

Kerala Reader

# English

PART - I

Standard VIII



Government of Kerala  
Department of General Education

Prepared by  
State Council of Educational Research and Training (SCERT) Kerala  
2025

## THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he  
Bharatha-bhagya-vidhata  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga  
Tava subha name jage,  
Tava subha asisa mage,  
Gahe tava jaya gatha  
Jana-gana-mangala-dayaka jaya he  
Bharatha-bhagya-vidhata  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he.

## PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders, respect and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone, lies my happiness.

---

### State Council of Educational Research and Training (SCERT)

Poojappura, Thiruvananthapuram 695012, Kerala

Website : [www.scertkerala.gov.in](http://www.scertkerala.gov.in)

e-mail : [scertkerala@gmail.com](mailto:scertkerala@gmail.com), Phone : 0471 - 2341883,

Typesetting and Layout : SCERT

First Edition : 2025

Printed at : KBPS, Kakkanad, Kochi-30

© Department of General Education, Government of Kerala

## Foreword

Dear learner,

Welcome to your new English Reader for Class 8. The textbook has been designed and developed to suit the revised Kerala Curriculum Framework 2023. The Reader offers an informative and interesting journey through the world of English language and literature. The activities suggested in the text have been crafted to reinforce your knowledge and to enhance your creativity, critical thinking and communication skills. Through a structured and learner-centred approach, the textbook presents a wide range of language learning experiences.

A comprehensive Teacher Text has been developed for your teacher's reference, along with a digital companion volume to the textbook. This package, we hope, will be of great help to you in the adventure of learning.

We urge you to explore all the opportunities offered in the text and to go beyond them: to think critically, to ask questions, to attempt to answer questions in creative ways and to cultivate a genuine passion for language and literature.

We hope this Reader will inspire you to excel in all the fields open to you, and help you become confident, proficient, and lifelong learners of English.

Your suggestions are always welcome.

**Dr Jayaprakash R. K.**

Director  
SCERT Kerala

## Textbook Development Team

### Advisor

**Dr Kunhammad K.K.** Dean, Faculty of English Language and Literature, Kannur University

### Chairperson

**Dr K. Reghunadhan Pillai** Associate Prof. English (Retd.), University College, Thiruvananthapuram  
& Joint Commissioner, Office of the CEE (Retd.)

### Experts

**Dr Thomas Kuruvilla** Additional Director of Collegiate Education, Kerala (Retd.)

**Dr S. Raveendran Nair** Former Director & Head, Dept of Curriculum, SCERT Kerala

### Members

**Abhilash Chandran B.** HST in English, GHSS Elampa, Thiruvananthapuram

**Ajila K.** HST in English, PMGHSS, Palakkad

**Krishnasree G.** HST in English, GHS Pappanamcode, Thiruvananthapuram

**Misha T. K.** HST in English, GVHSS Pirappancode, Thiruvananthapuram

**Prajith Prasannan** HST in English, SVHS Pongalady, Pathanamthitta

**Shammy Mathew** HST in English, GHS Edakochi, Ernakulam

**Sheeba T. K.** HST in English, GHSS Kallachi, Kozhikkode

**Sithara B. Nair** HST in English, SMVGMHSS, Thiruvananthapuram

**Vishwanath Bhat** HST in English, MSCHSS, Perdala, Nirchal, Kasaragod

### Artists

**Almithra** Second year Applied Arts, College of Fine Arts, Thiruvananthapuram

**Nibu A. N.** Agricultural Assistant, DAF, Peringamala, Thiruvananthapuram

**Raniya Abdhul Rasheed** Second year Painting, College of Fine Arts, Thiruvananthapuram

### Academic Coordinator

**Sheeja P. R.** Research Officer, SCERT Kerala



**State Council of Educational Research and Training (SCERT)**

Vidhya Bhavan, Poojappura, Thiruvananthapuram 695012

***Contents*** \_\_\_\_\_ ***Pages***

**Unit I BONDS OF LIFE** **7-40**

- **A Long Walk with Granny** **9**
- **The Seven Ages of Man** **18**
- **Little Things Matter** **23**

**Unit II WINGS OF HOPE** **41-72**

- **Hope is the Thing with Feathers** **43**
- **A Prescription for Life** **47**
- **The Day My World Changed** **55**

**Unit III THE TRAIL OF SCIENCE** **73-102**

- **Talking of Science** **75**
- **Engine Trouble** **83**
- **The Astronomer** **92**

# **THE CONSTITUTION OF INDIA**

## **PREAMBLE**

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

- 
1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

## BONDS OF LIFE

The greatness of humanity is not in being human, but in being humane.

- Mahatma Gandhi



- ❑ **A Long Walk with Granny** (Short Story) - Ruskin Bond
- ❑ **The Seven Ages of Man** - William Shakespeare  
(Extract from *As You Like It*)
- ❑ **Little Things Matter** (Memoir) - A. P. J. Abdul Kalam


**Let's log in:**

Read and enjoy the comic strip below.



- Who are the characters in the comic strip? Comment on the relationship between them.
- Where does the action take place?
- What do you understand from their conversation?
- Do you consider this conversation humorous? Why?

Select a few comic strips like the one above and discuss them in groups.

- Sit in groups and try to prepare comic strips on any theme.



## Let's read and reflect:

Have you ever spent some time with your grandparents? What is/was your favourite activity with them? Let's join a grandson and grandmother on their journey, and explore the beauty of the landscape and the warmth of their relationship.

# A Long Walk with Granny

- Ruskin Bond

Granny could hear the distant roar of the river and smell the pine needles, and feel the presence of her grandson, Mani. She couldn't see the river or the trees. She could only make out Mani's fuzzy hair, and sometimes, his blackberry eyes and the **gleam** of his teeth when he smiled.

Granny wore a pair of old glasses. She'd been wearing them for well over ten years. Her eyes had grown steadily weaker, and the glasses were now scratched and spotted. So, there was very little she could see through them. Mani and his father felt that it was high time Granny had her eyes tested and got herself new glasses.



"Well, you know we can't get them in the village," said Granny.

Mani said, "You'll have to go to the eye hospital in Mussoorie. That's the nearest town."

"But that's a two-day journey," protested Granny.

### While we read

1. Why couldn't Granny see properly through her glasses?

### My words

### My questions

Granny was looking for excuses. She did not want to be **parted** from Mani. He was eleven and quite capable of looking after himself. But Granny had brought him up ever since his mother had died when he was only a year old. She was his Nani (maternal grandmother), and had cared for boy and father, and the cows and hens in the household, with great energy and devotion.

"I can manage quite well," she said.

"Now listen," said Mani's father **sternly**. "We're not sending you off on your own, I'll take you to Mussoorie."

"And leave Mani here by himself? How could you even think of doing that?"

"Then I'll take you to Mussoorie," said Mani eagerly. "I've been to Mussoorie before, with my school friends. I know where we can stay. But . . ." He paused a moment and looked doubtfully from his father to his grandmother. "You wouldn't be able to walk all the way to Nain, would you, Granny?"

"Of course I can walk," said Granny. "I may be going blind, but there's nothing wrong with my legs!"

"But you're seventy, Granny."

"What has that got to do with it? And besides, it's downhill to Nain." "And uphill coming back." "Uphill is easier!" said Granny.

Now that she knew Mani might be accompanying her, she was more than ready to make the journey. "While we're in Mussoorie, we'll get some seeds and bulbs. And a new bell for the white cow. And a pullover for your father. And shoes for you."

"Now just a minute," said Mani's father. "Are you going there to have your eyes tested or are you going on a shopping trip? I've got only a hundred rupees to spare. You'll have to manage with that."

"We'll manage," said Mani. "We'll sleep at the bus shelter."

"No, we won't," said Granny. "I've got fifty rupees of my own. We'll stay at a hotel!"

Early next morning, in a light drizzle, Granny and Mani set out on the path to Nain.

#### While we read

- Why didn't Granny want to be parted from Mani?
- Do you think Granny was confident about walking to Nain? Give reasons.
- Why does Mani's father call Granny's journey to Mussoorie, a shopping trip?

#### My words

#### My questions

Mani carried a small bedding-roll on his shoulders; Granny carried a large cloth shopping bag and an umbrella. "Whenever you feel tired, we'll take rest," said Mani.

"We've only just started out," said Granny. "We'll rest when you're hungry!"

They walked at a steady pace, without talking too much. A flock of parrots whirled overhead, flashes of red and green against the **sombre** sky. There were no other sounds, except for the hiss and gentle patter of the rain.

Mani stopped to pick wild blackberries from a bush. Granny wasn't fond of berries and did not **slacken** her pace. Mani had to run to catch up with her. Soon his lips were purple with the juice from the berries.

The rain stopped and the sun came out. Below them, the light green of the fields stood out against the dark green of the forests, and the hills were bathed in golden sunshine. Mani ran ahead.

"Can you see all right, Granny?" he called.

"I can see the path and I can see your white shirt. That's enough for just now."

Granny and Mani ate their light meal on the roadside, in the shade of a whispering pine, and drank from a spring. By late afternoon they were directly above Nain.

"We're almost there," said Mani. "I can see the temple near Uncle's house."

"I can't see a thing," said Granny.

"That's because of the mist. There's a thick mist coming up the valley."

It began raining heavily as they entered the small market town on the banks of the river. Granny's umbrella was leaking badly. But they were soon drying themselves in Uncle's house, and drinking glasses of hot, sweet milky tea.

Mani got up early the next morning and ran down the narrow street to bathe in the river. As Mani dressed, he heard the **blare** of a bus horn. There was only one bus

#### While we read

5. Why couldn't Mani keep up with Granny on the walk?

#### My words

#### My questions

to Mussoorie. He **scampered** up the slope, wondering if they'd miss it. But Granny was waiting for him at the bus stop. She had already bought their tickets. The bus was old and **rickety**, and **rattled** so much that the passengers could barely hear themselves speaking.

The driver drove at some speed, and whenever he went round a bend, everyone in the bus was thrown about. In spite of all the noise and confusion, Granny fell asleep, her head resting against Mani's shoulder.

Suddenly, the bus came to a grinding halt. People were thrown forward in their seats. "What's happening?" Granny asked. "Have we arrived?"

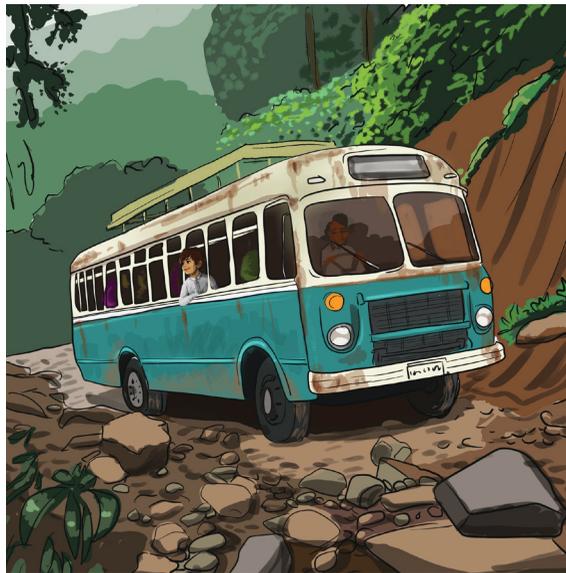
"No, something is blocking the road," said Mani.

"It's a landslide!" exclaimed someone, and all the passengers put their heads out of the windows to take a look.

It was a big landslide. Earth, trees and bushes had given way and come crashing down, completely blocking the road. Nor was it over yet. **Debris\*** was still falling. Mani saw rocks hurtling down the hill and into the river.

"Not a suitable place for a bus stop," observed Granny, who couldn't see a thing.

Even as she spoke, a shower of stones and small rocks came clattering down on the roof of the bus. Passengers cried out in alarm. The driver began reversing, as more rocks came crashing down.



\*debris is pronounced as debri

#### While we read

6. Landslides are becoming more frequent now, aren't they? Make a list of recent natural calamities. Discuss the possible causes of these.

- 
- 
- 
- 

#### My words

#### My questions

"I never did trust motor roads," said Granny.

The driver kept backing until they were well away from the landslide. Then everyone **tumbled** out of the bus. They could tell it would take days to clear the road. Most of the passengers decided to return to Nain with the bus. But a few bold spirits agreed to walk to Mussoorie, taking a short cut up the mountain which would bypass the landslide. Mani looked at Granny. "Shall we go back?"

"It's only ten miles?" said Granny. "We did that yesterday."

So they started climbing a narrow path, and by the time they got to the top of the mountain, Granny and Mani were on their own. Their village was hidden by the range to the north. Far below rushed the river. Far above circled a golden eagle.

"Did you bring any food from Uncle's house?" asked Mani.

"Naturally," said Granny, "I knew you'd soon be hungry. There are *pakor*s and buns, and peaches from Uncle's garden."

"Good!" said Mani, forgetting his tiredness. "We'll eat as we go along. We'll stop when you're tired, Granny." "Oh, I can walk forever," said Granny, laughing. "But not if it's raining. This umbrella leaks badly."

Down again they went, and up the next mountain, and over bare windswept hillsides, and up through a dark **gloomy** deodar forest. And then just as it was getting dark, they saw the lights of Mussoorie twinkling ahead of them.

As they came nearer, the lights increased, until presently they were in a brightly lit bazaar. **Jostled** in the crowd, Granny kept one hand firmly on Mani's shoulder so that she did not lose him.

They asked around for the cheapest hotel. But there were no cheap hotels. So they spent the night in a *dharamsala* adjoining the temple.

#### While we read

7. Sometimes journeys are delayed on account of breakdowns or natural calamities. Narrate your experiences of any of these.

#### My words

#### My questions

Next morning, at the eye hospital, they joined a long queue of patient patients. The eye specialist, a **portly** man in a suit and tie dealt with the patients in a brisk but kind manner. After an hour's wait, Granny's turn came.



The doctor took one horrified look at Granny's glasses and dropped them in a wastebasket.

Then he fished them out and placed them on his desk and said, "On second thought, I think I'll send them to a museum. You should have changed your glasses years ago. They've probably done more harm than good."

He examined Granny's eyes and said, "Your eyes are very weak, but you're not going blind. We'll fit you up with a stronger pair of glasses." Then he placed her in front of a board covered with letters in English and Hindi, large and small, and asked Granny if she could make them out.

"I can't even see the board," said Granny. "Well, can you see me?" asked the doctor. "Some of you," said Granny.

"I want you to see all of me," said the doctor, and he balanced a wire frame on Granny's nose and began trying out different lenses.

Suddenly, Granny could see much better. She saw the board and the biggest letters on it.

"Can you see me now?" asked the doctor.

"Most of you", said Granny. And then added, by way of being helpful, "There's quite a lot of you to see."

#### While we read

- The doctor says he will send Granny's glasses to the museum. What does he mean?

#### My words

#### My questions

“Thank you,” said the doctor. “And now turn around and tell me if you can see your grandson.”

Granny turned, and saw Mani clearly for the first time in many years.

“Mani!” she exclaimed, clapping her hands with joy. “How nice you look! What a fine boy I’ve brought up! But you do need a haircut. And a wash. And buttons on your shirt. And a new pair of shoes. Come along to the bazaar!”

“First have your new glasses made,” said Mani, laughing. “Then we’ll go shopping!”

A day later, they were in a bus again. Granny had a window seat, and Mani sat beside her. He had new shoes and Granny had a new umbrella and they had also bought a thick woollen Tibetan pullover for Mani’s father. And seeds and bulbs and a cowbell.

As the bus moved off, Granny looked eagerly out of the window. She could see many things that she hadn’t seen for a long time - distant villages, people working in the fields, milkmen on the road, two dogs rushing along beside the bus, monkeys in the trees, and, most wonderful of all, a rainbow in the sky. She couldn’t see perfectly, of course, but she was very pleased with the improvement.

