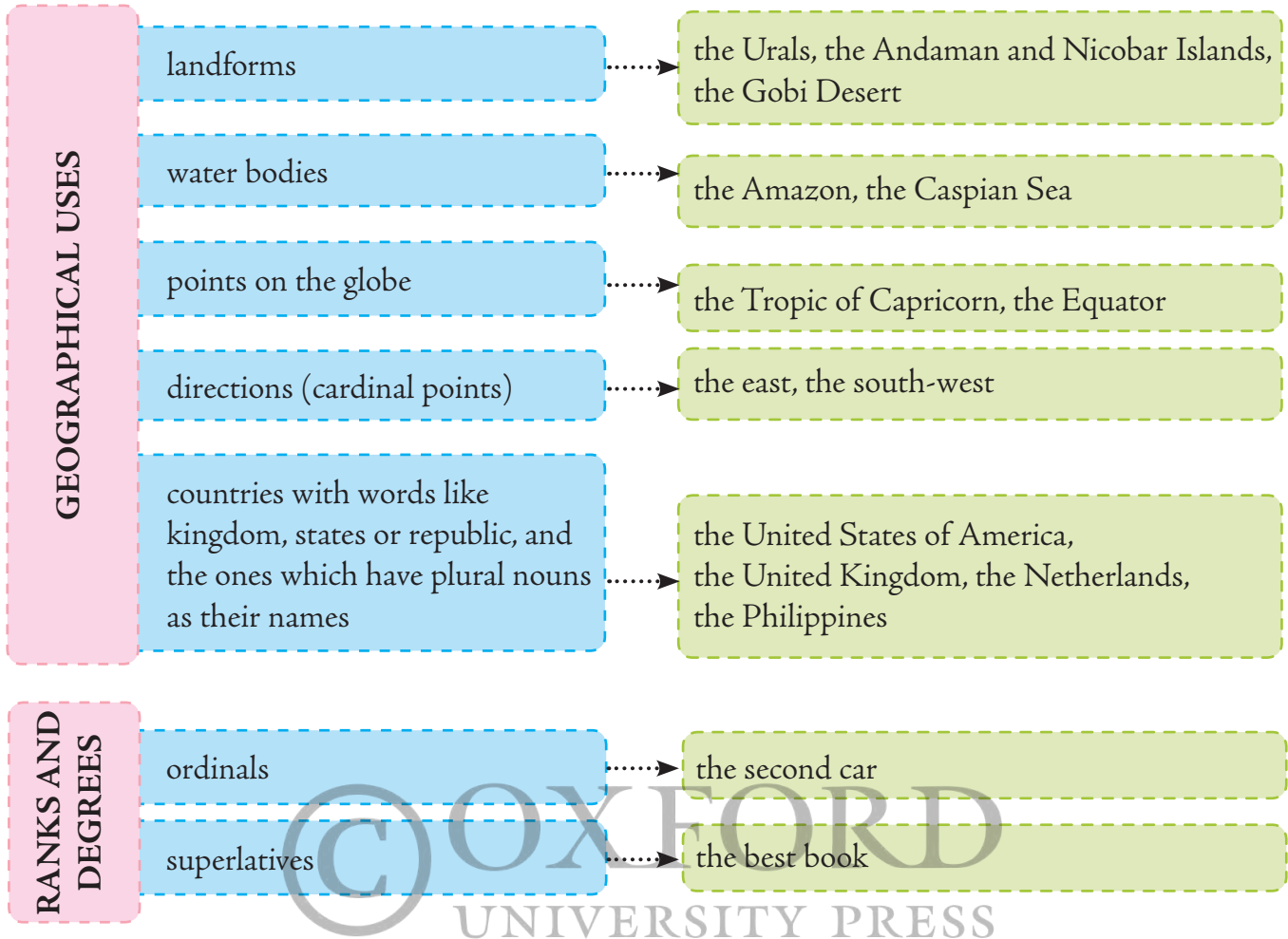
Indefinite articles	Definite articles
<ul style="list-style-type: none"> to refer to singular nouns that we can count: <i>a</i> book, <i>an</i> ant, <i>a</i> university, <i>an</i> hour 	<ul style="list-style-type: none"> to refer to either singular or plural nouns, and uncountable nouns: <i>the</i> books, <i>the</i> ant, <i>the</i> universities, <i>the</i> information
<ul style="list-style-type: none"> when we do not refer to particular or specific nouns: I bought <i>a</i> book. She gave me <i>an</i> umbrella. 	<ul style="list-style-type: none"> to refer to something or someone that has been referred to earlier: <i>The</i> book I bought was interesting.



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The definite article has additional uses. It is used before the following:





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1. Insert *a*, *an* or *the* wherever necessary and rewrite the sentences.

- a. Sun rises in east.
- b. During my trip to Europe, I visited France, United Kingdom and Netherlands.
- c. I am planning to go to Caribbean islands with Roys.
- d. Vishwa Mohan Bhatt plays guitar very well.
- e. Pacific Ocean separates Asia and Australia from Americas.
- f. An east wind is a wind that originates from east.
- g. Tourists from the world over flock to visit Taj Mahal.
- h. We plan to visit Natrajans this evening and we are making bouquet of flowers for them.
- i. Kirti did not have umbrella, so we bought her one.
- j. It was best book in the whole lot.
- k. Manjali went to China for third time this year.
- l. Please return encyclopaedia I lent you last week.



- m. There is planetarium at end of this road.
- n. There are many versions of Mahabharata.
- o. My friend was late by hour or two.

DICTIONARY

Using words as nouns and verbs

Read these sentences.

- 'You should *water* it now and then.'
- Rakesh ran indoors and came back with a bucket of *water*.

In the first sentence given above, the word *water* is used as a verb, but it is used as a noun in the second sentence.

1. Read the words given below and look up their meanings in the dictionary. Then, use each of these words in two sentences, first as a noun and then as a verb.

- a. balance b. talk c. display d. worry e. escape

WRITE WELL

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Writing an autobiography

1. Write an imaginative autobiography of a tree that faced many challenges when it was a sapling. Talk about how it has crossed all hurdles to become a strong tree, providing shelter to several small animals and people. Use the given beginning to start writing the autobiography. Remember to write in the first person while telling the story of the tree. Open the story with an interesting sentence and trace its life, beginning at the time it was a seed till the present moment.

Given below are some ideas to help you write it.

Begin: One warm spring morning ...