Mani watched for a time and listened to her excited **chatter**. Then his head began to nod. It dropped against Granny’s shoulder, and remained there, comfortably supported. The bus **swerved** and **jolted** along the winding mountain road - but Mani was fast asleep.

(Adapted)

#### While we read

9. What was Granny’s reaction when she saw Mani clearly?

#### My words

#### My questions

### About the author

**Ruskin Bond** (1934 -) was born at Kasauli, in Himachal Pradesh. For over 50 years, Bond has experimented with different genres of writing including novels, short stories and memoirs. His notable works include *The Room on the Roof*, *Our Trees Still Grow in Dehra*, *A Flight of Pigeons*, *The Blue Umbrella*, etc. He was awarded the John Llewellyn Rhys Prize in 1957, the Sahitya Akademi Award in 1992, the Padma Shri in 1999 and the Padma Bhushan in 2014.





### Let's rewind:

1. Why does Granny finally agree to travel to Mussoorie?
2. Granny's courage and determination are evident in the story. Substantiate this statement with instances.
3. How does Mani support Granny during their journey? What does this reveal about his character?
4. 'A shoulder to rest on is a blessing indeed.' Don't you agree? How does the story highlight the bond between generations?



### Let's recall and recreate:

#### Activity 1

##### A. Read the following excerpt from, 'A Long Walk with Granny.'

The rain stopped and the sun came out. Below them, the light green of the fields stood out against the dark green of the forests, and the hills were bathed in golden sunshine.

Do these lines create a picture in your mind? You may attempt to draw the picture.

##### B. Granny and Mani stand on the summit of the peak on their way to Nain. They look around. Mani is really amazed by the beauty of the scene. Imagine this is the view.



##### This is how he describes the place to a friend.

The view of the snow-capped peaks, the rocky terrain and the crystal-clear water in the river nearby were just breathtaking. A beam of light coming through the white clouds spread its brilliance all around. The tall dark green trees seemed glowing too. The misty morning was giving way to a brighter day. The vast valley was filled with wonderful green shades, all of which were mesmerising.

Now, let's list the words/phrases that helped Mani describe the place in the table below. One has been done for you.

Describing words/phrases	Nouns described
snow-capped	peak

The words or phrases we use to describe the beauty of a place are usually descriptive adjectives.

C. Now, let's try to describe the place given below using suitable descriptive adjectives.



.....

.....

.....

### Activity 2

- Granny and Mani return after their thrilling experience of walking and exploring the surroundings. At home, Mani shares his experience with his father. Write the likely narrative.
- The eye-specialist couldn't forget Granny and his interaction with her. He recollects the encounter in his diary. Write the likely diary entry.
- Have you recently visited a tourist spot or a place that caught your attention with its beauty? Attempt a descriptive paragraph on the spot you visited.



### Let's read and enjoy:

Life keeps on changing and we take on different roles as we grow older. Do you agree? Think of your life so far. What are the roles that you have played? What stage of life do you think you are in, now? Let's see how Shakespeare describes the journey of life.

## The Seven Ages of Man

- William Shakespeare

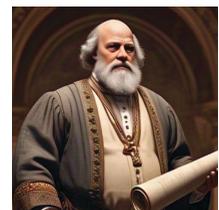
All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances;  
And one man in his time plays many parts,  
His acts being seven ages.

At first the infant,  
Mewling and puking in the nurse's arms;  
And then the whining school-boy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school.

And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow.

Then a soldier,  
Full of strange oaths, and bearded like the pard,  
Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth.

And then the justice,  
In fair round belly with good capon lin'd,  
With eyes severe and beard of formal cut,  
Full of wise saws and modern instances;  
And so he plays his part.



The sixth age shifts  
 Into the lean and slipper'd pantaloon,  
 With spectacles on nose and pouch on side;  
 His youthful hose, well sav'd, a world too wide  
 For his shrunk shank; and his big manly voice,  
 Turning again toward childish treble, pipes  
 And whistles in his sound.



Last scene of all,  
 That ends this strange eventful history,  
 Is second childishness and mere oblivion;  
 Sans teeth, sans eyes, sans taste, sans everything.



*('The Seven Ages of Man' is an extract from William Shakespeare's well-known play, **As You Like It.**)*

### About the author

**William Shakespeare** (23 April 1564 – 23 April 1616) was an English playwright, poet and actor, widely regarded as one of the greatest writers of the world. He is known as the 'Bard of Avon'. His works include 37 plays, 154 sonnets and two long narrative poems. His plays have been translated into every major living language and have been performed all over the world. The characters of Shakespeare have stood the test of time.



### Let's learn these words and phrases:

mewling	:	crying
puking	:	vomiting
whining	:	complaining
satchel	:	school bag
furnace	:	a noisy boiler
woeful ballad	:	sad love-song
pard	:	leopard
the bubble reputation	:	short lived fame
justice	:	'A Justice of the Peace', a judge in a local court
capon lined(belly)	:	(a belly) stuffed with a daily diet of rich food such as capon(chicken)

- saw (n) : a piece of advice, a maxim, a saying
- pantaloon : a foolish old man, wearing pantaloons (loose-fitting trousers)
- hose : tight-fitting stockings or breeches
- shank : the part of the leg between the knee and the ankle.
- treble : a childish high pitched voice.
- oblivion : forgetting, being forgotten.
- sans : without ( French)

 **Let's rewind and rejoice:**

1. How is infancy, the first stage of life, described? What are the actions associated with it?
2. With which age mentioned in the extract do you identify now? Why?
3. What are the qualities attributed to the soldier? What does he seek?
4. How does the writer describe the sixth age of life? How does this age contrast with the earlier stages?

 **Let's appreciate:**

A. Now, read the extract again and complete the table below.

Age/Stage	Description	Key Imagery	Characteristics
	.....	.....	Innocent, vulnerable and needy
	.....	.....	.....
	.....	Sighing like furnace, with a woeful ballad	.....





**Let's recall and recreate:**

**Activity 1**

**A. Read these lines from the extract:**

'And then the whining school-boy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school.'

Here the writer compares the school-boy's unwilling walk to go to school to a snail's slow pace. The writer uses the word 'like' to make the comparison. This is a figure of speech. Do you know what it is?

.....

**Simile** is a figure of speech that compares two different things using the words 'like' or 'as'. It states that one thing is similar to another.

**Pick out other instances of simile in the extract.**

.....  
.....  
.....

**B. Consider the first two lines of the extract. What are the two things compared here?**

All the world's a stage,  
And all the men and women merely players;

.....  
.....  
.....

Here, the writer uses the figure of speech called metaphor. It states that the world is a stage and that we are performers on the stage of life.

**Pick out other instances of metaphor in the extract.**

.....  
.....  
.....

**Metaphor** is a poetic device that states implicit comparisons without the use of 'like' or 'as'. It asserts that two things are identical rather than just similar.



## Let's read and reflect:

We have learned about the different stages of life. Have you ever thought about the duties of each stage? In this excerpt from A. P. J. Abdul Kalam's memoir, a young boy begins to understand this. At a tender age he forges his own bonds of life and evolves into a responsible member of the family, playing his role with pride and joy.

## Little Things Matter

- A. P. J. Abdul Kalam

Every morning a large pile of newspapers, in English and Tamil, is delivered to me. During my travels abroad I stay in touch with news from India. I do this by going online to read news articles and editorials in magazines and papers.

I was born in the year 1931. When I was about eight, World War II broke out. Daily life, however, remained fairly unaffected initially, particularly for us in the southern tip of the country.

The only source of information about the outside world was the newspaper. The agency that distributed newspapers was run by my cousin Samsuddin. Along with Jalalluddin, he was a big influence in my early life. Samsuddin



had great affection for me and encouraged me in so many ways, that he became a guiding light for me.

Samsuddin's newspaper agency was the only one in Rameswaram. There were about a thousand literate people in the town, and he delivered newspapers to all of them. The papers carried news about the Independence Movement that was heading towards a **crescendo** at the

### While we read

1. How did Kalam stay in touch with news from India on his travels abroad?
2. Mention a few people who influenced Kalam's early life.

### My words

### My questions

time. These news items would be read and discussed among everyone. There would also be news from the war front, about Hitler and the Nazi army. The Tamil paper *Dinamani* was the most popular of all.

The way the papers reached Rameswaram was quite unique. They came by morning train and were kept at Rameswaram station. From there they had to be collected and sent to all the subscribers. This was Samsuddin's business and he managed it effortlessly. However, as World War II **raged**, it affected the newspaper delivery business in a strange way.

The British government had placed a number of **sanctions** and rations on goods. Something like a state of emergency now **prevailed** in the country. Our large family felt the difficulties acutely. Food, clothes, the needs of the babies of the household, all became difficult to procure. As the difficulties of the war continued to affect us, Samsuddin came up with a proposal that excited and delighted me. One **fallout** of the conditions was that the rail stop at Rameswaram station had been done away with. What would happen to our papers then? How were they to be collected and distributed to all the people of the town? Samsuddin found a way out.

The papers would be kept ready in large bundles. As the train chugged down the Rameswaram–Dhanushkodi track, they would be flung out on to the platform. And that is where I came in. Samsuddin offered me the enjoyable job of collecting these bundles of papers thrown from the moving train and then taking them around town for distribution!

My enthusiasm knew no bounds. I was only eight, but I was going to contribute in a meaningful way to the household income! For many days I had noticed the amount of food on my mother and grandmother's plates becoming lesser and lesser as they divided the portions between all of us. The children were always fed first and I don't remember any of us ever going hungry. Obviously, the women were compromising on

#### While we read

3. What was the effect of the sanctions on Kalam's family? How did the family cope with this?
4. Why does young Kalam say 'my enthusiasm knew no bounds'?

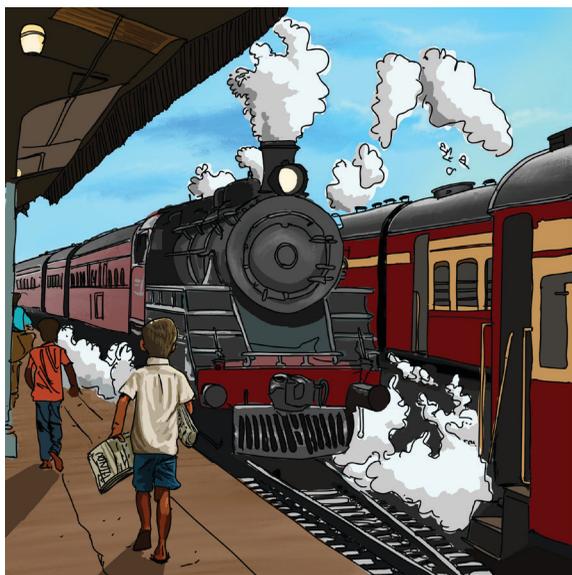
#### My words

#### My questions

their nutrition for us. I readily accepted Samsuddin's offer.

However, my new job had to be fitted into my regular routine. My studies and school had to continue as before. The delivery business had to be accommodated amidst all these other activities. Among my siblings and cousins, I had shown an early aptitude for mathematics. My father had arranged for me to take tuitions from our mathematics teacher. However, my teacher had a condition that we students needed to reach his home at dawn after having taken a bath. So for a year, which was the duration of the tuition, I started my day while it was still dark outside, with my mother shaking me awake. She herself would have risen before me and got my bath ready. She would then help me bathe and send me on my way to my teacher's home. There I would study for an hour and return by 5 a.m. By then my father would be ready to take me to the Arabic school nearby.

After my lesson was over, I would sprint to the railway station. Soon, the engine smoke would be visible in the distance. The horn would be **tooted** loudly and with a thunderous roar, the train would pass through the station. I had worked out the best spot from which to



keep an eye out for the flying newspaper bundles. Like clockwork, they would be tossed out on to the platform. The train would then huff and puff away, Samsuddin's person in

#### While we read

5. What was the condition posed by the mathematics teacher and how did it impact Kalam's daily schedule?

#### My words

#### My questions

the train would wave out to me, and my job would begin.

I then picked up the bundles, divided them up into batches according to the neighbourhood in which the papers had to be distributed and off I went. For about an hour I tore around Rameswaram, delivering the papers to everyone.

Soon I began to identify people by the papers they read. Many would be waiting for me, and there would always be a friendly word or two. Some would tell me to hurry back home so I would not be late for school! I



think most people enjoyed being handed their papers by a cheerful eight year old.

Our town being on the east coast, by the time the work was over at 8 a.m., the sun would be high up in the sky. Now I headed back home, where my mother waited with breakfast. A simple meal would be served, but how hungry I was! My mother made sure I ate every **morsel** before sending me off to school. But my work did not end there.

In the evening, after school was over, I would do the rounds of Samsuddin's customers again, collecting dues. Then I would meet him, so that he could work out the accounts of the day.

At that time, sitting somewhere near the sea, with the breeze blowing in, Jalalluddin or Samsuddin would finally open up the day's paper. All of us would pore over the black type of the *Dinamani*. One of them would read aloud the news items, and slowly the larger

#### While we read

- How did Kalam go about the work of newspaper distribution?

#### My words

#### My questions

outside world would enter our consciousness. Gandhiji, Congress, Hitler, Periyar E.V. Ramasamy: their words would hang in the evening air. I would trace the photos and words with my fingers, wondering what it must be like to be out there in the larger world with all of them. Maybe, I thought to myself, one day I would go to the big cities like Madras, Bombay and Calcutta. What would I say if I ever got to meet people like Gandhiji and Pandit Nehru? But such thoughts were soon interrupted by the calls of my playmates, and then the call for dinner. There was homework to be done, and even an eight year old has only that much energy to spend. By 9 p.m. I would be fast asleep, as the next day more studies and the life of a working man lay in store.

This routine continued for about a year. In that one year of running around with the papers, I grew taller and browner. I also learnt that I could now judge quite accurately the distances I could cover at a sprint with a bundle of papers in my hand. Hence I could time my arrival at various localities at the same time every day. I could calculate in my head the amount owed to Samsuddin by each of his subscribers, and could reel off the names of those who had not paid up that day. Mostly, I learnt that to be a working man meant you had to be up and ready to face the day, whatever else may happen to you.

Homework, tuition, prayers, all carried on, but the Madras–Dhanushkodi Mail would not wait for me—I had to be present at the station at the correct time and at the correct point to collect the bundles as they came flying in. It was my first brush with taking up a responsibility and seeing to it that I kept my word to my cousin Samsuddin, no matter what. It was also the most enjoyable time and I loved every moment of it, often **notwithstanding** the intense tiredness every night.

My mother often **fretted** at my taking up this additional work and the toll it was taking on me, but I shook my

#### While we read

7. Newspapers opened up new worlds for young Kalam. Do you agree? Give reasons.
8. Kalam says he grew 'taller and browner' in a year. What does this suggest?

#### My words

#### My questions

head and smiled at her. Knowing that my earnings were somehow helping us all, and that she was secretly proud of me for having taken on the role of a working man at the age of eight, kept me going with a smile on my face. A working man at the age of eight!

(An extract from A. P. J. Abdul Kalam's memoir, *My Journey: Transforming Dreams into Actions*)

#### While we read

- How was Kalam able to ignore the intense tiredness at the end of each day?

### About the author

A. P. J. Abdul Kalam (1931 – 2015) born in Rameswaram, Tamil Nadu, was a scientist and statesman who led India's missile and space programmes. He was the President of India from 2002 to 2007. His deepest interest lay in sharing his ideas with young minds. Among his works are *India 2020* (1998), *Wings of Fire* (1999), *Ignited Minds* (2002), *You are Born to Blossom* (2008) and *Target 3 Billion* (2011). He was the recipient of several prestigious awards including the Bharat Ratna, India's highest civilian honour.



### Let's rewind:

#### A. Go through the passage and choose the most suitable of the options given.

- What motivated Abdul Kalam to take on the newspaper delivery?
  - to satisfy his desire for adventure
  - to fulfil a school requirement
  - to impress his friends
  - to help and support his family
- What do you think was the biggest challenge Abdul Kalam faced as a newspaper delivery boy?
  - the need to balance work and learning
  - ill-health
  - dissatisfied customers
  - lack of transportation
- What was the major effect of World War II on Kalam's family? They ...
  - lived in fear.
  - had to ration food.
  - lost their house.
  - lived in a relief shelter.
- What important skill did Kalam develop by newspaper delivery?
  - cycling
  - technical skills
  - time management
  - reading skills

#### B. Revisit the story and respond to the following questions.

- What did Kalam's mother do to support him in his daily routine?
- Kalam balanced his work and school, playing his part in a way that truly mattered. What is your opinion on children evolving into responsible members of the family?



## Let's recall and recreate:

### Activity 1

- A. Young Kalam had a difficult time collecting newspaper bundles at Rameswaram station since the trains didn't stop there. Other residents of the village too found this inconvenient. Imagine that young Kalam takes the initiative to write a letter to the Divisional Manager, Southern Railway, requesting them to reinstate the stop at Rameswaram station.

Let's have a look at the letter:

<b>Sender's address</b>	Rameswaram School Tamil Nadu	
<b>Date</b>	Date	
<b>Recipient's address</b>	The Divisional Manager Southern Railway	
<b>Salutation</b>	Dear Sir/Madam	
<b>Subject</b>	Subject: Request to reinstate the train stop at Rameswaram Station - reg.	
<b>B O D Y</b>	<b>Introduction</b>	I am Abdul Kalam, a student of Rameswaram school. I write this letter to bring to your kind attention, an important matter regarding the railway services in our region.
	<b>Main content</b>	As you may be aware, Rameswaram is a small historical town, rich in cultural heritage. The absence of a train stop at our station is a concern for many residents, as it limits our access to essential goods, services and our travel. A train stop would greatly help the people of Rameswaram, allowing us to engage actively with neighbouring towns and cities.
	<b>Conclusion</b>	So, I shall be much obliged, if you could consider our plea and reinstate the train stop at Rameswaram station. This would significantly benefit our town and strengthen the bond between the people and railway.
	<b>Subscription</b>	Thank you. Yours faithfully
<b>Name &amp; signature</b>	Sd/- A. P. J. Abdul Kalam	

This letter is a formal one and it has a specific format.

A **formal letter** follows a clear structure and style. It is typically used for official communication.

- B. The road to Mussoorie was blocked due to the landslide and the passengers had to face a lot of hardship. One of the passengers decides to write a letter to the Road Transport Authority (RTA) requesting them to clear the road. Attempt the likely letter.**

## Activity 2

Samsuddin offers young Kalam the job of collecting and distributing newspapers from the railway station. He readily agrees to this. Write the likely conversation between them.



**Let's play with words:**

## Activity 1

- A. Read the following passage from 'Little Things Matter'.**

Samsuddin had great affection for me and encouraged me in so many ways, that he became a guiding light for me.

- What could be the meaning of 'a guiding light' in this context? Discuss.
- What do we call such phrases?

.....

An **idiom** is a phrase or an expression that has a figurative meaning different from the literal meaning of its individual words.

- B. Now, match the following idiomatic phrases with their corresponding meanings. You may refer to a dictionary.**

Idioms	Meaning
Keep an eye out	stay connected
Stay in touch	to do what one promised
Keep one's word	to watch carefully for something or someone to appear

- C. Fill in the blanks with suitable idiomatic phrases from the table above.**

Mani's father asked Granny and Mani to ..... with him during their journey to Nain and to return the next day. When it was time for their arrival, he couldn't help but ..... for them. They ..... and arrived on time.

## Activity 2

### A. Read the following sentences.

When I was about eight, World War II broke out. Daily life, however, remained fairly unaffected initially, particularly for us in the southern tip of the country.

What might be the meaning of the phrasal verb 'broke out' in this context?

.....

### B. Now, try to use the phrasal verbs given in the box below and complete young Kalam's diary. One has been done for you.

look forward to, hang in, carry on, toss out, pore over

20 Dec. 1939, Saturday

*It is a wonderful day, indeed. As always, I .....reaching the railway station as early as possible. I knew that the bundles of newspapers would be **tossed out** of the moving train and I had to catch them. I know it isn't easy for a child of eight like me, But, I will do it. I can't complain. I will have to .....somehow. It is my responsibility to help my parents. I can't contribute much, but the little that I do matters. I think I will have to ..... and play my part. Moreover, after distributing all the newspapers, just to ..... the news is great fun and a means of acquiring knowledge. Oh God! Let me always have the strength to help my parents.*



### Let's analyse:

## Activity 1

### A. Read the following passages.

In the course of their journey Granny and Mani witnessed a landslide. This caused them some discomfort and inconvenience. Natural disasters may sometimes be the result of human activities. Don't you agree? **If we care for nature, nature will surely protect us.**

Granny's eyesight was growing steadily weaker. She couldn't see anything properly. Mani thought that **if she got new glasses, she could see properly.**

Write the highlighted sentences of the passages above in the space given.

a) .....

b) .....

One part of the given sentences expresses a condition and the other its consequence. Now, note the conditions and the consequences and write them in the table below.

Condition	Consequence
.....	Nature will surely protect us.
If she got herself new glasses	.....

B. Discuss the differences in meaning between the two sentences.

- 
- 

C. Now, write down the sentences in the situations in which you would use them.

Possible/or probable situation	Improbable, unreal or imaginary situation

Conditionals which express possible or probable situations are called Type 1 conditionals and those that express improbable, unreal or imaginary situations are called Type 2 conditionals.

D. Identify the verbs in the sentences given above and write them in the table given below.

Sentence	If Clause(condition)	Main Clause(result)
Type1	care	.....
Type 2	.....	could see

Do you find a pattern followed in the arrangement of verbs in Type 1 and Type 2 conditionals?

.....  
 .....

Type 1 and 2 conditionals have the following pattern:

Sentence	If Clause (condition)	Main Clause (result)
Type 1	present form (V1)	modal auxiliary (can, will, may etc.) + present form(V1)
Type 2	past form (V2)	would/could/might + V <sub>1</sub>

**E. Now, let's write down more sentences in the given pattern.**

- Pattern 1      a) If we put an end to deforestation, we can prevent landslides.  
                     b) .....
- Pattern 2      a) If we planted more trees, the world would be a better place.  
                     b) .....

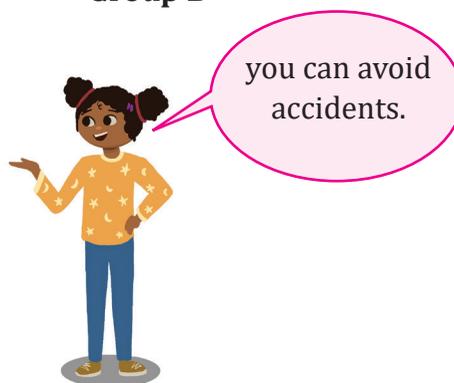
**F. Now, let's play the game 'Pick and Choose.'**

- Place two bowls on the table. One of the bowls should contain some 'if clauses' and the other the corresponding main clauses.
- Form two groups and name the groups A & B.
- One member from group A may come forward and take out an 'if clause' and read it aloud.
- Any member of group B may step up to take out the corresponding 'main clause' from the bowl and read it aloud.

**Group A**



**Group B**



- One point may be awarded for the correct answer.
- The member who is awarded the point should take the next 'if clause' and the other group gets the turn to complete the game.
- One member may take only a single chance.
- This activity may continue until one team is declared the winner.

## Activity 2

**A. Read the following sentences from the story, A Long Walk with Granny.**

1. He called, 'Can you see all right, Granny?'
2. 'What's ten miles?' said Granny.

**Now, write the highlighted part of the sentences in the space given below.**

1.

2.

**What differences do you notice in the above sentences?**

The first sentence begins with - .....

The second sentence begins with - .....

'What' is a question word and  
'Can' is an auxiliary verb.

**B. Read the following conversation between Samsuddin and Kalam and list the sentences beginning with question words and those beginning with auxiliary verbs.**

- Shamsuddin : Would you like to join the team?  
 Kalam : Yes, of course. What can I do for you?  
 Shamsuddin : You will have to collect newspapers from the railway station and distribute them to readers.  
 Kalam : Should I collect them from Rameswaram railway station?  
 Shamsuddin : Of course.  
 Kalam : When should I reach the railway station?  
 Shamsuddin : By 5.00 in the morning.  
 Kalam : That's fine.

Sentences beginning with question words	Sentences beginning with auxiliary verbs

Questions beginning with 'question words' are Wh-questions. Questions beginning with auxiliary verbs are Yes/No questions.

C. Now, pick the questions and their corresponding responses from the above conversation and write them in the following table.

Questions	Responses

- Do the questions beginning with question words elicit a factual answer?  
.....?
- Do the questions beginning with auxiliary verbs elicit a similar response?  
.....?

Questions beginning with a question word elicit a factual response or information, whereas those beginning with auxiliary verbs get a Yes/No response.

D. Frame Wh - questions to get the phrases underlined in the following sentences as answers. One has been done for you.

1. Kalam went to the railway station.  
Where did Kalam go?
2. Newspaper bundles were flung out onto the platform.  
.....?
3. Granny and Mani were very close to each other.  
.....?
4. Mani and Granny reached the hospital in the morning.  
.....?
5. Granny couldn't see clearly because her eyes were very weak.  
.....?

E. Now, frame Yes/No questions for the following sentences. One has been done for you.

1. It was a rainy day.  
Was it a rainy day?

2. There is a cordial relationship between Granny and Mani.  
.....?
3. They were on the bus again.  
.....?
4. Kalam wanted to help his family.  
.....?
5. Every child can contribute in some way.  
.....?

### Activity 3

**A. Read the following sentence from the story, 'A Long Walk with Granny.'**

'You wouldn't be able to walk all the way to Nain, would you, Granny?'

Why does the speaker use the expression 'would you'?

.....

A short question added to the end of a statement, seeking confirmation, is called a **tag question**.

**B. Read the following sentences.**

1. Kalam was a responsible child, wasn't he?
2. Mani couldn't walk as fast as his Granny, could he?

What differences do you notice in the structure of the above sentences?

.....

An affirmative sentence takes a negative tag and a negative sentence takes a positive tag.

**C. Now, use suitable tag questions to complete the following sentences.**

1. Sharing and caring are the values we need to develop,.....?
2. We should evolve into responsible citizens,.....?
3. Even a little matters,.....?
4. We can't live without nature,.....?
5. People will have to play their role well on the stage of life, .....?

**D. Edit the following conversation between Granny and Mani. The errors are given in bold type.**

Mani : We'll have to go to Mussoorie for your glasses.

Granny : **Is it?** It'll take two days to reach there. **What** would take me?

Mani : I'll take you. **Are** you walk all the way to Nain?

Granny : Yes. I can walk all the way to Nain.

Mani : You are really great, **wasn't I?**

Granny : If you come with me, I **would** go even to the moon.

Mani : So, let's get ready, **should he?**



**Let's converse:**

**Activity**

Kalam used to deliver newspapers early in the morning to his customers before going to school. He meets Mr Kumar, one of his neighbours, while delivering the newspaper. Let's see how they converse.

Kalam : Hello, sir. Good morning.

Kumar : Good morning, Abdul. How are you?

Kalam : I'm doing great, thanks. How are you doing?

Kumar : Fantastic, thanks for asking!

**Now, let's try to analyse their conversation.**

How did they greet each other?

.....

We use certain expressions to greet people and to respond to greetings.

Greetings	Responses
Hi, Hello	Hi, Hello
Good morning / good afternoon / good evening	Good morning / good afternoon / good evening
How are you?	I'm fine, thank you (thanks) / Okay! Thank you (thanks) / Can't complain / Not bad
.....	.....
.....	.....



## Let's team up (Group Project):

The journey to Mussoorie was eventful and enjoyable for Granny and Mani. It was an unforgettable experience. Do you also love travelling? Have you recorded any of your travel experiences to preserve your memories and reflections?

The following image is a record made by a student on his school trip.

# Travel

## SCHOOL TRIP

---

Destination : Ooty  
Date : 12,13& 14 October

Duration : 3 days  
Departure : 12th October

---



**DAY 1 - DESTINATION**

- MORNING**  
( 09.00 - 01.00 )

**BOTANICAL GARDEN**
- AFTERNOON**  
( 2.00 - 5.00 )

**ROSE GARDEN**



**DAY 2 - DESTINATION**

- MORNING**  
( 08.30 - 01.00 )

**OOTY LAKE**
- AFTERNOON**  
( 02.00 - 05.00 )

**TOY TRAIN RIDE**



**DAY 3 - DESTINATION**

- MORNING**  
( 09.00 - 01.00 )

**DODDABETTA PEAKS**
- AFTERNOON**  
( 15.00 - 17.00 )

**TEA FACTORY**

What do you call this kind of writing?

..... (diary/memoir/journal/travelogue)

This is the page of a journal in which the memories and reflections of a journey are recorded.

A **journal** is a record of significant details of your life, such as your daily routine, your feelings, memories, travel experiences, etc.

Journals can be of various kinds such as the following.

- Memory journal
- Travel journal
- Daily journal
- .....
- .....

- A. **Now, form groups and discuss the kind of journal you would like to create. Every member of the group may participate. Share the journal you have created with the other groups and discuss the project in class.**
- B. **You may create travel reels related to your journal and upload it to your school blog.**



## Glossary

blare (n)	:	a harsh sound
chatter (n)	:	conversation about unimportant matters
crescendo (n)	:	a peak of intensity
debris (n)	:	the remains of something broken down or destroyed
fallout (n)	:	the unpleasant result of an event
fret (v)	:	to worry
gleam (n)	:	glow
gloomy (adj)	:	dark
jolt (v)	:	to move suddenly and violently
jostle (v)	:	to push
morsel (n)	:	a small piece of food
notwithstanding (prep)	:	in spite of
part (v)	:	to separate
portly (adj)	:	plump
prevail (v)	:	to exist
rage (v)	:	to become more intense
rattle (v)	:	to make a series of short loud sounds
rickety (adj)	:	not strong or well made
sanctions (n)	:	restrictions
scamper (v)	:	to move quickly with light steps
slacken (v)	:	to become slow
sombre (adj)	:	dark
stern (adj)	:	serious and disapproving
swerve (v)	:	to change direction suddenly
toot (v)	:	to sound the horn of a vehicle
tumble (v)	:	to fall

## WINGS OF HOPE

Hope is the passion for what is possible.  
Confidence is the present tense of hope.

- Søren Kierkegaard



- Hope is the Thing with Feathers** (Poem) - Emily Dickinson
- A Prescription for Life** (Anecdote) - Jerome K. Jerome
- The Day My World Changed** (Memoir) - Malala Yousafzai  
Christina Lamb



### Let's log in:

Read the following passage and discuss the questions.

A long time ago, the Greeks believed that their god Zeus, along with all the other gods, had created a woman named Pandora. The gods gave her a box on her wedding day telling her never to open it. It would bring her happiness, they said, as long as it remained closed.

Pandora was very curious by nature: she couldn't resist the temptation to open the box.

Oops! The gods had trapped all the worst human qualities, all the unpleasant feelings and the things we fear the most inside the box. No sooner did Pandora open it than all these—sickness, pain, suffering, greed, anger, sorrow, etc., flew out and spread all over the world. Pandora was so sorry!

She closed the lid of the box. She knelt beside it, pleading to be forgiven by the gods and the people of the world. Then she heard the noise of something beating its wings inside the box. It seemed to speak to her in a kind voice too.