- the kind of tree I am and who are my friends
- the animal life around me and life in the forest
- the challenges that I have faced and an incident that lives with me



LISTEN AND SPEAK WELL



1. Listen carefully to the information about the king cobra. Then fill in the blanks with the correct facts.

King cobras live in the grasslands and rainforests of _____, including _____ and _____. These snakes are generally shy, avoiding human contact, but can be very aggressive if cornered or threatened. They are the _____ of all venomous snakes, capable of growing up to _____ feet in length. They can give out as much as _____ milligrams of _____, enough to kill about thirty men or a horse with a single bite. These large snakes have glistening scaly skin which is dry, and can be green, _____ or _____, matching the forest colours. They can live up to twenty years, and they grow constantly. They can swim, slither on land and climb _____ as well. They make _____ sounds. These snakes smell with their _____ and have excellent eyesight. Although they are _____, they can sense vibrations well.



2. Using the picture as a starting idea, take turns in composing a story. Each person is only allowed to say one sentence and must continue the story. One person begins the story by saying, 'Once upon a time ...' and completes the sentence. The next person must continue the story and have it make sense. Pass the story on like this until it reaches the last person in the class/group. The last person must conclude the story in one sentence as well.



A Turkish Judge

3



Read the following passage.

Emperor Akbar once dropped his ring at the court and then could not find it. 'Do not worry, Your Majesty,' said Birbal. 'I will find your ring right away.' Turning to the courtiers, he announced, 'Your Majesty, the courtier who has a straw in his beard has stolen your ring.'

What do you think happened next? Share your ideas. Then turn to page 54 to check the answer and see which one of you is as wise and witty as Birbal.

Folktales are short stories that have been verbally passed on from one generation to another. Here is a Turkish folktale about the Turkish Caliph¹, Haroun al-Rashid, who ruled Baghdad and northern Turkey. His life and his court have been the subject of many such stories. Let us read the story about a wise *Cadi*² who helped the Caliph in the time of trouble. 

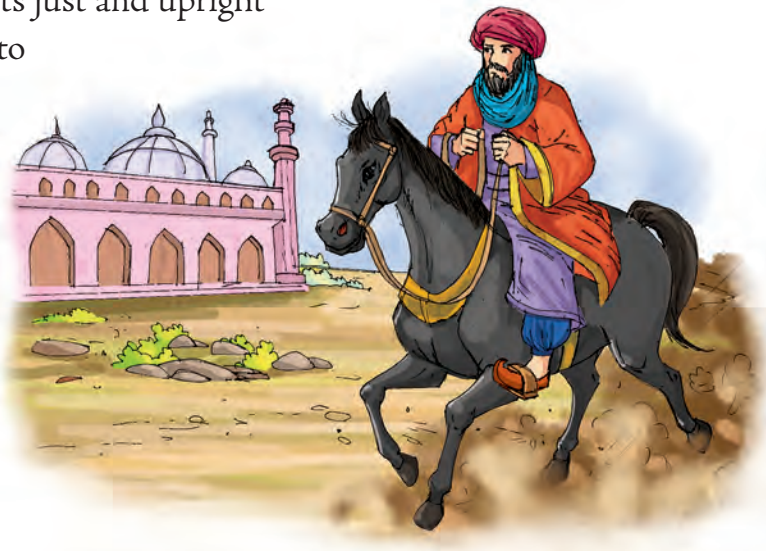


The city of Bagdad flourished under its just and upright Caliph, Harun al-Rashid. Wanting to see for himself how his people fared, the Caliph disguised himself as a common traveller, mounted his steed³ and rode until he came to the outskirts of the town of Basra. There he saw an old man sitting by the roadside. 'Help me!' implored⁴ the old man.

The Caliph stopped and asked, 'Old man, where are you going?'

'I am on my way to Basra,' answered the old man.

The Caliph put out his hand and helped the old man onto the steed's back. Then together they rode into Basra.



¹Caliph: the head of a state ²Cadi: a judge ³steed: a horse to ride on ⁴implored: asked somebody to do something in an earnest way

When they reached the town square, the Caliph said to the old man, 'Alight⁵. You have reached your destination but I have to ride further.'

'Alight yourself!' answered the old man rudely. 'The horse is mine!'

The Caliph was taken aback. 'Ungrateful man!' he cried. 'Did I not pick you up from the roadside and bring you here?'

'Very true,' replied the man cunningly, 'but can you prove it? I am a stranger in Basra and so are you. It is your word against mine. Give me the horse and be on your way.'

The Caliph was faced with a dilemma⁶. He knew if he forced the man off the horse, the old man would cry out, a mob would gather and turn against⁷ him. On the other hand, if he gave him ten gold coins, the old man would let him ride away but then he would be encouraged to cheat other people in the same way. The Caliph thought for a while and then he said to himself, 'I'll go before the *Cadi* of Basra and ask him to settle the case. I may lose my horse in doing so, but at least I will get to know how wisely the *Cadi* of Basra dispenses⁸ justice.'

'Let's go to the *Cadi* then,' said the Caliph to the old man.

The old man agreed.

So, they went to the place where the *Cadi* was holding court. Two men stood before the *Cadi*—an oil merchant and a porter⁹. In his hand the porter held a piece of gold, which he claimed was his.

'Your Honour,' said the oil merchant, 'that coin belongs to me. I have owned it for many years, and always carry it. I lost it today.'

'Are there any witnesses?' asked the *Cadi*.

'No, Your Honour,' answered the man.

⁵alight: get off ⁶dilemma: difficult situation in which a choice has to be made between two or more things ⁷turn against: get angry with ⁸dispenses: distributes (to a number of people) ⁹porter: a person whose job is carrying people's bags and other loads



What was the Caliph's reaction when the old man tried to cheat him?

What does the word *witnesses* mean?



The *Cadi* asked the men to leave the coin with him and to return to the court the following day. The Caliph was puzzled and he wondered how the *Cadi* would pronounce a just decision. The next case was called, and two other men approached the *Cadi*.

'What is your trade?' he asked the first.

'I am a writer,' answered the man.

'Why are you here?' continued the *Cadi*.

'This morning while I was out, someone stole my *Book of Learning*. That tailor,' he said pointing to the other man, 'now has it and claims that the book is his.'

'Did any one witness the tailor stealing the book?' asked the *Cadi*.

'No, Your Honour,' replied the man.

'Very well,' said the *Cadi*, 'leave the book with me and return tomorrow.'

Next, the *Cadi* called the Caliph and the old man before him and enquired why they had come to the court.

'Your Honour,' said the Caliph, 'I am a traveller from a distant land. This man asked for my help and taking pity on him, I brought him with me to Basra. When I asked him to dismount, he refused and now he claims that my steed is his.'

What other cases were presented before the *Cadi*?



The *Cadi* then turned to the old man. 'What do you have to say in your defence?'

'The horse is mine, Your Honour' answered the old man. 'I have cared for him since he was a colt. If that horse is taken from me, how will I live? I am old and feeble and I can barely walk; I need my faithful horse to carry me.' Here, the old man wailed and forced false tears to gain the sympathy of the *Cadi*.



The *Cadi* calmly asked, 'Have you any witnesses?'

'No, Your Honour,' replied the Caliph and the old man together.

'Then,' said the *Cadi*, 'leave the horse in my stable and return to this courtroom tomorrow morning.'

The next morning, the Caliph arrived at the courtroom early, for he was keen to hear how the *Cadi* would decide the case of the coin and that of the book.

As soon as the *Cadi* entered the room, he ordered the oil merchant and the porter to come before him. Handing the gold coin to the oil merchant, he said, 'Here is your gold coin. Take it, it is rightfully yours.'

Then he turned to the porter. 'You have tried to keep what did not belong to you,' he said in a stern¹⁰ voice.

'Soldiers,' he called, 'take this man away from the courtroom, and see that he offers his services free of charge to the oil merchant for a month.'

Next, the *Cadi* called the writer and the tailor before him. 'This *Book of Learning* belongs to the writer,' he said. 'I now return it to him.'

'But Your Honour, I swear that it is mine!' protested the tailor.

'Soldier, take this false-swearing¹¹ tailor, and ensure that he pays the writer five gold coins for the trouble he has caused him,' ordered the *Cadi*.

Finally, the Caliph and the old man were called before the *Cadi*. The *Cadi* addressed the old man, 'Why have you repaid the generosity of a stranger with ingratitude¹²? I will make sure you mend your cunning ways. From this day on, you will be employed at the court and it will be your duty to extend courtesy¹³ to all travellers who come to Basra.'

Do you think the punishment given to the old man was appropriate? Discuss.



¹⁰stern: serious ¹¹false-swearing: lying ¹²ingratitude: the state of not feeling or showing that one is grateful for something ¹³courtesy: polite behaviour that shows respect for other people

‘Good traveller,’ he said turning to the Caliph. ‘I know that the horse belongs to you. Take it, and continue on your way. May your kindness and generosity be better rewarded in the future.’

The Caliph was amazed at the justice given by the *Cadi*. He thanked him, stepped to the back of the room and waited, until everyone, except the *Cadi*, had left the courtroom.

Then he approached him and said, ‘Honoured Judge, I am in awe¹⁴ of your wisdom. How did you give such accurate and just judgements without evidence and witnesses?’

‘These cases have all been very simple,’ said the *Cadi* smiling. ‘Did you not hear the oil merchant say that he had carried that piece of gold for many years? I put the coin into a glass of clear water. Tiny drops of oil came up to the surface. That proved to me beyond doubt, that the coin belonged to the oil merchant.’

‘That is very clever indeed!’ said the Caliph. ‘But do tell me how you knew that the *Book of Learning* belonged to the writer?’

‘That case was also quite easy to settle,’ replied the *Cadi*. ‘On looking closely at the book, I found that the pages most used were those on which the duties of writers and scholars were written. The book belonged to the writer.’

‘Your judgment is most wise!’ exclaimed the Caliph in admiration¹⁵. ‘But how could you tell that the horse was rightfully mine?’

‘Last night I had your horse put in my stable. Both you and the old man would have to pass the stable on your way to court. This morning, I opened the stable door and stood behind a bale of hay. When the old man passed, the horse never looked up. But when you passed the open door, the horse stretched out its head and neighed as horses do only when a loved master approaches. So you see, my friend, the matter was very simple after all.’

‘Your wisdom is indeed beyond compare¹⁶, *Cadi*!’ said the Caliph. Then revealing his true identity he said, ‘I am Caliph Harun al-Rashid. Honest Judge, I now make you the Grand *Cadi* of all Bagdad!’



What words would you use to describe the *Cadi*?



A folktale from Turkey

¹⁴**awe:** a feeling of great respect mixed with surprise ¹⁵**admiration:** feeling of respect ¹⁶**beyond compare:** cannot be compared, excellent

MAKING CONNECTIONS

Quick answers



1. Choose the correct answer.
 - a. The Caliph travelled in disguise because
 - i. he did not like being the Caliph.
 - ii. he wanted to know first-hand about the welfare of his people.
 - iii. he wanted to fool his courtiers.
 - b. The Caliph went to the *Cadi* because
 - i. he was afraid that he would lose his horse.
 - ii. he wanted justice and he would get to know whether the *Cadi* was good at his work
 - iii. he did not have enough money to give to the old man.
 - c. The *Cadi* concluded that the gold coin belonged to the merchant as
 - i. the porter was too poor to own a gold coin.
 - ii. the porter accepted that he had stolen it.
 - iii. the coin had oil on it.

Reference to context

2. *The Caliph was puzzled and he wondered how the Cadi would pronounce a just decision.*
 - a. Where was the Caliph?
 - b. Why was the Caliph puzzled?
 - c. What does the word 'pronounce' mean in this context?
 - i. punish
 - ii. force
 - iii. deliver
3. *'I have cared for him since he was a colt. If that horse is taken from me, how will I live?'*
 - a. Who said this and to whom?
 - b. Was the speaker telling the truth?
 - c. How did the *Cadi* decide if the speaker was telling the truth?

Read, reflect and write

4. Do you think the Caliph did the right thing by taking the old man to the *Cadi*?
What would you have done if had you been in the Caliph's place?
5. How did the *Cadi* solve the case of the writer and the tailor?
6. In your opinion, what are the qualities that a judge should have? Did the *Cadi* possess these qualities?

7. What, according to you, is a theme that this story reflects or a lesson that it teaches? Explain your answer with reference to the story.



Integrate

8. A genre is a style or category of literature. The genre of folktales includes fairy tales, tall tales, trickster tales, tales of wit and wisdom, fables myths, and legends. Ask an elder at home to tell you a tale that was passed down to him/her. Write and illustrate the tale. Compile it into a book along with the tales your classmates get. Share the tales in class.

WORD WALL

Word wise

1. Read the following sentences and replace the italicized words and expressions with words from the story.

- The Caliph was an *impartial* man.
- The Caliph asked the old man to *get off* his horse.
- The old man repaid kindness with *thanklessness*.
- The old man *sobbed* and shed *insincere* tears.
- The Cadi asked the merchant if there were *any persons who could prove his stand*.
- 'Your judgment is most wise!' exclaimed the Caliph with *great respect*.