She opened the lid once again. This time she was not disappointed. It was the lovely little angel, Hope, who came out of the box, fluttering her beautiful wings that shone like gold.

And that is why, despite all our miseries, Hope always remains with us, to comfort us all the time. Although Pandora caused the world great pain, she also gave us hope.



#### Pandora's box

This is an expression for anything that creates a number of unexpected problems.

e.g. Using social media without due care can be like opening a Pandora's box.



- What would you do if you were Pandora? Would you have opened the box? Why?
- Why do you think the gods placed Hope in the box along with all the evils?
- How does hope help us in hard times?



## Let's read and enjoy:

Doesn't the story of Pandora remind us of the importance of hope in the face of adversity? Has hope ever helped you in hard times? Let's explore the idea further in Emily Dickinson's poem, 'Hope is the Thing with Feathers'.

# Hope is the Thing with Feathers

- Emily Dickinson

Hope is the thing with feathers  
That perches in the soul,  
And sings the tune without the words,  
And never stops at all.

And sweetest in the **gale** is heard;  
And sore must be the storm  
That could **abash** the little bird  
That kept so many warm.

I've heard it in the chillest land,  
And on the strangest sea;  
Yet, never, in extremity,  
It asked a crumb of me.



## About the poet

**Emily Dickinson** (1830-1886) was an American poet with a unique and innovative style. Born in Massachusetts, she lived much of her life in seclusion. Dickinson wrote nearly 1,800 poems of which only a few were published in her lifetime. Her poems explore the themes of death, immortality, nature, and human nature. Her most famous poems include 'Because I Could not Stop for Death', 'I Heard a Fly Buzz When I Died' and 'Success is Counted Sweetest.'





**Let's rewind and rejoice:**

1. What is hope compared to in the poem?
2. What do you think the poet means by the words, 'Hope.....perches in the soul' ?
3. What is special about the song that the bird sings?
4. How is the bird's song heard in the gale?
5. Where has the poet heard the bird's song?
6. What do "chillest land" and "strangest sea" represent?



**Let's appreciate:**

1. What does the storm indicate in the poem?
2. What does the poet mean by the lines '...never, in extremity, it asked a crumb of me'?
3. How do the images of the bird and the storm help us understand the poem?



**Let's recall and recreate:**

**Activity 1**

**A. Read these lines from the poem:**

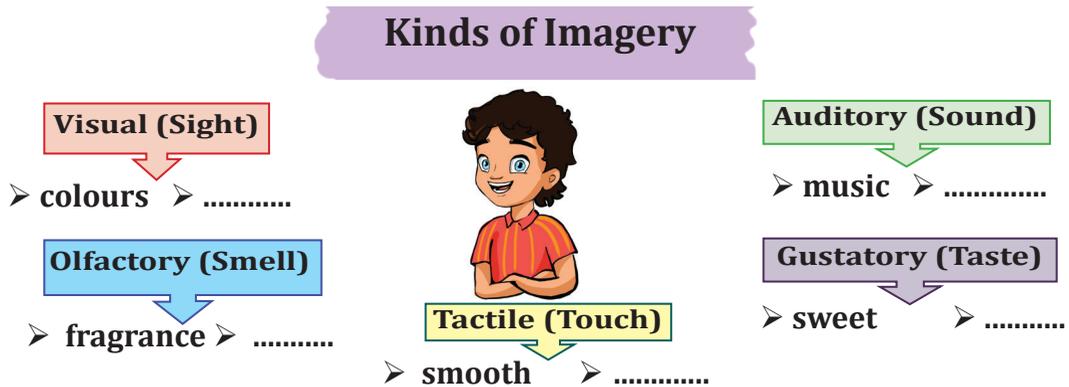
Hope is the thing with feathers  
That perches in the soul...

What picture do you get when you read these lines?

.....

**Imagery:** The way the poet uses images to create sensory experiences. The images may appeal to any or all of the five senses: sight, sound, smell, taste and touch.

**B. Look at the picture and fill in the blanks with suitable examples.**



C. Now, shall we list the different kinds of images in the poem? Let's fill in the table:

Images	Lines from the poem
Visual	
Auditory	

## Activity 2

A. Look at the lines below and note the word at the end of each line.

And sweetest in the gale is heard

.....

That could abash the little bird

Do the endings of those words sound alike? What do we call such words?

.....

The words 'heard' and 'bird' are **rhyming words**. Their endings sound similar, making the poem more musical. Such words at the end of lines in a poem are often called a rhyming pair.

B. Now, let's find the other rhyming pairs in the poem.

• heard - bird

•

•

## Activity 3

A. Read the following lines.

Hope is the thing with feathers

That perches in the soul

What is hope compared to?

.....

Here, hope is considered as 'the thing with feathers'. A direct relation is made between hope and a bird. This is an example of a **metaphor**.

**Metaphor** is a figure of speech that presents two unrelated objects or experiences as one and the same.

B. Now, pick out the other instances of metaphor in the poem.

.....  
.....  
.....

C. We use metaphors not only in literary contexts but even in our everyday speech. Read the following metaphors, and add your examples to the list.

- Life is a journey.
- Knowledge is light.
- Books are windows to the world.
- .....
- .....
- .....

### Activity 4

A. Read these lines from the poem:

And sings the tune without the words,  
And never stops at all

.....

What do you notice about these lines?

What effect does the repetition create?

This kind of repetition is called **anaphora**.

The repetition of a word or phrase at the beginning of successive lines in a poem or passage is **anaphora**. It is often used for emphasis.

B. Now, pick out the other instances of anaphora in the poem.

.....  
.....



## Let's read and reflect:

We all know people who make mountains of molehills. Their lives are always miserable. Don't you think a positive and healthy attitude is the key to a happy life? Let's read Jerome K. Jerome's 'prescription for life'.

# A Prescription for Life

- Jerome K. Jerome

I remember going to the British Museum one day to research some sort of illness that I thought might be **hay fever**. I picked up the medical encyclopedia and read all about hay fever. I idly turned the leaves, and began to **indolently** study diseases in general. I forget which was the first disease I plunged into—some dreadful disease, I know. But before I had glanced half down the list of 'warning symptoms', it dawned upon me that I had all of them.

I sat for a while, frozen with horror; and then, in utter despair, I again turned over the pages. I came to **typhoid** fever—read the symptoms—discovered that I had typhoid fever for months without knowing it.

I then wondered what else I had got; turned up \*St. Vitus's Dance—found that I had that too. I began to get interested in my case, and decided to investigate it thoroughly. So I started alphabetically. Read up ague (malaria), and learned that I was sickening for it, and that the worst stage would commence in about two weeks. **Bright's disease**, I was relieved to find, I had only in a mild form. **Cholera** I had, with serious complications; and **diphtheria** I seemed to have been born with. I carefully went through all the twenty-six letters, and the only **malady** I could conclude I had not got was **housemaid's knee**.

I felt rather hurt about this at first; it seemed somehow to be a kind of insult. Why hadn't I got housemaid's knee?

### While we read

1. Why did the narrator visit the British Museum?
2. Do you think the narrator worries too much? Why?

### My words

### My questions

\***St. Vitus's Dance(n)**: a disorder causing jerky movements

Why was this illness left out? After a while, however, less greedy feelings took over. I reflected that I had every other known disease in the **pharmacology**. I grew less selfish, and determined to do without housemaid's knee.



**Gout**, in its worst form, had **seized** me without my knowledge; and **zymosis** I had clearly been suffering from my boyhood. There were no more diseases after zymosis, so I concluded that there was nothing else the matter with me.

I sat and pondered. I thought what an interesting case I must be from a medical point of view, what an acquisition I should be to a class! Students would have no need to “walk the hospitals,” if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. I tried to feel my heart. I could not feel it. It had stopped beating. I patted myself all over my body. But I could not feel or hear anything. I tried to look at my tongue. I could only see the tip, and the only thing that I could gain was to feel more certain than before that I had **scarlet fever**.

I had walked into that reading-room as a happy, healthy man. I crawled out a **decrepit** wreck.

I went to my doctor. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I think I am sick. So

#### While we read

3. Have you come across anyone who worries about their health just like the narrator? Share your experience.
4. How does the narrator describe his condition when he left the reading room?
5. Why did the narrator decide to visit the doctor?

#### My words

#### My questions

I thought I would return the favour by going to him now. "What a doctor wants," I said, "is practice. He shall have me. He will get more practice out of me than out of seventeen hundreds of his everyday patients, with only one or two diseases each." So I went straight up and saw him, and he said:

"Well, what's the matter with you?"

I said:

"I will not take up your time, dear boy, with telling you what the matter is. Life is brief, and you might pass away before I had finished. But I will tell you what is not the matter with me. I have not got housemaid's knee. Why I have not got housemaid's knee, I cannot tell you; but the fact remains that I have not got it. Everything else, however, I have got."

And I told him how I came to discover it all.

Then he examined me, and clutched my **wrist** to check my pulse, and then he hit me over the chest when I wasn't expecting it—a **cowardly** thing to do, I think, and immediately afterwards **butted** me on the side of my head. After that, he sat down and wrote out a prescription, and folded it up and gave it to me, and I put it in my pocket and went out.

I did not open it. I took it to the nearest **pharmacy**, and handed it in. The man read it, and then handed it back.

He said he didn't keep it.

I said: "You are a chemist?"

He said: "I am a chemist. If I were a co-operative stores and family hotel combined, I might be able to help you. Being only a chemist limits me."



#### While we read

6. What did the narrator tell the doctor about his illness?
7. Did the doctor take the narrator's concerns seriously? Give reasons to support your answer.

#### My words

#### My questions

I read the prescription. This was what it said:

“A balanced diet, with water every couple of hours. A ten-mile walk every morning. To bed at sharp 11 o’clock every night. And don’t stuff up your head with things you don’t understand.”

I followed the directions, with the happy result—speaking for myself—that my life was saved and is still going on.

(Adapted)

#### While we read

8. Why did the pharmacist return the prescription to the narrator?

#### My words

### About the author

**Jerome K. Jerome** (1859-1927) was an English writer and humorist. Born in a poor family, he faced financial difficulties and personal hardships throughout his early life. Despite these challenges, he pursued a career in writing and acting. His warm and humorous style won him great acclaim. This extract is taken from *Three Men in a Boat* (1889), Jerome’s comic masterpiece, which is his most celebrated work.



#### Let’s rewind:

1. What happened when the narrator began reading the medical encyclopaedia?
2. How did the narrator’s visit to the doctor change his perspective on life?
3. What aspect of the narrator’s character is revealed in the story?
4. How does the narrator’s experience bring out the risks of self-diagnosis and the benefits of taking medical advice?
5. Have you heard of the saying, ‘A healthy mind in a healthy body’. What do you think it means in the light of ‘A Prescription for Life?’



#### Let’s explore:

### Activity 1

- A. The events of the story have been jumbled. Rewrite them in the correct order.**
- He decides to consult his doctor for help.
  - The doctor examines him and gives him a prescription.
  - The chemist reads the prescription and finds it interesting.
  - Jerome takes the prescription back and reads it for the first time.

- Jerome leaves the pharmacy feeling hopeful.
- Jerome goes to the British Museum to learn more about an illness.
- He expresses his fear to the doctor.
- Jerome takes the prescription to the pharmacy.
- There he reads the medical encyclopaedia and believes he has all the illnesses mentioned in it.
- It was some common sense advice on proper diet and exercise.

*Jerome goes to the British Museum to learn more about an illness.*

*Jerome leaves the pharmacy feeling hopeful.*

**B. Draft a detailed narrative using the sentences above. You may rephrase them and add more sentences. Add suitable linkers to make the narrative interesting.**

## Activity 2

### A. Read the following diary entry.



*Monday, 18 June*

*Oh! What a day! Truly unforgettable. I went to the British Museum Library today, hoping to learn something about hay fever. Going through the medical encyclopaedia, I felt I had almost all the diseases listed in it. All except 'housemaid's knee'! Why was that illness left out? I don't know. Good heavens! Am I a hospital myself? Anyway, good thing I consulted a doctor and that too a close friend of mine. After his routine physical examination and a few questions, he gave me a prescription. And what a prescription it was? Oh... I made such a fool of myself when I took the prescription to the chemist who was quite helpless. I couldn't believe my eyes when I read it out: Have a balanced diet, drink plenty of water, take a long walk daily and go to bed early. Thank goodness! I'm quite relieved. In fact, I was making a fuss about nothing. From now on, I'll strictly follow the doctor's advice.*

*Well, that's it for today. Enough of my worrying and overthinking!*

*Early to bed...*

- What style of narration do we observe in the diary entry above—first person/third person narration?
- Is the language of the diary entry formal or informal?
- What kind of events or experiences do we include in a diary entry?

### B. Read the following extracts:

#### Sample A:

Sophie had been wearing her grandmother's precious ring for weeks. One day while at school, she realised it was missing. Panicking, she searched everywhere—her desk, the entire classroom, and even the playground—but couldn't find it. Just as she was losing all hope, her classmate Emma ran to her with a smile and handed her the ring. Sophie was overjoyed and thanked Emma with all her heart.

**Sample B:**

3 July

I was so scared today! How could I be so irresponsible? How could I lose my ring? And, most importantly, it had been my grandmother’s favourite! I searched everywhere—my desk, the entire classroom, and even the grounds. I’ve never searched the entire school in this way!

Thank God! Emma came bearing my ring like an angel. At that moment she was truly an angel from heaven! I’m so grateful to her, and I’ll never forget it.

**C. Share your thoughts by filling in the blanks in the table.**

	Sample A	Sample B
Point of view	• third person	• .....
Purpose	• .....	• to record personal thoughts, feelings, and experience.
Style	• descriptive	• reflective
Structure	• a beginning, middle and end	• .....

**Sample A is a narrative and sample B is a diary entry.**

**D. Now, let’s attempt the likely diary entry of the chemist at the pharmacy.**

.....

A very strange thing happened today! .....

.....

.....

.....

.....

I’d like to know if he took the doctor’s advice and became better.

### Activity 3

**A. Let's read the doctor's prescription again:**

"A balanced diet with water every couple of hours. A ten-mile walk every morning. To bed at sharp 11 o'clock every night. And don't stuff up your head with things you don't understand."

Do you think this prescription will be helpful for healthy living? Why?

.....

**B. The list of essential habits for maintaining good health is given below. Add a few more such expressions to the list.**

<ul style="list-style-type: none"> <li>• Have a balanced diet.</li> <li>• Drink enough water.</li> <li>• Sleep well.</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
--	---

Don't you think that, while we practise healthy habits, we should also avoid unhealthy practices? Why?

.....

**C. Now, add a few more to the list of unhealthy practices we should avoid.**

<ul style="list-style-type: none"> <li>• Too much junk/processed food</li> <li>• Lack of physical activity</li> <li>• Excessive screen time</li> <li>•</li> <li>•</li> </ul>	
--	--

**D. We have discussed the healthy habits we need to develop and the unhealthy practices that we should avoid. Now, write a paragraph on 'The Role of Habits in Shaping Health and Well-being'.**

.....

.....

.....



### Let's read and reflect:

- Have you ever felt that education could be the solution to many of our problems?
- In what ways can education lead us to peace and progress?

Here are some views on education by a person you might have heard of. Read them and try to identify the speaker.



Many of you might have recognised Malala Yousafzai. What, in your opinion, are her most valuable contributions to the world? Let's read her account of the day her life changed forever.

## The Day My World Changed

- Malala Yousafzai

I come from a country which was created at midnight. When I almost died it was just after midday. That day, I left my home for school and never returned.