2. In the story you just read, the Cadi uses certain words that relate to law.

Examples: witness, decide, claim, defence

Here are some other legal words. Match them to their definitions.

a. appeal	i. the facts, signs or objects that make one believe that something is true
b. innocent	ii. a person who is trained and qualified to advise people about the law and to represent them in court
c. evidence	iii. a formal request to a court or to somebody in authority for a judgment or a decision to be changed
d. justice	iv. a person who takes legal decisions
e. judge	v. having done something illegal; being responsible for something bad that has happened
f. crime	vi. not having done something wrong/illegal
g. guilty	vii. the fair treatment of people
h. lawyer	viii. an activity that involves breaking the law

GRAMMAR TIME



Tenses

Read these sentences.

- 'Let's go to the *Cadi* then,' said the Caliph.
- So, they *went* to the place where the *Cadi* was holding court.

In each of these sentences given above, the form of the verb *go* changes.

A verb shows the time of an action by changing its form.

A verb is a word or a group of words that expresses an action (such as *walk*), an event (such as *happen*) or a state (such as *exist*).



Tense is the form a verb takes to show the time of an action.

1. Complete the table given below. The first one has been done for you.

Tenses and time	+	-	?
Simple present	Cyrus exercises every day.	Cyrus does not exercise every day.	Does Cyrus exercise every day?
Present continuous	_____	The students are not doing an exercise on _____ verbs.	_____
Present perfect	They have finished the work.	_____	Have they finished the work?
Simple past	_____	_____	Did he go to the market yesterday?
Past continuous	They were playing all evening.	_____	_____
Past perfect	The concert had ended when he reached the hall.	_____	Had the concert ended when he reached the hall?
Future (simple)	It will rain tomorrow.	It will not rain tomorrow.	_____
Future continuous	This time tomorrow, I will be travelling to Kochi.	This time tomorrow, I will not be travelling to Kochi.	_____

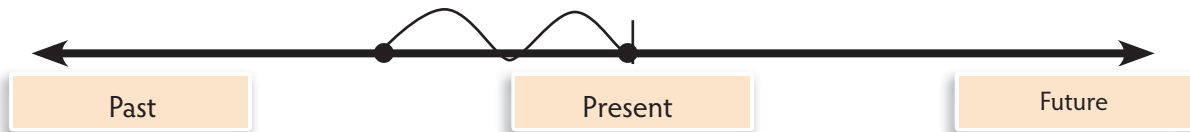
Present perfect continuous

Read this sentence.

- The Caliph has been ruling the land justly for ten years.

This sentence is in the present perfect continuous tense.

The **present perfect continuous tense** tells us about a continuous action which began in the past and has continued till the present.



Let us read a few more examples.

	<i>has/have</i>	<i>been</i>	<i>+ing</i>	<i>the other action</i>
They	have		repairing	the road for two months.
The cast	has	been	rehearsing	for the play.
We	have		learning	verb tenses all morning.

2. Complete the sentence prompts using *has/have + been + -ing* forms of the verbs given in the brackets.

- The band _____ (sing) for the past two hours.
- The students _____ (work) on their science project for a week.
- We _____ (play) since four o'clock.
- She _____ (work) at the computer since the morning.
- _____ you _____ (practise) the dance routine?



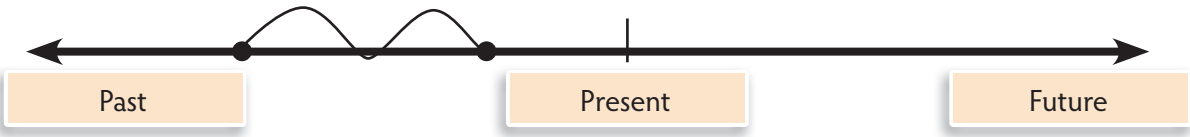
Past perfect continuous

Read this sentence.

- The Caliph had been ruling the land justly for ten years before he went on a pilgrimage.

This sentence is in the past perfect continuous tense.

The **past perfect continuous tense** is used for something that started in the past and continued up to a given time in the past.



Let us read a few more examples.

	<i>had</i>	<i>been</i>	<i>+ing</i>	<i>time duration</i>	<i>the other action</i>
We			cooking	for an hour	when our guests arrived.
They	had	been	waiting		before the bus arrived.
He			working	non-stop for six hours	so he was tired.

3. Complete the sentences using *had + been + ing* forms of the verbs given in the brackets. Also add *for* or *since*, wherever applicable.

- a. Our science project won a prize at the science fair held last week. We _____ (work) on the project _____ (for/since) the first of December.
- b. We reached the venue quite late. Our friends _____ (wait) for us _____ (for/since) two hours.
- c. The children were exhausted. They _____ (roam) around in the sun _____ (for/since) 6 a.m.
- d. They knew every bit of the city inside-out because they _____ (live) in Chennai _____ (for/since) several years.
- e. We were very excited on the day of the race. We _____ (train) for the marathon _____ (for/since) January.

For: a period of time—*ten years, fifteen minutes*
 Since: a point of time—*last March, half past six*

PUNCTUATION

Hyphens

Read this sentence.

- Soldiers, take this *false-swearing* tailor, and ensure that he pays the writer five gold coins.

The italicized word is a hyphenated word.

A **hyphen** (-) is a punctuation mark used between two words.

Given below are some uses of the hyphen.

- Hyphenated prefixes and suffixes: We use a hyphen after a prefix followed by a proper noun or an adjective.

Example: mid-June, Anglo-Indian

- Hyphenated compound words: We use hyphens, at times, to separate the words that form a compound word.

Example: merry-go-round, editor-in-chief

- Hyphens in numbers: We use a hyphen between the tens and units.

Example: two hundred fifty-six and (not two-hundred-fifty-six)

- Hyphens in fractions: We use a hyphen between the numerator and the denominator when a fraction is written out in words and the fraction is an adjective.