Now, every morning when I open my eyes, I long to see my old room full of my things, my clothes all over the floor and my school prizes on the shelves. Instead, I am in a country which is five hours behind my beloved homeland and my home. When I stand in front of my window and look out, I see tall buildings, long roads full of vehicles moving in orderly lines, neat green **hedges** and lawns, and tidy **pavements** to walk on.

### While we read

1. "I come from a country which was created at midnight". What does Malala mean by this statement?

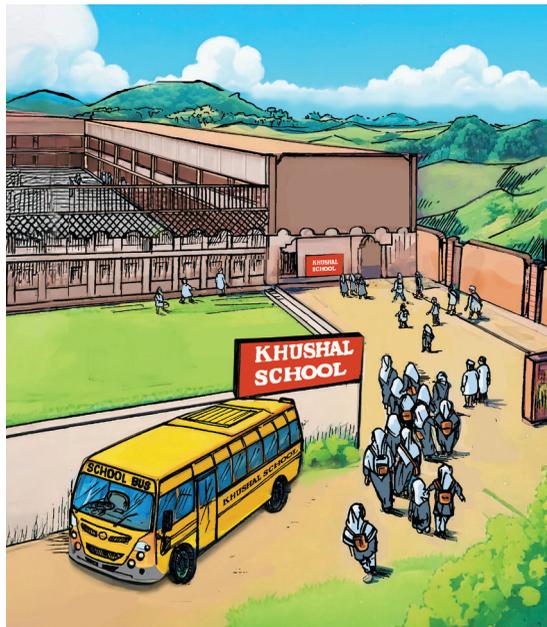
### My words

I close my eyes and for a moment I am back in my valley—the high snow-topped mountains, green waving fields and fresh blue rivers—and my heart smiles. My mind transports me back to my school and there I am reunited with my friends and teachers. I meet my best friend Moniba and we sit together, talking and joking as if I had never left. Then I remember I am in \*Birmingham, England.

The day everything changed was a Tuesday: 9 October 2012. That morning, we arrived in the narrow mud lane \*off Haji Baba Road in our usual **procession** of brightly painted rickshaws. For us, the doorway of the school was like a magical entrance to our own special world.

The school was founded by my father before I was born. On the wall, above us, KHUSHAL SCHOOL was painted proudly in red and white letters. We went to school six mornings a week.

My classes were spent **chanting** chemical equations, studying Urdu grammar, writing stories with morals in English, or drawing diagrams of blood circulation. Most of my classmates wanted to be doctors. It's hard to imagine that anyone would see that as a threat.



That morning had begun like any other, though a little later than usual. It was exam time, so school started at nine instead of eight. I slept in the long room at the front of our house.

\***Birmingham**: a city in England

\***off Haji Baba Road**: a little away from Haji Baba Road

#### While we read

- How does Malala compare her homeland to her new city, Birmingham?
- Do you think the doorway to your school is also a magical entrance to a special world? Why?
- Who is the founder of Khushal school?

#### My words

#### My questions

The only furniture was a bed and a cabinet which I had bought. I had won some money as an award for campaigning for peace in our valley and the right for girls to go to school. On some shelves were all the gold-coloured plastic cups and trophies I had won for coming first in my class.

The school was not far from my home and I used to walk. But, since the start of last year, I had been going with other girls in a rickshaw and coming home by bus. I had started taking the bus because my mother was scared by the thought of me walking on my own. We had been getting threats all year. Some of these threats were found in the newspapers, some were notes or messages passed on by people.

My mother was worried about me. But I knew no one had ever come for a girl and I was more concerned they would target my father as he was always speaking out against them. His close friend and fellow campaigner had been shot dead and everyone was telling my father, "Take care, you'll be next."

Like my father I've always been a daydreamer. Sometimes, I'd imagine that on the way home an armed man might jump out and shoot me. I wondered what I would do. Maybe I'd take off my shoes and hit him. But then I'd think if I did that there would be no difference between me and the man.

It would be better to plead, "OK, shoot me, but first listen to me. What you are doing is wrong. I'm not against you personally, I just want every girl to go to school." I wasn't scared but I had started making sure the gate was locked at night.

I told Moniba everything. Her dream was to be a fashion designer, although she knew her family would never agree to it. So she told everyone she wanted to be a doctor. I never hid my desire when I changed from wanting to be a doctor to dreaming of being an inventor or a politician.

#### While we read

5. Why did Malala choose to take the bus instead of walking to school?
6. Why did Malala think her father was under threat?
7. What were Malala's thoughts on a possible encounter with an armed attacker on her way back home? What do these thoughts reveal about her character?
8. What were Malala's dreams and how did they differ from Moniba's aspirations?

#### My words

#### My questions

When our bus was called, we ran down the steps. I remember that inside the bus it was hot and sticky. I remember that the bus turned right off the main road at the army checkpoint. I don't remember any more.

In my dreams about the shooting, my father is also in the bus and he is shot with me, and then there are men everywhere and I am searching for my father. In reality what happened was we suddenly stopped. We must have been less than 200 metres from the checkpoint.

We couldn't see in front, but a young, bearded man in light-coloured clothes had stepped into the road and waved the van down.

'Is this the Khushal School bus?' he asked our driver.

Usman Bhai Jan, the driver of our bus thought this was a stupid question as the name was painted on the side.

"Yes,' he said.

"I need information about some children," said the man.

"You should go to the office," said the driver.

As he was speaking, another young man in

white approached the back of the van. "Look, it's one of those journalists coming to ask for an interview," said Moniba. Since I'd started speaking at events with my father to

campaign for girls' education, journalists often came, even foreigners, though not like this in the road.



#### While we read

9. Why did Moniba think that the young bearded man was a journalist who had come for an interview?

#### My words

#### My questions

The man was wearing a peaked cap and had a handkerchief to cover his nose and mouth. He looked like a college student. He swung himself onto the **tailboard** at the back and leaned in right over us.

“Who is Malala?” he demanded.

No one said anything, but several of the girls looked at me. I was the only girl with my face not covered.

That's when he lifted up a black pistol. Some of the girls screamed.

Moniba tells me I **squeezed** her hand.

My friends say he fired three shots, one after another. The first went through my left eye socket and out under my left shoulder. The other two bullets hit the girls next to me.

My friends later told me the gunman's hand was shaking as he fired. By the time we got to the hospital my long hair and Moniba's lap were full of blood.

Who is Malala?

I am Malala and this is my story.

(Adapted)

My words

My questions

## About the authors

**Malala Yousafzai** (1997- ) is the youngest Nobel Peace Laureate and an activist for girls' education. Born in Mingora, Swat Valley, she gained global attention when she survived the attack in 2012. Malala's activism began at age 11 when she wrote a blog under a pseudonym. Her autobiography, *I Am Malala: The Girl Who Stood Up for Education*, written in collaboration with Christina Lamb, chronicles her journey and her fight for the right to education.



**Christina Lamb** (1965- ) is a British journalist and author, who is the chief foreign correspondent of *The Sunday Times*. She has won numerous awards for war reporting.





**Let's rewind:**

1. Why was Malala attacked?
2. Malala and her friend Moniba have clear aspirations for their future. What are your goals or ambitions and what steps will you take to achieve them?
3. "Education is neither Eastern nor Western, it is human."  
Malala Yousafzai highlights that education transcends cultures and belongs to everyone. Why is education a universal right and how can it create a better world?
4. Malala strongly advocates for girls' right to education despite all the challenges. Why do you think education is important for girls and how can society ensure equal opportunities?
5. Malala's father promoted her education and even her activism despite the pressures of society. How does family support empower girls' education and how can parents foster the ambitions of their children?



**Let's explore:**

**Activity 1**

**A. Read the news headline given below and answer the questions:**

Malala Yousafzai shot: Nation prays for her

- What information does the headline convey?
- Does the headline grab the reader's attention? How?
- Is the headline brief and to the point?

**B. Let's now identify a few features of news headlines.**

**A good news headline should be:**

- |                         |                    |         |
|-------------------------|--------------------|---------|
| • clear and concise     | • catchy and crisp | • ..... |
| • engaging and accurate | • .....            | • ..... |

**C. The following news headlines relate to Malala's Nobel Peace Prize. Analyse the headlines and place a tick mark against the one you like the most. Give reasons for your choice.**

Activist Malala Yousafzai is honoured with the Nobel  Peace Prize for speaking for girls' education

Malala Yousafzai's fight for education wins Nobel Peace Prize

Malala Yousafzai gets the Nobel Peace Prize for her work to help girls go to school

**D. Match the news headlines with the leads (the first paragraph of a news item) appropriately.**

News Headlines	Leads
1. India wins gold in Asian Games	Friday, 6 September 2024 Mumbai: Mumbai experienced relentless monsoon rains over the past 24 hours, leading to widespread flooding across the city, disrupting daily life.
2. School students plant 1,000 trees in City Park	Monday, 7 May 2024 Hangzhou: India clinched a gold medal at the Asian Games, with athlete Neeraj Chopra leading the contingent to victory in javelin throw.
3. Kalki Subramaniam, trans-rights activist nominated for 'Woman of Worth' award	Friday, 5 June 2024 Pune: In a remarkable initiative, school children came together to plant more than 1,000 trees in the Central City Park.
4. Monsoon rains lash Mumbai, streets flooded	Wednesday, 15 November 2016 Chennai: Kalki Subramaniam, the transgender rights activist, social worker and inspirational speaker, has been nominated for the 'Woman of Worth' award.

**E. Read the following leads and write a catchy headline for each one.**

1.

Wednesday, 22 October 2024  
Fort Cochin: The Fort High School celebrated a significant milestone with the inauguration of its new multi-storeyed building, designed to accommodate the growing number of students and enhance the learning environment.
2.

Friday, 18 August 2024  
Sasthamkotta: The Annual Arts Festival of the Government Girls' High School was a vibrant mix of creativity and artistic expression. Students displayed their talents in a wide range of mediums, including painting, sculpture, dance, music, and drama.
3.

Tuesday, 11 November 2024  
Kasaragod: The Government High School hosted its annual English Fest this week, celebrating the power of language and literature. Students of all grades participated in various activities, such as recitation, creative writing, storytelling, debates, and spelling bee.

## Activity 2

A. Imagine you are hosting a live talk show and you get the opportunity to interview Malala Yousafzai. Prepare a set of questions for the interview. You may ask questions regarding these topics:

- personal background
- recognition and achievement
- motivation/inspiration
- future goals
- turning point in life
- advice to the younger generation
- advocacy for girls' education

- Can you tell us about your early childhood?
- What inspired you to fight for education?
- 
- 
- 

B. Now, using the questions you have prepared, conduct an interview with Malala.

Today, we have the honour of speaking with Malala Yousafzai, a beacon of hope and resilience in the struggle for girls' education.

Let's explore her inspiring journey and her vision for a world where every girl can pursue her dreams.

Host : .....

Malala : .....

Host : .....

Malala : .....



**Let's play with words:**

## Activity 1

A. The narrator of 'A Prescription for Life' visits the doctor to discuss the various diseases he believed he had. If you have an eye-related illness, which specialist would you consult?

.....

**B. Study the table below and match the titles of specialist doctors with their areas of specialisation.**

Title	Areas of specialisation (System/Disease)
Orthopaedist	skin, hair and nails
Gynaecologist	nervous system (brain, spinal cord and nerves)
Paediatrician	heart and cardiovascular system
Ophthalmologist	bones, joints and muscles
Cardiologist	health care for children
Dermatologist	eye diseases and disorders
Neurologist	female reproductive system

**C. Read the sentences below and fill in the blanks with the appropriate terms.**

1. Consult a/an \_\_\_\_\_ if you have joint pain or a fracture.
2. Visit a/an \_\_\_\_\_ for regular check-ups, hormonal issues, or female health problems.
3. Go to a/an \_\_\_\_\_ if you have problems with your eyesight.
4. Call on a/an \_\_\_\_\_ if you have severe chest pain.
5. If you have a skin rash or unusual hair loss, you should consult a/an \_\_\_\_\_.
6. For issues relating to children's health, visit a/an \_\_\_\_\_.
7. If your doctor thinks you have issues related to your nervous system, she will refer you to a/an \_\_\_\_\_.



## Activity 2

**This is a story of a kind-hearted person who inspired the people of his village through his heroic actions. Replace the highlighted words, choosing the most appropriate ones from the box below.**

Once, in a small village, there was a **feeble** old man who lived in harmony with nature. His simple way of life was often considered strange by the villagers and he was frequently mocked by them. One day, a **strong storm** swept through the village, tearing off the roofs of houses and uprooting trees. When most people remained **idle**, unwilling to take any action, the old man stepped forward to help those in need. Amid the **chaos**, he rushed to help a family trapped inside their collapsing home. When the storm ended, the grateful family offered to repay the old man, but he **declined** their offer, saying, "Compassion seeks no reward." Inspired by his courage and selflessness, the villagers united to rebuild their homes.

Even in the darkest moments, kindness and empathy can lead us forward.

indolent, gale, refused, commotion, decrepit



**Let's analyse:**

**Activity 1**

- A. Read the following sentence from 'I Am Malala' and note the highlighted words:**

My mind transports me back **to** my school and there I am reunited **with** my friends and teachers.

Which word in the sentence above indicates direction? .....

Can you pick out the word which denotes association or companionship?  
.....

Words that are used before a noun or a pronoun connecting it to another word are **prepositions**.

- B. Note the position of the cat in each picture and fill in the blanks choosing the appropriate prepositions from the box below. One has been done for you.**



beside



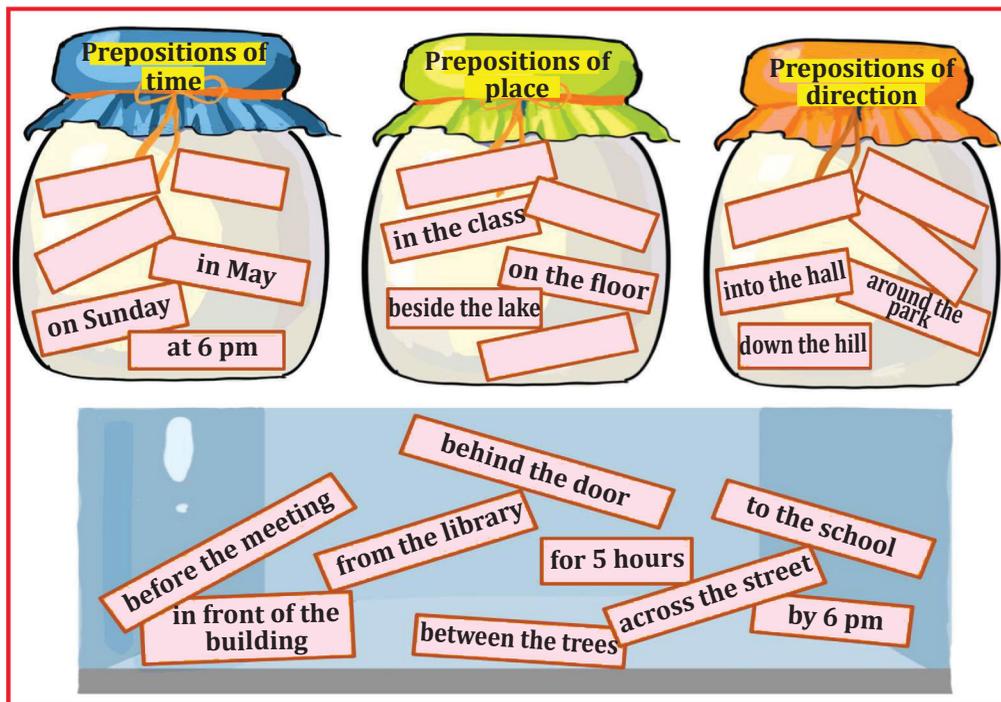
over, beside, under, near, on, between, in, in front of

- C. Now, shall we pick out the prepositions in the profile below?**

**Rabindranath Tagore**

Rabindranath Tagore was a famous Indian poet, playwright, painter and a social reformer. He was born on 7 May 1861, in Kolkata. He won the Nobel Prize for Literature in 1913. Tagore worked hard for peace and education and for the freedom of the nation. He founded a school based on the concept that children should learn freely in nature. He passed away on 7 August 1941, at the age of eighty.

- D. Three jars containing prepositions printed on paper strips are pictured below. Fill in the blank strips, choosing appropriate phrases from the box.



- E. Read the passage below and fill in the blanks using appropriate prepositions choosing from those in the box below.

about, by, on, to, in, of, from, for

Vipin is a book lover. Inspired \_\_\_\_\_ a book he read, he decided to adopt a better routine. Every morning, he went to the park, looking \_\_\_\_\_ inspiration \_\_\_\_\_ the peaceful surroundings. He enjoyed reading \_\_\_\_\_ the shade \_\_\_\_\_ tall green trees, thinking \_\_\_\_\_ stories of people who had succeeded in overcoming great difficulties. They knew they had to be committed \_\_\_\_\_ their goals, focusing only \_\_\_\_\_ what they wanted to achieve. Vipin too decided to stay focused, and resolved never to get distracted, or to give up his goals.

## Activity 2

- A. Read the following sentences and note the highlighted words.

- Jerome **went** to the doctor's clinic.
- The doctor **examined** him.
- The doctor **gave** him a medical prescription.

What is the function of the highlighted words in these sentences?

.....

What do these words denote?

The **verbs** in these sentences denote an action done or experienced by a person or thing. A verb is the key element of a sentence.

**B. Now, look at the following sentences.**

1. The doctor **was** his old friend.
2. He **had** all the diseases mentioned in the medical journal.

Do the verbs 'was' and 'had' denote actions here?

The **verbs** in these sentences tell us what a person or thing does, is or has. They denote states of being or existence ('was') and possession ('had').

**C. Read the given passage, identify the verbs and place them in appropriate columns in the table below.**

Ashika is an artist and she loves to draw and paint. Every morning, she walks to her studio. The studio has large windows that allow the passage of natural light. Ashika is very passionate about colours. She had a wonderful teacher who inspired her creativity. She has many creative ideas for her work. Yesterday, she created a beautiful countryside landscape. She is proud of how it turned out.

Verbs that denote:		
Action	State of being	Possession
loves	is	has

**D. Read the following sentences and note the highlighted words.**

1. They **have** completed their homework.
2. I **am** reading an interesting book now.
3. An expert team **will** visit our school next week.

What purpose do the words – have, am, will – serve in these sentences? Don't they support the main verb?

These words are auxiliary verbs or helping verbs.

**Auxiliary verbs** work together with main verbs to perform various grammatical functions and to convey shades of meaning.

**E. The passage given below has some errors in it. Let's edit them.**

Natasha is a successful architect. She **work** at a leading company. She **has been worked** at the same company for the past five years. Over the years, she **have led** several projects. Next week, she **will presented** a new project proposal. Natasha **have** full confidence in her proposal.

### Activity 3

**Read the following sentences from 'A Prescription for Life'.**

I again *turned over* the pages.

I wondered what else I had got; St. Vitus's Dance *turned up*.

**Look at the italicised words.**

The word 'turned' is a verb which may be used in different senses.

Words like 'over' and 'up' used with verbs like 'turn' are particles. These words change the sense of the verb. Such expressions (verb+particles) are **phrasal verbs**.

A **phrasal verb** is a combination of a verb and particles (adverbs/prepositions) that together has a meaning different from the meaning of the individual words. For example, 'give up' means 'to quit', which is different from the literal meanings of 'give' and 'up'.

**A. Here is a list of phrasal verbs from 'A Prescription for Life'. Match them with their meanings.**

Phrasal Verbs	Meanings
go through	to flip over
turn up	to die
dawn upon (dawn on)	to examine carefully or to read
turn over	to realise
go on	to appear or arrive unexpectedly
pass away	to continue

- B. Now, replace the highlighted words or phrases in the following paragraph using the appropriate form of phrasal verbs given in the box.

go on, turn up, turn over, go through

Naina is a disciplined girl who is very interested in her studies. She **reads** her textbook and notes on a regular basis. Rather than just **flipping through** the pages, she reads them with keen attention. She loves to study in the morning. She begins her lessons at about 5:30 a.m. and **continues** studying for about two hours. After that, she gets ready for school. At 9, her classmate Meera **arrives** and both of them go to school, chatting all the way.



### Activity 4

- A. Read the following passage, identify the subjects and verbs of the sentences and list them in the space provided. One has been done for you.

Tenny is a young and enthusiastic horticulturist. He maintains a small orchard near his house. Many varieties of fruit trees flourish in his orchard. These include banana, mango, jack fruit, rambutan, guava, mangosteen and several others. Tenny's wife and children help him manage the orchard. They believe that plants need love and care, along with water and manure, to grow and be fruitful. The entire family enjoys working together.

#### Subject

Tenny

.....  
 .....  
 .....

#### Verb

is

.....  
 .....  
 .....

A singular subject (noun) takes a verb that agrees with the singular form.  
 A plural subject (noun) takes a verb that agrees with the plural form.

- B. Read the following passage and fill in the blanks with the most suitable word choosing from the options given in brackets.

#### Road Safety : A Shared Responsibility

Road safety ..... (are/ is) a major concern in our society. Road accidents ..... (is/are) increasing at an alarming rate. Each individual ..... (play/

plays) a key role in ensuring the safety of the roads. The installation of traffic lights and surveillance cameras ..... (has/have) helped in improving safety to a great extent. The team of traffic officials ..... (is/are) working to enforce traffic rules. But many ..... (fails/fail) to realise the importance of safety habits like wearing seat belts or helmets. Though everyone ..... (know/knows) the dangers of reckless driving, some ..... (neglect/neglects) them and endanger the lives of others. One of the most effective ways to reduce accidents ..... (is/are) by educating people about road safety practices. In fact, the attitude of the drivers ..... (is/are) far more important than the mechanical skills of driving.



**Let's converse:**

**Activity 1**

**A. Imagine the doctor recommended a course of activities to the narrator instead of giving the prescription. What would be his recommendations? Write them down. Two have been given.**

- I highly recommend you to follow a balanced diet and drink water every couple of hours.
- You had better take a brisk, long walk every day.
- 
- 

**B. The expressions given below may help you to make recommendations. You may add more to the list.**

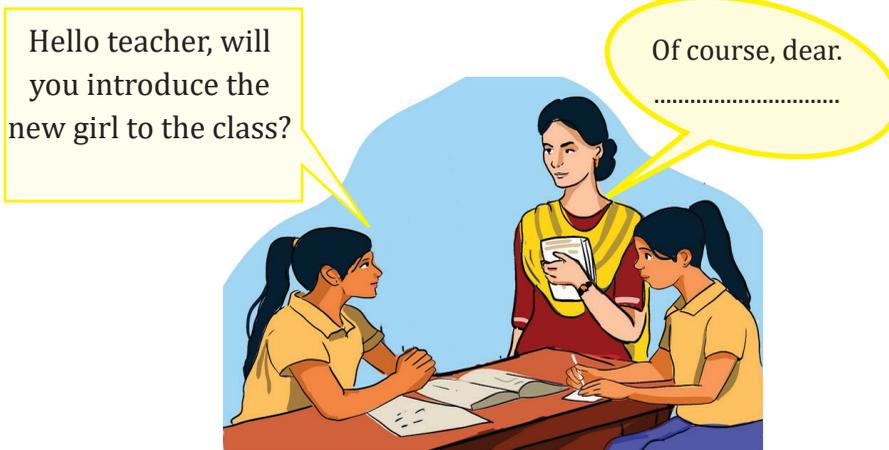
- I highly recommend...
- You should definitely try...
- I urge you to consider...
- .....
- .....
- .....

**Activity 2**

**A. Let's assume that the narrator wishes to introduce his doctor to his friends. Here are a few suggestions.**

- Let me introduce a special friend who changed my attitude to life.
- May I introduce my dear friend who taught me how to live a healthy life?

Now, fill in the dialogue box:



B. The expressions given below may be helpful when you introduce someone to others. You may add more such expressions to the list.

- This is Mr/Mrs.....
- I would like to introduce my friend...
- I would like you to meet...
- It is a great pleasure to introduce Mr...
- 
- 
- 



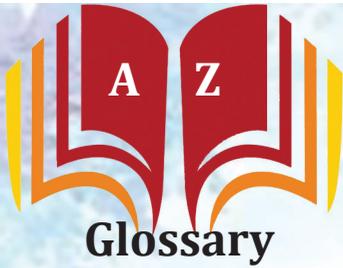
**Let's listen:**

- A. Malala Yousafzai addressed the United Nations on 12 July 2013, her 16<sup>th</sup> birthday, emphasizing the importance of education. Wouldn't you like to listen to the speech? Your teacher will help you.
- B. Shall we listen to a song now? Listen to the song "How Far I'll Go" from Disney's *Moana*, performed by Auli'i Cravalho and complete the lyrics in your notebook. A few lines of the song are given below.

I've been staring at the edge of the water  
 Long as I can remember  
 Never really knowing why

.....  
 .....





## Glossary

abash(v)	:	(here) to hinder
Bright's disease(n)	:	a disease of the kidneys
butt(v)	:	to hit or push with one's head
chant(v)	:	to repeat words in a rhythmic way
cholera(n)	:	an infectious disease of the small intestine
cowardly(adj)	:	lacking courage
decrepit(adj)	:	weak and feeble
diphtheria(n)	:	a serious infection of the throat and nose.
gale(n)	:	very strong wind
gout(n)	:	a form of arthritis
hay fever(n)	:	an allergic reaction to pollen
hedge(n)	:	a fence of bushes or small trees
housemaid's knee(n)	:	a swelling of the knees
indolently(adv)	:	lazily
malady(n)	:	disease
pavement(n)	:	footpath
pharmacology(n)	:	(medicine for) a list of illnesses (here)
pharmacy(n)	:	a dispensary of medicines
procession(n)	:	a line of people or vehicles moving slowly
scarlet fever(n)	:	an infectious disease that causes red marks on the skin
seize(v)	:	to take by force
squeeze(v)	:	to press with one's palm and fingers
tailboard(n)	:	the rear entrance of vehicles
typhoid(n)	:	a serious infection
wrist(n)	:	the joint connecting the hand to the forearm
zymosis(n)	:	a rare infectious disease

## UNIT III

# THE TRAIL OF SCIENCE

There are in fact two things, science and (unfounded) opinion: the former produces knowledge, the latter ignorance.

- Hippocrates



- ❑ **Talking of Science** (Interview) - Interface with a Scientist
- ❑ **Engine Trouble** (Short story) - R. K Narayan
- ❑ **The Astronomer** (Poem) - Rabindranath Tagore



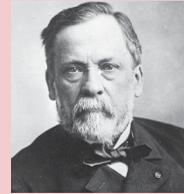
### Let's log in:

Scientists across the ages have expressed their views on science and the scientific methods. Here are a few quotes worth pondering on. Read and reflect on them.



*True knowledge is gained not by rote learning, but through curiosity and the desire to explore.*

- C. V. Raman



*Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world.*

- Louis Pasteur



*I am among those who think that science has great beauty.*

- Marie Curie



*Science is a way of thinking much more than a body of knowledge.*

- Carl Sagan



*Science is not only a disciple of reason but one of romance and passion. Scientists have become the bearers of the torch of discovery in our quest for knowledge.*

- Stephen Hawking



*Science is not about being right or wrong, it is about being willing to ask the right questions and follow evidence wherever it leads.*

-Neil deGrasse Tyson



## Let's read and reflect:

In questions of science, the authority of a thousand is not worth the humble reasoning of a single individual.  
- Galileo Galilei

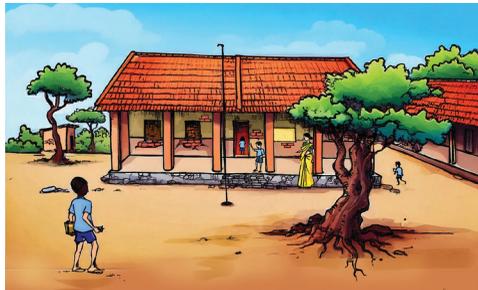
Thousands of people may have seen apples falling from trees. But it took the curiosity and keen observation of an Isaac Newton to relate the fall of an apple to the Laws of Gravity and Motion. Can you cite other examples of revolutionary discoveries that arose from curiosity and observation?

Here is an excerpt from an interview with Dr Ajith Parameswaran, a young scientist from our own state, Kerala. He has followed the trail of science from a very young age, using all the resources and facilities of his local school and library.

## Talking of Science

- **Good morning, Dr Ajith Parameswaran! Thank you for this opportunity to talk to you. Everyone knows that scientists discover things. But what exactly do they do?**

*Dr Ajith Parameswaran:* When I was a child, there were no scientists around for me to ask this question. But, even now, my friends sometimes ask me the same thing—half joking, half serious. I often laugh it off and change the topic.



- **So, Dr Parameswaran, how would you describe what scientists do?**

*Ajith:* Please call me Ajith. I think a good description would be that scientists create knowledge. All humans, and even many animals, are consumers of knowledge. A farmer has to know when to sow and reap, a vegetable vendor needs to do some arithmetic in his head, and an engineer needs to know, for example, how to design a bridge that can hold the required load.

### While we read

1. Do you think that asking questions is fundamental to all scientific exploration? How do questions move science forward?

### My words

### My questions

- **What made you interested in the creation of knowledge, Ajith? Did something spark your curiosity about the natural world?**

*Ajith:* When I was a child, a fascinating book in Malayalam, എന്തുകൊണ്ട്? എന്തുകൊണ്ട്? എന്തുകൊണ്ട്? (which may be loosely translated as *Why is it so?*) was published by the Kerala Sastra Sahitya Parishad. Our local library had a copy. The book explained many interesting phenomena of the natural world to the curious reader. Even now, books remain a source of reliable information, unlike most of the information we get online.

- **But, Ajith, even now, despite all the information available, are there important questions that remain unanswered?**

*Ajith:* Undoubtedly! We still don't have very good answers to many important questions that concern us. For example, what are the real reasons for the increasing human-animal conflicts in Kerala? Why do we now have so many more extreme weather events such as flash floods and landslides? Why are there frequent outbreaks of rare viral diseases? Why are there so many mosquitoes?



We don't have good answers yet to these and various other questions.

- **It is said that curiosity is at the heart of science. Why is curiosity so important?**

*Ajith:* Curiosity is essential for a good scientist. It drives the quest for knowledge. While children naturally ask questions, adults often do not, either because they don't care, or because they don't want to appear **ignorant**.

Scientists, however, must retain the child-like curiosity and admit their ignorance. This alone

#### While we read

2. 'Curiosity is at the heart of science.' Do you agree?
3. How does observation help us understand natural phenomena?
4. What are the unsolved mysteries you would like to solve, with the help of science?

#### My words

#### My questions

can drive them to discover the truth. Of course, creating new knowledge also requires a strong understanding of what's already known. As Newton said, "If I have seen farther, it is by standing on the shoulders of giants." School education prepares us for this.

- **You will agree, Ajith, that we need more scientists. What, then, are the qualities of a good scientist?**

*Ajith:* Aspiring scientists need to master research techniques. They need to ask the right questions, and conduct careful experiments, to arrive at logical and **unbiased** conclusions, critically evaluating all the evidence. A good scientist is always doing research, perhaps even on her deathbed.

- **Ajith, who in your opinion, can become a scientist?**

*Ajith:* Not everyone can become a great scientist, but a great scientist can come from anywhere. So I would say, "Anyone can become a scientist."