Example: a two-thirds majority

1. Insert hyphens wherever required.

- a well organized document
- the black and blue mark
- seventy eight thousand
- a little known restaurant
- a fifteen minute play
- a happy go lucky person
- an eleven year old girl
- a U shaped glass

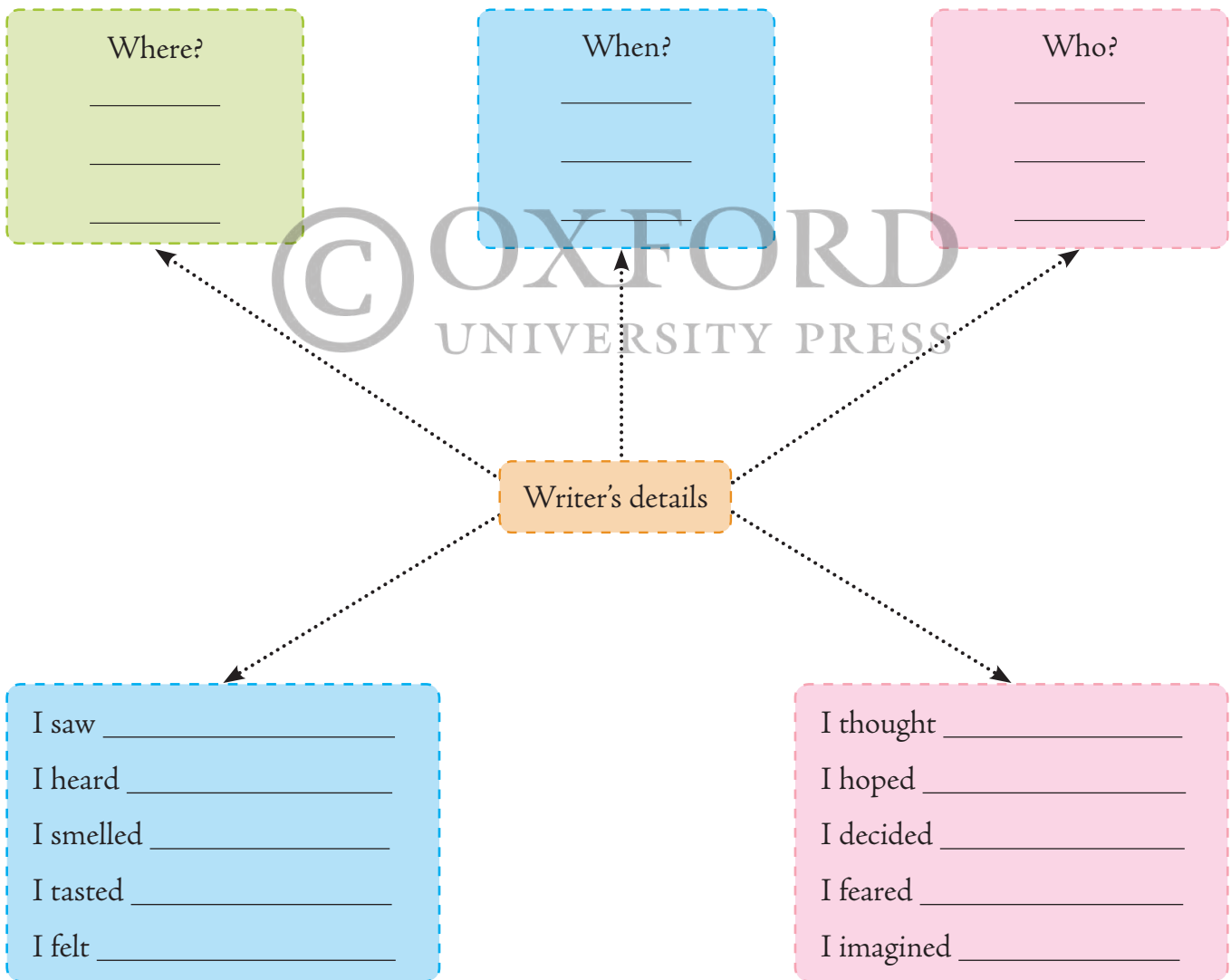


Writing an anecdote

1. An anecdote is a personal account of an event. Write an anecdote about how you were honest in a difficult situation.

Use the points in the writer's details graphic organizer to help you organize the anecdote.

- what happened, when and where
- who was involved
- why you chose to tell the truth rather than a lie and how it helped you



LISTEN AND SPEAK WELL



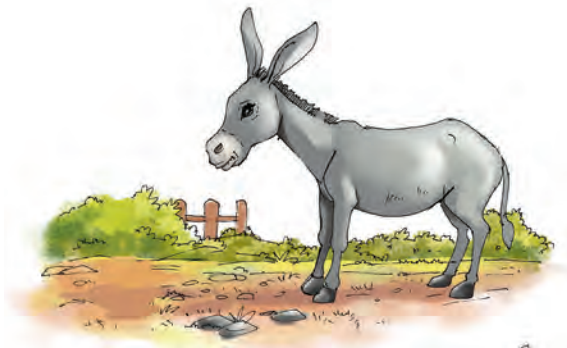
1. Listen carefully to this witty tale of a parrot, and write T for sentences that are true and F for sentences that are false.

- a. Ben had a parrot whom he loved and took good care of.
- b. The parrot had two diamonds in its stomach.
- c. The parrot gave Ben three pieces of advice.
- d. His second piece of advice was to listen with intelligence.
- e. The parrot chose a life of comfort over freedom.
- f. Ben set the parrot free because he realized it was wrong to keep a bird in a cage.
- g. The parrot did not give up easily—if he wanted something, he would keep trying.



2. Here is the outline of a story for you. Work in groups of five. Build the story with descriptions and dialogues. Use as many tenses as you can in the story. Choose one person from your group to share your version of the story with the rest of the class.

father, son and donkey travelling to the market—passer-by tells them that donkey is to ride upon—father puts son on donkey's back—passer-by chides son for making father walk—father mounts and son walks—passer-by chides father for making son walk—both father and son mount the donkey—passer-by chides them for overworking the donkey—father and son tie the donkey's legs to a pole, and walk carrying the pole and the donkey tied to it—onlookers laugh



Answer for Warm-up

None of the courtiers had straw in their beards, but the courtier who had stolen the ring guiltily passed his hand over his beard. Birbal had the man searched, and the ring was found!

Vocation



When you were younger, did you ever wish that you were someone else or that you could do something that was not a part of your daily routine? Let us read a poem that expresses a similar wish.



When the gong sounds ten in the morning and
I walk to school by our lane,
Every day I meet the hawker¹ crying,
'Bangles, crystal² bangles!'
There is nothing to hurry him on,
there is no road he must take,
no place he must go to,
no time when he must come home.
I wish I were a hawker,
spending my day in the road,
crying, 'Bangles, crystal bangles!'

When at four in the afternoon
I come back from the school,
I can see through the gate of that house
the gardener digging the ground.
He does what he likes with his spade³,
he soils⁴ his clothes with dust,
nobody takes him to task⁵ if he
gets baked in the sun or gets wet.
I wish I were a gardener
digging away at the garden
with nobody to stop me from digging.

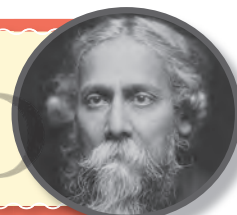


¹hawker: a person who makes money by selling goods he carries with him ²crystal: (here) transparent glass
³spade: a garden tool with a broad metal blade and a long handle, used for digging ⁴soils: makes something dirty
⁵takes him to task: scolds him

Just as it gets dark in the evening
 and my mother sends me to bed,
 I can see through my open window
 the watchman walking up and down.
 The lane is dark and lonely,
 and the street-lamp stands like a giant
 with one red eye in its head.
 The watchman swings his lantern
 and walks with his shadow at his side,
 and never once goes to bed in his life.
 I wish I were a watchman
 walking the streets all night,
 chasing the shadows with my lantern.



Rabindranath Tagore (1861–1941) was a famous Indian educator and poet. He wrote and composed the national anthems of two countries—India and Bangladesh. He started writing poems at the age of eight. In 1901, he moved to Santiniketan to start a school, which is now the famous Visva-Bharati University. He was awarded the Nobel Prize for Literature for his collection of poems, *Gitanjali*, in 1913.



MAKING CONNECTIONS

1. Read these lines and answer the questions that follow.
 - a. *Every day I meet the hawker crying,
 'Bangles, crystal bangles!'
 There is nothing to hurry him on,*
 - i. At what time did the persona meet the hawker every day?
 - ii. Why do you think the hawker was not in a hurry?
 - iii. Was the persona in a hurry? How do you know?

Persona

A *persona* refers to the narrator or speaker of a poem, other than the poet.

A *persona*, from the Latin for *mask*, is a character who speaks in the first-person narrative in a poem.

In this poem, is the *persona* a child or an adult? How can you tell?

- b. *He does what he likes with his spade,
he soils his clothes with dust,
nobody takes him to task if he
gets baked in the sun or gets wet.*
- Who was the persona talking about?
 - Explain the expression 'baked in the sun'.
 - Did the persona envy or pity the person he/she was speaking about? Give a reason for your answer.
- c. *Just as it gets dark in the evening
and my mother sends me to bed,
I can see through my open window
the watchman walking up and down.*
- What could he see from his window?
 - Do you think the persona wanted to go to bed? Why?
 - What do you think the persona felt about the watchman's job?
2. What are the different professions mentioned in the poem? Why do you think the persona would like to take up one of these, instead of going to school?
3. A perspective is a point of view. The persona envied the people he met every day. If these people were to describe the persona's life from their perspective, what would they say?

APPRECIATION

Imagery

Read these lines.

The lane is dark and lonely,
and the street-lamp stands like a giant
with one red eye in its head.

These lines create a picture in our minds of a lane at night time.
This literary technique is called imagery.



Imagery is the language in literature that produces pictures in the minds of the readers.

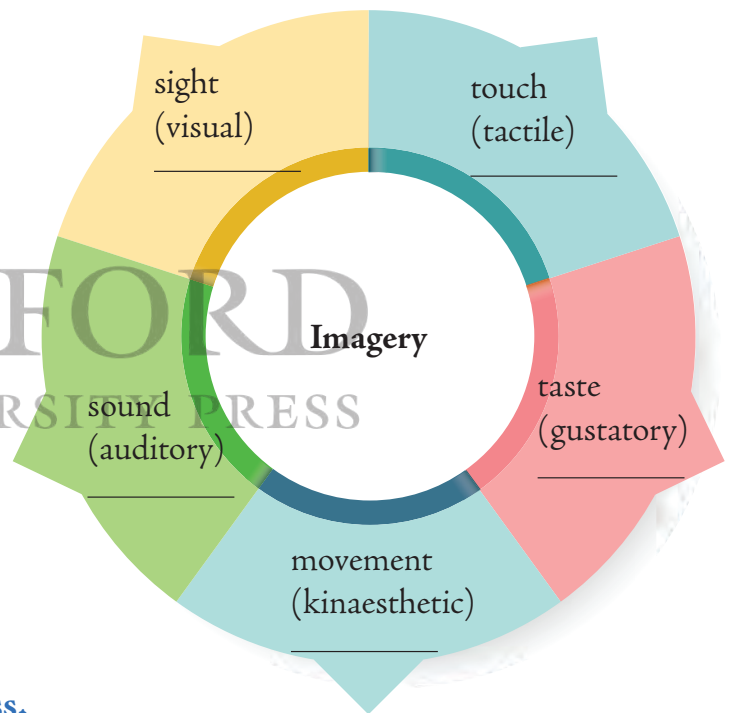
Imagery is not only visual. Writers also use imagery to give their readers mental pictures of sound, touch, taste, smell and movement. Vivid imagery makes a poem more interesting.

1. The poem *Vocation* provides both visual and auditory imagery. Fill in the table with more examples of imagery from the poem. One has been done for you.

Visual imagery	Auditory imagery
	When the gong sounds ten in the morning ...

2. Read this extract from a poem called *I am Thankful for*. And then fill in the blanks.

I am Thankful for
 My grandmother's smile, rainbows,
 and a shelf full of books
 The laughter of my friends, my
 grandfather whistling, and corn popping
 Mangoes in summer, birthday cakes,
 and spicy vegetable curries
 Dance classes, football games,
 and brush strokes across a canvas
 My old pillow, my warm blanket,
 and a glass of cool lemonade in summer.



3. Based on the poem given above, write a poem about the things you are thankful for. Use the clues given in brackets. Share your poem with the class.

I am thankful for

(three people/things you see) → _____, _____, and _____

(three sounds you hear) → _____, _____, and _____

(three things you smell/taste) → _____, _____, and _____

(three activities you do) → _____, _____, and _____

(three things that you feel) → _____, _____, and _____

The Miracle


4



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 powder is used to make white chocolate.
- The Swiss eat the most chocolate.



Charlie and the Chocolate Factory is about an eleven year old boy named Charlie Bucket who lives in a small house with his parents and four grandparents. Willy Wonka, a rather strange chocolatier, has hidden five golden tickets in chocolate bars. Those who find the tickets win a visit to the chocolate factory and get a lifelong supply of chocolate. Four tickets have been found. Now let's read what happens when Charlie tries for the last ticket with a few coins that he has. 



Charlie entered the shop and laid the damp fifty pence on the counter.

'One Wonka's Whipple-Scrumptious Fudgemallow Delight,' he said, remembering how much he had loved the one he had on his birthday.