- **Finally, Ajith, what is your message to youngsters?**

*Ajith:* Don't hesitate to follow your interest and passion, and work hard. I would urge you to follow your interests seriously. Of course, you will have to work for it. If you do work hard, I strongly believe there is a place for everyone.



- **Thank you very much, Ajith. We will always treasure this experience of talking to you.**

*Ajith:* It is my pleasure. Thank you very much indeed.

**Dr Ajith Parameswaran** (1980 -) was born and brought up in the village of Chemmaniyode in Malappuram, Kerala. His love for learning was nurtured by the teachers in his local schools and the books in his local library. He has won the 2020 TWAS-CAS Young Scientist Award for Frontier Science. He is now an **astrophysicist** at the International Centre for Theoretical Sciences (ICTS) in Bengaluru.



#### While we read

5. Do you want to become a scientist? How will you equip yourself for this?

#### My words

#### My questions



**Let's rewind:**

1. "Books remain a source of reliable information unlike most of what we get online." Do you agree? Give reasons.
2. How does asking questions help in developing our understanding?
3. Why does Dr Ajith Parameswaran say that anyone can become a scientist?
4. What, in your opinion, are the essential qualities of a good scientist? Mention any two.
5. Do you now agree that science is entirely different from mere opinion? Why?



**Let's recall and recreate:**

**Activity 1**

**A. Let's now consider the features of a good interview.**

- Rapport between interviewer and interviewee
- Conversational style
- .....
- .....
- .....
- .....

**B. Now, prepare a few relevant questions for an interview with a prominent person in your locality.**

- Could you please tell us something about your early life?
- .....
- .....
- .....
- .....
- .....

**C. Conduct mock interviews in pairs.**

## Activity 2

Go through the following notice:

**NOTICE**  
**H.S.S Malgudi**  
**Inauguration of the Library Building**

(Dear students and parents,)

The inauguration of the new library building is scheduled as detailed below.

Date : 2 December 2024  
Time : 10 a.m.  
Venue : Library Building, H.S.S Malgudi

The inaugural ceremony will be followed by a digital display of rare books.

All students, teachers and parents are cordially invited to the function.

Malgudi  
15 November 2024

[Signature]  
[Name]  
[Designation]

(Seal)

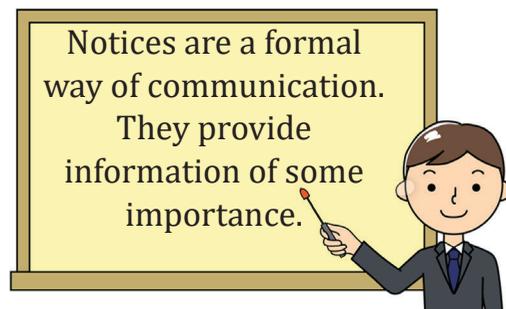
**A. What is the purpose of a notice?**

.....

.....

**Here are some other kinds of notices.**

- Lost and Found
- Change of Name
- Warning
- .....
- .....



**Collect different types of notices, analyse them, and classify them by type.**

**B. What are the key features of a notice? Discuss.**

- objectivity
- .....
- .....
- .....

- C. Here is the format of a programme notice. Complete it based on your understanding of a notice.

**Notice**

.....

.....

(.....)

(Body of the notice)

.....

..... (Seal) .....

.....

.....

- D. What do you expect to find in the body of a notice ?

.....

.....

.....

.....

.....

- E. As the Secretary of the Science Club of your school, you plan to conduct a science exhibition. Prepare a notice giving details of the programme.

### Activity 3

Human-animal conflicts and extreme weather events such as flash floods and landslides are on the increase today.

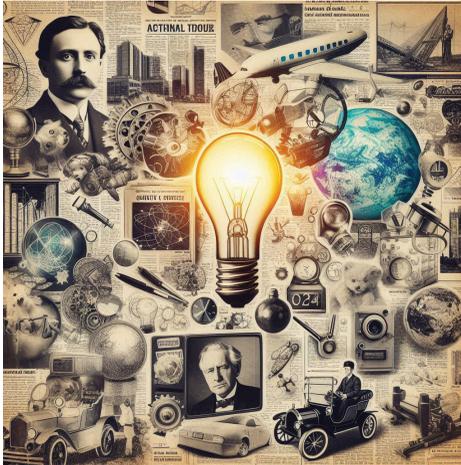
- A. Try to list some of the probable causes of these events.

- Misuse of land
- .....
- .....
- .....

- B. List some mysteries of Nature that remain unsolved. Write a short note on any one of these mysteries.

## Activity 4

Look at the collage below. What is this collage about? Discuss.



**Collage:** A piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a hard surface. Digital collage too is quite common now.



Now, prepare a collage on recent disasters. You may collect news clippings and pictures on the internet. You may also draw pictures of your own. Exhibit the collage in your class.

Note your suggestions to prevent natural calamities in the space below.

.....  
.....

## Activity 5

The story of science is the story of inventions and discoveries that changed the world:



Now, let's attempt a 'Just A Minute' (JAM) speech about scientific inventions that changed the world, using the following indicators.

- The name of the inventor(s)
- Impact of the invention/discovery
- Positive and negative effects

## Activity 6

### Cracking the Code: The Wonder of Science

**We use a number of gadgets in our daily life. Pick any gadget of your choice and describe its features.**

Here is a sample.

Features of a Closed-circuit Television (CCTV) Camera

- high resolution pictures
- night vision
- wide view
- .....

**Now, write the features of any of the following.**

- GPS
- smart watch
- .....

## Activity: 7

**A. We have learned that curiosity and observation are important parameters of the scientific method. Let's now conduct a simple experiment and observe the results.**

### Dancing Raisins Experiment

**Materials required:** (a) Raisins (b) A glass (c) Soda or sparkling water (d) Water

#### Instructions:

1. Half-fill the glass with soda.
2. Drop 5-7 raisins into the soda.
3. Observe
4. Slowly pour water into the glass.
5. Observe what happens.

**B. Now, prepare a detailed procedure of your experiment. The first and last sentences are given. Use appropriate linkers.**

First, half-fill the glass with soda. Add some raisins to the carbonated solution.

.....  
 .....  
 .....  
 ..... Finally, observe the raisins for a few minutes.

**C. Now, describe what happens to the raisins when you pour water into the glass. Why does this happen? Write your explanation in 2-3 sentences.**

.....  
 .....



## Let's read and reflect:

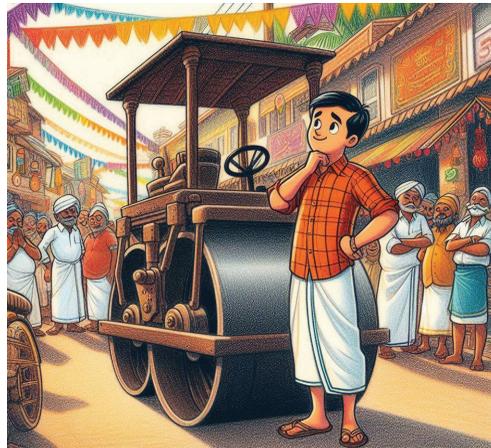
As Albert Einstein said, "Artificial intelligence is no match for natural (human) stupidity." Human stupidity offers scope for expressions such as 'to put the cart before the horse', when we do things in precisely the wrong way. Have you ever found yourself in such a situation? How did you manage to come out of it? Other people might have helped you, or the methods of science might have, or perhaps Nature came to your help.

Let's read this story by R. K. Narayan to understand his answer to this question.

## Engine Trouble

- R. K. Narayan

There came to our town some years ago a showman who owned an institution called Gaiety Land. Crowds poured into the show from all over the district. Within a week of opening, they collected nearly five hundred rupees a day in gate money alone.



Gaiety Land provided us with all sorts of fun and gambling and side-shows. For a couple of annas we could watch anything in any booth — from performing parrots to **crack motorcyclists looping** the Dome of Death. There were lotteries and shooting galleries. Here, for just eight annas you could acquire prizes that **ranged** from pincushions, sewing machines, cameras to even a road engine.

### While we read

1. Have you ever seen a show such as Gaiety Land? Describe your experience.
2. What is a road engine used for?

### My words

### My questions

put the cart before the horse - to do things in the wrong order.



One evening they drew the ticket number 1005, and I happened to own it. Glancing down the list, they declared that I had become the owner of the road engine! Don't ask me how a road engine came to be included among the prizes. I was **stunned**. People gathered around and gazed at me as if I were a strange animal. It was not the sort of prize one could carry home **at short notice**.

I asked the showman if he would help me to transport it. He declined but agreed to keep the engine on the grounds till the end of their season.

I asked the showman if he could find me a driver. He just smiled.

"Can't I sell it to some municipality?" I asked innocently. He burst into a laugh. "As a showman I have enough trouble with municipal people. I would rather keep out of their way." My friends and well-wishers poured in to congratulate me on my latest acquisition.

Every day I made a trip to the Gymkhana grounds to have a look at my engine. I grew very fond of it. I loved its shining brass parts. I stood near it and patted it affectionately, hovered about it, and returned home every day only at the close of the show.

When the showman finally packed up, I received a notice from the municipality to collect my road engine. When I went there the next day, it looked neglected. The showman had moved on, leaving the engine where it stood. It was perfectly safe, though.

Soon I received a second notice from the municipality ordering that the engine should be removed with immediate effect. Otherwise, they would charge rent for the grounds. After deep thought I consented to pay the rent. I paid ten rupees a month for the next three months.

Dear sirs, I was a poor man. Even the house which my wife and I occupied cost me only four rupees a month.

#### While we read

- Why couldn't the narrator transport the road engine immediately?

#### My words

#### My questions

And fancy my paying ten rupees a month for the road engine. It cut into my slender budget, and I had to pledge a jewel or two belonging to my wife! Every day my wife asked me what I proposed to do with the engine. I had no answer to give her. I went up and down the town offering it for sale to all and sundry.

Someone suggested, "Meet the Municipal Chairman. He may buy it for the municipality." With great **apprehension** I went to the municipal office and entered the Chairman's room. I mentioned my business. I told him I was prepared to give away the engine at a great concession. I started talking about the importance of owning a road roller, but that attempt too turned out to be futile.

I realised that I was making myself bankrupt maintaining the engine in the Gymkhana grounds. Fresh complications arose when a cattle show came, and I was given twenty-four hours to get the thing out of the grounds. I became **desperate**; there was not a single person for fifty miles around who knew anything about driving a road engine. I begged every passing bus driver to help me: but without use. I even approached the station master to put in a word with the mail engine driver.

Meanwhile the municipality was pressing me to clear out. I saw the priest of the local temple and managed to gain his sympathy. He offered me the services of his temple elephant. I also engaged fifty coolies to push the engine from behind. You may be sure this drained all my resources. The coolies wanted eight annas per head, and the temple elephant cost me seven rupees a day and I had to give it a day's feed.

My plan was to take the engine out of the Gymkhana and then down the road to a field that was owned by a friend. I also took into service one Joseph, a dismissed bus-driver. Joseph said that although he knew nothing of road-rollers he could nevertheless **steer** one if it was

#### While we read

4. How did the temple priest help the narrator?

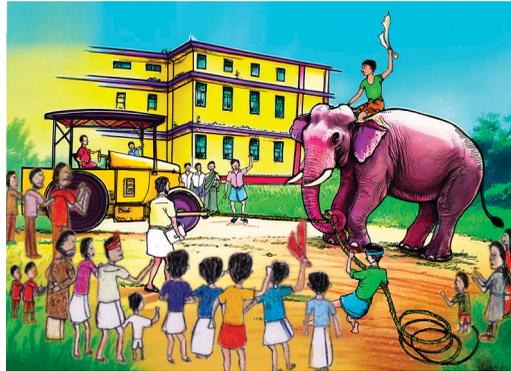
#### My words

#### My questions

somehow kept in motion. It was a fine sight: the temple elephant yoked to the engine by means of stout ropes, with fifty determined men pushing it from behind, and my friend Joseph sitting in the driving seat.

A huge crowd stood around and watched in great glee. The engine began to move. It seemed to me the greatest moment in my life. When it came out of the Gymkhana to the main road, the engine began to behave in a strange manner. Instead of going straight down the road, it began to **wobble** and zig-zag.

The elephant dragged it one way; Joseph turned the wheel without any idea of where he was going. The fifty men behind it clung to it and pushed it just where they liked. As a result of all this confused dragging, the engine ran straight into the wall of the opposite compound and reduced a good length of it to powder. At this the crowd let out a joyous yell.



The elephant, disliking the behaviour of the crowd, **trumpeted** loudly. It strained and snapped its ropes and kicked down a further length of the wall. The fifty men fled in panic; the crowd created a **pandemonium**. Someone slapped me in the face: it was the owner of the compound wall. The police came on the scene and marched me off.

When I was released from the lock-up I found the following **consequences** awaiting me:

- (1) Several yards of compound wall had to be built by me.
- (2) The wages of the fifty men who ran away had to be paid. They would not explain how they were entitled to the wages when they had not done their job.

#### While we read

5. What happened when the engine was moved to the road?

#### My words

#### My questions

(3) Joseph's fee for **steering** the engine over the wall had to be paid.

(4) The medicine bill for the temple elephant's injuries while kicking down the wall had to be paid. Here again the temple authorities would not listen when I pointed out that I didn't engage the elephant to break down the wall.

(5) Last, but not least, the demand to move the engine out of its present station.

I was at a loss. What could I do? I had no more money to spend, and my wife refused to part with her *thali*, the last of her jewels.

However, Nature came to my rescue in an unexpected manner. You may have heard of the earthquake of that year which destroyed whole towns in Northern India. There was a **reverberation** of it in our town, too. We were thrown out of our beds that night, and doors and windows rattled.

Next morning I went over to take a last look at my engine before leaving the town. I could hardly believe my eyes.

The engine was not there. I looked about and raised a **hue and cry**. Search parties went round. The engine was found in



a disused well nearby, with its back up! The owner of the property was so pleased the well was covered at last that he promised to pay off all my **debts**. He even offered me some money in further payment which I refused to accept.

(Adapted)

#### While we read

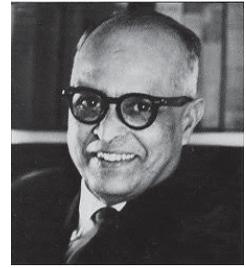
6. How did Nature help the narrator solve his problem?

#### My words

#### My questions

## About the author

**R. K. Narayan** (1906-2001) is widely regarded as one of India's finest English writers. Narayan's simple, humorous writing style captures the beauty of life in a fictional Indian village—Malgudi, which serves as the setting for many of his stories. His notable works include *The Guide* (1958), which won the award of the Sahitya Akademi, India's National Academy of Letters. It was later adapted into a popular film. Among his other works are over 200 short stories, an autobiography *My Days*, a collection of essays *My Dateless Diary* and retellings of the Indian epics *The Ramayana* and *The Mahabharata*. Narayan has received several honours, including the Padma Vibhushan in 2000. He was nominated to the Rajya Sabha in 1986.



In parliament R. K. Narayan raised the issue of heavy schoolbags. His speech had an immediate impact. Governments across the country acted upon the suggestion, and in some cases the weight of the school bag dropped by 50%.

Here is an excerpt from Narayan's speech in the Rajya Sabha.

*I am taking this honorable House to another world. In the stress of concerns of the adult world, the problems, or rather, the plight of children are unnoticed. I am not referring to any particular class but to childhood itself. Schoolbags have become an inevitable burden for the child. I am now pleading for abolition of the school bag by an Ordinance, if necessary. I have investigated and found that an average child carries strapped to his back like a pack-mule, not less than 3-6 k.g. of books, notebooks and other paraphernalia of modern education, in addition to a lunch box and water bottles.*



**Let's rewind:**

**Read the story again and respond to the following questions:**

1. What would you do if you won a road engine in a lottery?
2. Why did the people gaze at the narrator as if he were a strange animal?
3. How do the other characters like Joseph, the temple elephant, and the coolies add to the humour of the story?
4. How does the narrator's initial enthusiasm change in the course of time?
5. Do you think machines like the road engine have become outdated? Why/why not?