The man behind the counter looked fat and well-fed. He had big lips and fat cheeks and a very fat neck. The fat around his neck bulged¹ out all around the top of his collar like a rubber ring. He turned and reached behind him for the chocolate bar, and then he turned back again and handed it to Charlie.

Charlie grabbed it, quickly tore off the wrapper and took an enormous bite. Then he took another ... and another ... and oh, the joy of being able to cram² large pieces of something sweet and solid into one's mouth! The sheer blissful³ joy of being able to fill one's mouth with rich solid food! 'You look like you wanted that one, sonny,' the shopkeeper said pleasantly.



¹bulged: stuck out in a round shape ²cram: push or force into a small space ³blissful: happy

Charlie nodded, his mouth bulging with chocolate.

The shopkeeper put Charlie's change on the counter. 'Take it easy,' he said. 'It'll give you a tummy ache if you swallow it like that without chewing.'



Charlie went on wolfing down the chocolate. He couldn't stop. And in less than half a minute, the whole thing had disappeared down his throat. He was quite out of breath, but he felt marvellously, extraordinarily happy. He reached out a hand to take the change. Then he paused. His eyes were just above the level of the counter. He was staring at the silver coins lying there. The coins were all five-

penny pieces. There were nine of them altogether. Surely it wouldn't matter if he spent just one more.

'I think,' he said quietly, 'I think ... I'll have just one more of those chocolate bars. The same kind as before, please.'

'Why not?' the fat shopkeeper said, reaching behind him again and taking another Whipple-Scrumptious Fudgemallow Delight from the shelf. He laid it on the counter.

Charlie picked it up and tore off the wrapper ... and suddenly ... underneath the wrapper ... there came a brilliant flash of gold⁴. Charlie's heart stood still.

'It's a Golden Ticket!' screamed the shopkeeper, leaping about a foot in the air. 'You've got a Golden Ticket! You've found the last Golden Ticket! Hey, would you believe it! Come look at this, everybody! The kid's found Wonka's last Golden Ticket! There it is! It's right here in his hands!'

It seemed as though the shopkeeper would collapse in a fit. 'In my shop, too!' he yelled. 'He found it right here in my own little shop! Somebody call the newspapers quick and let them know! Watch out now, sonny! Don't tear it as you unwrap it! That thing's precious!'

What did Charlie buy?
Why did he grab it?
Identify the group of words that describes how Charlie felt when he ate the chocolate bar.

What does the group of words *heart stood still* mean?



⁴a brilliant flash of gold: a bright sparkle of golden colour

In a few seconds, there was a crowd of about twenty people clustering⁵ around Charlie and many more were pushing their way in from the street. Everybody wanted to get a look at the Golden Ticket and the lucky finder. 'Where is it?' somebody shouted. 'Hold it up so all of us can see it!' 'There it is, there!' someone else shouted. 'He's holding it in his hands! See the gold shining!'

'How did he manage to find it, I'd like to know?' a large boy shouted angrily. 'Twenty bars a day, I've been buying them for weeks and weeks!'

'Think of all the free stuff he'll be getting too!' another boy said enviously⁶. 'A lifetime's supply!'

'He'll need it, the skinny little shrimp⁷!' a girl said, laughing.

Charlie hadn't moved. He hadn't even unwrapped the Golden Ticket from around the chocolate bar. He was standing very still, holding it tightly with both hands while the crowd pushed and shouted all around him. He felt quite dizzy⁸. There was a peculiar floating sensation⁹ coming over him, as though he were floating up in the air like a balloon. His feet didn't seem to be touching the ground at all. He could hear his heart thumping away loudly somewhere in his throat.

At that point, he became aware of a hand resting lightly on his shoulder and when he looked up, he saw a tall man standing over him. 'Listen,' the man whispered, 'I'll buy it from you. I'll give you fifty pounds. How about it, eh? And I'll give you a new bicycle as well. Okay?'

'Are you crazy?' shouted a woman who was standing equally close. 'Why, I'd give him two hundred pounds for that ticket! You want to sell that ticket for two hundred pounds, young man?'

'That's quite enough of that!' the fat shopkeeper shouted, pushing his way through the crowd and taking Charlie firmly by the arm. 'Leave the kid alone, will you! Make way there! Let him out!' And to Charlie, as he led him to the door, he whispered, 'Don't you let anybody have it! Take it straight home, quickly before you lose it! Run all the way and don't stop till you get there, you understand?' Charlie nodded.



Why do you think the people were so excited?
How do you think Charlie felt when people wanted to buy the ticket from him?



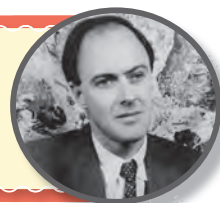
⁵**clustering**: standing close together ⁶**enviously**: in a jealous way ⁷**shrimp**: (here) a small, physically weak person ⁸**dizzy**: (here) confused and unsteady ⁹**a peculiar floating sensation**: a strange feeling as if one were flying

'You know something,' the fat shopkeeper said, pausing a moment and smiling at Charlie, 'I have a feeling you needed some luck. I'm glad you got it. Good luck to you, sonny.'

'Thank you,' Charlie said and off he went, running through the snow as fast as his legs could go¹⁰. As he flew past Mr Willy Wonka's factory, he turned and waved at it and sang out, 'I'll be seeing you! I'll be seeing you soon!' And five minutes later, he arrived at his own home.

Adapted from Charlie and the Chocolate Factory

Roald Dahl (1916–1990) is one of the most well-known authors of fiction for children. He created several lovable characters such as Willy Wonka and the BFG (Big Friendly Giant). Apparently, the idea for *Charlie and the Chocolate Factory* came to him when he was in school. A chocolate company used to send chocolates for the students to eat and test. Dahl used to dream of inventing a new variety of chocolate.



MAKING CONNECTIONS

Quick answers

1. A plot is the map of a story. A plot has a beginning, middle and an end. The most exciting or intense part of a story is called the climax. Which of the following sentences is part of the most exciting part of the story?
 - a. The shopkeeper put Charlie's change on the counter. 'Take it easy,' he said.
 - b. 'It's a Golden Ticket!' screamed the shopkeeper, leaping about a foot in the air.
 - c. 'You know something,' the fat shopkeeper said, pausing a moment and smiling at Charlie, 'I have a feeling you needed some luck ...'

Reference to context

2. *Charlie went on wolfing down the chocolate. He couldn't stop.*
 - a. What do you think 'wolfing down the chocolate' means?
 - b. Why do you think 'he couldn't stop'?
 - c. How did he feel after eating the bar of chocolate?
3. *Charlie hadn't moved. He hadn't even unwrapped the Golden Ticket from around the chocolate bar.*
 - a. What was happening around Charlie?
 - b. What feeling came over Charlie as he stood there?
 - c. What would Charlie get on finding the Golden Ticket?

¹⁰as fast as his legs could go: as fast as he could run

Read, reflect and write

4. Why did Charlie go to the shop?
5. What was the reaction of the people when they learnt that Charlie had won the Golden Ticket?
6. Do you think the shopkeeper was a kind man? Give a reason for your answer.
7. Why do you think this story is called ‘The Miracle’? Suggest another suitable title for it.
8. Was it right of people to offer money to Charlie in exchange for the Golden Ticket? Why do you think so?

Integrate



9. The word for chocolate in almost every language comes from its name in the Nahuatl language of Mexico—chocolatl. Choose six popular sweet treats. Take a class survey and ask each member of the class to list their favourite treat. Represent the list as a bar graph and a pie chart.

WORD WALL



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Prefixes

Read this sentence.

- He felt marvellously, *extraordinarily* happy.

In the sentence given above, *extra-* has been added to the word *ordinarily* to make the word *extraordinarily*. *Extra-* is a prefix here.

A **prefix** is a word or a group of letters which can be attached before a word to form a new word. *Pre-* means *before* and *fix* means *to attach*.

1. Choose an appropriate word from the box for each prefix in the following table. Then, fill in the table with the new words. The first one has been done for you.

respect	announced	agreement	terrestrial	cooked
curricular	healthy	comfort	answered	connect

un-	extra-	dis-
		disrespect

GRAMMAR TIME



Modals

Read these sentences.

- ▶ While eating chocolate, he *would* feel extraordinarily happy.
- ▶ This is the story of a boy who *could* sell the Golden Ticket.

In the sentences given above, the italicized words are modals.

Verbs such as *would, will, could, may, might, must, ought to, shall* and *should* are called **modals**. Modals help the main verb in a sentence to express meanings like possibility, intention, request, ability or necessity.

Modals are helping verbs (also known as modal auxiliaries) and they cannot act by themselves as the main verb in a sentence.

Examples: Charlie *could* eat an entire chocolate bar. (ability)

Charlie *may* find the last ticket. (possibility)

Charlie *must* go to the dentist. (necessity)

Could he please sell the ticket? (request)

Charlie is going to visit the chocolate factory, so he *should* enjoy himself. (certainty)

Here are some of the functions of modals:

Ability	can, could	I <i>can</i> play the guitar. This is a story of a man who <i>could</i> sing only one song.
Permission, Invitation, Request	may (formal), can, could, shall, will, would	You <i>may</i> go home now. <i>Can</i> I use your pencil? <i>Could</i> you please sing again? <i>Will</i> you lend me your book?
Possibility, Probability, Certainty	may, might, could, should, must, ought to	We <i>may</i> go on a picnic tomorrow. We <i>could</i> win the prize. There are a few dark clouds visible, so it <i>should</i> rain today. You <i>must</i> be exhausted. This exercise <i>ought to</i> help you.
Necessity, Obligation, Prohibition	should, must, mustn't (must not), ought to	You <i>should</i> follow the rules. It's late; we <i>must</i> leave now. We <i>ought to</i> thank him.
Intention	will	I <i>will</i> succeed.

Here are some important characteristics of modals.

- Modals do not take *-s* in the third person.
He *will* go to school. (not: He *wills* go to school.)
She *should* eat her meals on time. (not: She *shoulds* eat her meals on time.)
- 'Yes-no' questions with modals, begin with the modals.
Must I read the newspaper?
Can you run as fast as Arun?

1. Complete the sentences using the words listed in the box given below.

can could must might should would

- _____ you water the plants when I am away?
- Sania: Where is the silver spoon? It _____ be in this drawer but it's not here.
Nupur: It _____ be there. That's the only place it _____ be in.

- c. I was reading the book last night before I went to bed. I did not take it out of this room. It _____ be lying around here somewhere. Where _____ it be?
- d. I _____ like to learn French.
- e. Oh no! Srinivasan's pen is lying on the table. He _____ have left it here last night.

2. Use modals to form sentences based on the pictures. The first one has been done for you.



Animals *must not* be caged; they *should* be left free in their natural habitats.







SPELLING

Words with *-ie* or *-ei*

There is a simple rule to remember while spelling a word with *-ie* or *-ei*.

- i before e, except after c or when sounding like 'ay', as in neighbour and weigh

Rule	Examples
i before e	achieve, believe, brief, friend, grief, patience, field, priest
except after c	conceit, conceive, deceit, deceive, perceive, receipt, receive
or when sounding like 'ay'	feint, freight, vein, weight, leisure

There are some exceptions to the rule such as: *either, neither, forfeit, height, protein, seize, weird, conscience, counterfeit, science, sufficient*

1. Use -ei or -ie to complete these words.

- a. sold__r
- b. c__ling
- c. n__ce
- d. __ght
- e. sl__gh
- f. hyg__ne



WRITE WELL



Diary entry

1. Imagine you are Charlie. Write a diary entry describing your visit to the chocolate factory.

Include the points given below.

- new chocolate flavours that you tasted
- the machines you saw
- how the chocolate is preserved and packed
- your reaction to what you experienced

Remember:

- A diary entry is written in the first person.
- Use chatty, friendly language.
- Stress on feelings, emotions and reactions rather than on the event itself.

LISTEN AND SPEAK WELL



1. Listen to the audio and fill in the blanks.

- a. The Paint-o-Magic factory makes _____.
 - i. posters, portraits and markers
 - ii. markers and paints
 - iii. crayons, greeting cards and paints

- b. In the visitors' gallery one can _____.
- watch short films and learn about the elements of art
 - watch short films and see how paints are made
 - learn about the elements of art only
- c. The craft corner would have _____.
- mugs, markers, paints and colour palettes
 - paints, markers, mugs and films
 - paints, shades, lines and paper
- d. The factory allows visitors only on _____.
- the first three weekdays from noon to 4.00 p.m.
 - weekends from 10.00 a.m. to 4.00 p.m.
 - the second and fourth weekends of a month, from 11.00 a.m. to 4.00 p.m.
- e. This passage tells us that the tour is _____.
- educational, interactive and free, but dull
 - free, fun, interactive and educational
 - fun, interactive and educational, but not free

2. Charlie refused to sell his Golden Ticket. It is often said that the best things in life are free. What is your opinion? Organize your thoughts with the help of the graphic organizer and then take turns to share opinions in the class.