## Let's recall and recreate:

### Activity 1

#### Let's try to draft a humorous instruction manual.

You might have noted the undertone of humour in the story 'Engine Trouble'. You might also have noticed that R. K. Narayan has used devices like exaggeration for humorous effect. Let's now try to draft an 'Instruction Manual', in a humorous tone. Here is a sample. It is an Instruction Manual for operating a road engine.

#### Step 1

##### Starting the Engine

1. Locate the ignition key: This is usually found in your pocket or in your friend's school bag.
2. Turn the key: Gently, as if trying to wake a sleeping baby.
3. Hit the start button: This button often has the label 'Start', or 'Do not press unless you want chaos.' Choose wisely.

#### Step 2

##### Operating the Roller

4. Acceleration: Gently press the accelerator. Remember, the road roller is not a sports car.
5. Turning the road engine : The road engine is not a compact car. Be careful!
6. Stopping: When you want to stop, gently ease off the accelerator.

##### Troubleshooting Common Problems

7. Engine doesn't start: Check the fuel gauge.
8. Strange noises: Open the hood and act like a mechanic.
9. Over vibration: If the roller vibrates like a dancer, check bolts, screws, and anything that looks suspicious.

##### Maintenance Tips

10. Regular oil change: Think of oil as the road engine's favourite snack.
11. Check the wheels: If they look flat, give them a good kick.
12. Listen to the engine: As you would listen to your best friend.

**Now, try to prepare a similar instruction manual for operating a mobile phone.**

### Activity 2

**Write a news article, reporting the chaos that erupted when the narrator attempted to move the road engine.**

In the trail of science there have been several significant milestones. Artificial Intelligence (AI) in the present context, appears to be one such. Here are the views of Yuval Noah Harari, a well known social scientist, on the choice before humanity at this point in time.

 **Let's perform:**

## Activity 1

### Artificial Intelligence (AI) and Human Stupidity

- Yuval Noah Harari

I believe that at least in the next few decades, we wouldn't need to worry about robots taking over the world. While we will use computers to help us make decisions, these computers won't have feelings or consciousness.

Modern science fiction sometimes mixes up intelligence (the ability to solve problems) with consciousness (the ability to feel emotions). In movies, a robot might become conscious and try to destroy humans or fall in love with them. But in real life, there is no reason to believe that computers will develop feelings. For example, airplanes fly faster than birds, without feathers, and computers solve problems, without feelings or emotions.

The real danger is not robots taking over, but rather that AI might be used to **manipulate** people's emotions, convincing someone to buy something or support a certain idea. This is already happening, where data from social media influences voters in elections or consumers in the market.

If we're not careful, we might end up with people who misuse powerful computers in ways that harm themselves and others. It's important to remember that while technology can be helpful, we must also work on becoming better, more thoughtful humans.



**A. Let's analyse the above passage. The following questions might help you.**

- How do you think technology is going to change the world?
- Will computers develop feelings? Why/why not?
- How is AI used to manipulate people's emotions?
- Are we relying too much on technology? Why?
- How can we retain our humanity in this era of evolving technology?

**B. Now, let's conduct a debate in the class on the topic 'Use of Technology; a Boon or a Bane'? You can form two groups. Each group may seek to justify one aspect of the topic. One person could take the role of 'moderator' to facilitate the debate.**



**Let's list the points for Group A and Group B.**

Benefits	Harmful effects
• Increased efficiency and productivity	• Job displacement and unemployment
•	•
•	•
•	•

**You may use the following expressions in the course of the debate.**

- Welcome, everyone, to today's debate on...
- From our perspective...
- Evidence suggests that...
- We disagree with that point because...
- We need to stay within the allotted time.
- Our position is that...
- While that may be true, it's also important to note...
- Please allow the speaker to finish.
- I strongly support that...
- 
- 
- 

## **Activity 2**

**The narrator tries to convince the municipal chairman to buy the road engine. Now, let's enact the scene after preparing a script.**



### Let's read and enjoy:

As Edwin Hubble observes, 'With the five senses, we explore the universe and call the adventure Science.' Do you agree? Have you ever felt that some explanations are too complicated to understand? If we set out on the adventure of science with our five senses and our imagination, we may get valuable insights. Or will we be too captivated by the beauty of nature? Let's read this poem and see how perceptions can differ.

## The Astronomer

- Rabindranath Tagore

I only said, "When in the evening the round full moon gets entangled among the branches of that dadam tree, couldn't somebody catch it?"

But Dada laughed at me and said, "Baby, you are the silliest child I have ever known. The moon is ever so far from us, how could anybody catch it?"

I said, "Dada, how foolish you are! When mother looks out of her window and smiles down at us playing, would you say she's faraway?"

Still Dada said, "You are a stupid child! Baby, where could you find a net big enough to catch the moon?"

I said, "Surely you could catch it with your hands."

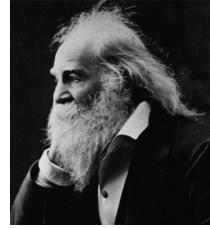
But Dada laughed and said, "You are the silliest child I have known. If it came nearer, you would see how big the moon is."

I said, "Dada, what nonsense they teach at your school! When mother bends her face down to kiss us, does her face look very big?"

But still Dada says, "You are a stupid child!"

## About the poet

**Rabindranath Tagore** (1861-1941), often referred to as 'Gurudev,' was a revered Indian poet, artist, musician and philosopher. His collection *Gitanjali* won him the Nobel Prize for Literature in 1913. Tagore was not only a literary icon, but also a key figure in India's fight for independence. He is the renowned composer of the national anthems of India, 'Jana Gana Mana,' and of Bangladesh, 'Amar Shonar Bangla.' His works celebrate the beauty of life, love, and the human spirit.



### Let's rewind and rejoice:

1. What do you think of the child's question in the first stanza? Have you ever felt the same way?
2. What is Dada's answer to the child's question?
3. Do you think the child is convinced by Dada's arguments? Why/Why not?
4. How does the poem capture the innocence and imagination of childhood? Quote specific lines from the poem to support your answer.
5. What does the conversation between the child and Dada reveal about their relationship?



### Let's appreciate:

- A. (i) Why does the child compare the moon to the mother's face? Do you think the child's logic is mistaken, or truly insightful?
- (ii) What is the difference in perception between the child and Dada? Which perspective appears more convincing to you? Why?
- B. In the poem we listen to the innocent questions of a child on the world around it. Here is the transcript of a conversation between a child and its father. You may read it and try to fill in the gaps:

Child : I always wonder, dad, why do the waves of the sea lash out endlessly?  
Don't they get tired?

Dad : .....

Child : Can't we stop the waves?

Dad : .....

Child : The power of the waves is of no use, then?

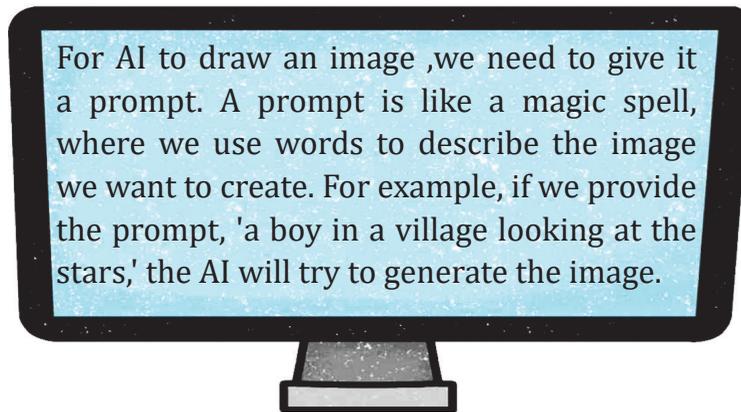
Dad : Baby! Science may help us to use its power for our needs.



## Let's recall and recreate:

### Activity 1

Let's have fun generating images with AI prompts.



- A. Now, it's your turn. Think about the poem you have just read. What scene would you like to recreate? Is it that of a child looking at the moon? Let's now create some prompts for images.



**Step 1** Log on to the internet. Open any web browser application.



**Step 2** In the address bar of the browser, type the URL of an AI app that converts text to images. If the app requires sign up or login complete the process.



**Step 3** Then navigate to the page for text-to-image conversion.



**Step 4** In the prompt text box, enter your prompt in phrases or sentences. For example, you could type 'a boy looking at the stars'.



**Step 5** The system will generate the image for you. The image on your screen should fit your prompt. Save the image in a folder on the computer.

If you are not satisfied, give another prompt, making your needs clearer.

B. What text prompt will generate the image below? Write it in the space provided.



.....

.....

.....

.....

.....

.....

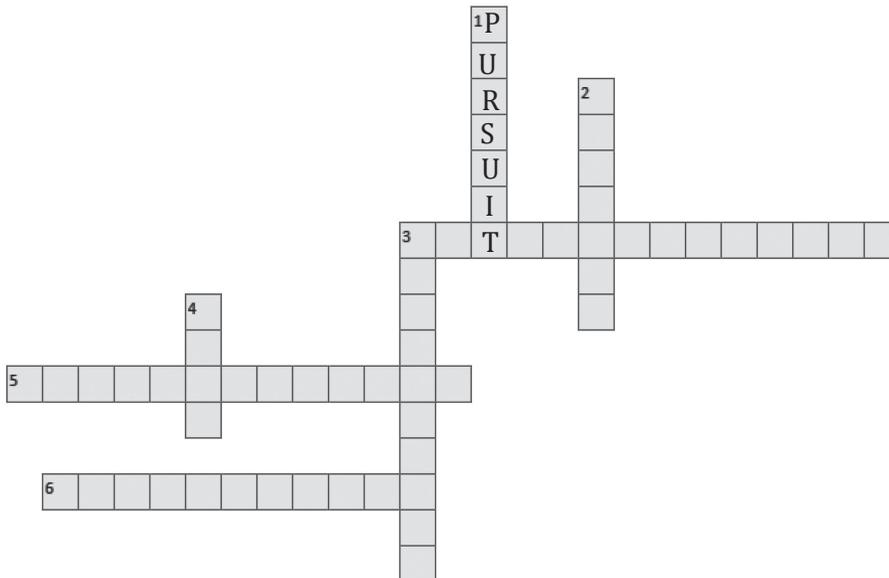
.....



Let's play with words:

### Activity 1

Puzzle Power: Boost Your Brain! One has been done for you.



Across	Down
3. a scientist who studies the physical properties of the sun, the stars, the planets, and the cosmos	1. search
5. the after-effects of an earthquake (for instance)	2. an elephant's call
6. noisy disorder or confusion	3. a scientist who studies the sun, the stars, the planets, and the galaxies
	4. money owed to someone

## Activity 2

Let's try to grasp the meaning of words in a creative way. We can draw simple scenes from the story and include dialogue or conversation using words from the passage, like 'wobble', 'desperate', 'huge', 'showman', etc.

Example: 'showman'

### The Prize Announcement

#### Scene

A stage on Gaiety Land with the showman holding a microphone. The narrator looks shocked, holding ticket number 1005.

#### Dialogue

Municipal Chairman : Hasn't the **showman** brought a touch of excitement to our town with his grand event, Gaiety Land?

Municipal Councillor : Of course, the **showman** steals the show wherever he goes.

Now, create situations to reinforce your understanding of words like 'wobble,' 'desperate,' 'huge,' etc.

- .....
- .....
- .....



**Let's analyse:**

## Activity 1

**A. Read the following sentences and observe the difference between them.**

1. The narrator looks at the road engine every morning.
  2. The narrator is looking at the road engine right now.
- What is the difference between these sentences?  
.....
  - When does the action take place in the first sentence, and when does it happen in the second sentence?  
.....

The first sentence talks about a habitual action, about something in general / things that happen repeatedly at the same time every day. The second sentence describes an action happening at the present moment.

**B. Read the following sentences and arrange them suitably in the table given.**

- The water is boiling.
- She gets up early, every morning.
- They are going to school now.
- We live in a small town.
- It is raining heavily outside.
- They go to the seaside on weekends.

<b>Habitual actions in the present time</b>	<b>Actions that are happening in the present moment</b>
• .....	• .....
• .....	• .....
• .....	• .....

**C. Complete the following sentences.**

1. Reetu (help) her classmates with their homework every day.
2. We usually (share) our lunch with friends who forget to bring theirs.
3. Now, they (plant) trees in the park to make their neighbourhood greener.
4. I (prepare) a thank you card for my teacher right now.
5. They (volunteer) at an orphanage every summer vacation.
6. Look! How patiently she (help) her younger brother to solve a problem.
7. Raju (help) his parents with household chores every morning.

**D. Rewrite the following sentences correctly, if necessary.**

e.g. The water boils. Can you turn the heater off.  
The water is boiling. Can you turn the heater off?

1. Look! That man tries to open the door.  
.....
2. Water boils at 100° C.  
.....
3. Arun is never late. He is getting to work on time.  
.....
4. I must go now. It gets late.  
.....

**E. Now, write five sentences on each of the following.**

- Your daily habits (using the simple present).
- Activities you are doing at the present moment.

**F. Do you know that we use the simple present and the present continuous tense for other purposes as well? List a few such examples.**

## Activity 2

**Read the following sentences.**

1. Some of the girls screamed.
2. The man was wearing a peaked cap.

In the first sentence the verb doesn't require an object to make sense.

In the second sentence, the verb takes an object and the sentence is incomplete without the object.

A verb that requires an object for the sentence to make sense is a **transitive** verb. A verb that does not require an object and is complete by itself is an **intransitive** verb.

**A. Read the passage below.**

As the sun set, Maria walked slowly along the beach. She picked up a beautiful shell and examined it carefully. The sound of the waves calmed her mind. She sat down on the sand and watched the stars twinkling. The peaceful atmosphere soothed her.

**Pick out the transitive and intransitive verbs in the passage and note them in the space below.**

Transitive verbs	Intransitive verbs
pick	walk

## Activity 3

**A. Look at the sentences given below and note the differences between them.**

1. The elephant pulled the road engine.
2. The road engine was pulled by the elephant.

Do they convey the same idea?

.....

How is sentence '1' different from sentence '2'?

.....

In the first sentence, the subject (the elephant) is the performer/doer of the action. In the second sentence, the focus shifts to the object (the road engine), which now becomes the subject of the sentence.

In the first sentence the subject performs the action.

In the second sentence the action is performed by someone.

**B. Now, look at the following sentences and observe the differences between the two, and write them down in the space provided.**

Joseph helped the narrator.  
The narrator was helped by Joseph.

.....  
.....

When the subject performs the action, the sentence is in the active voice. In the passive voice, the object is given importance. The object of the sentence in the active voice becomes the subject of the sentence in the passive voice.

**C. Identify whether the following sentences are in the active or passive voice and rewrite them changing the voice.**

1. Joseph met the municipal chairman.
2. The request was not accepted by the chairman.
3. The municipality pressed them to clear out.
4. Joseph saw the priest of the local temple.
5. He was offered the services of the temple elephant by the priest.

**D. Now, choose two sentences each in the active and the passive voice from the story, and rewrite them, changing the voice.**

- .....
- .....
- .....

## Activity 4

### A. Read the lines below.

i also took into service one joseph a dismissed bus driver who said that although he knew nothing of road rollers he could nevertheless steer one if it was somehow kept in motion

Do these words convey meaning? Why not?

.....

What difficulties do you notice when sentences are written without appropriate punctuation marks?

- Lack of clarity and sense
- .....
- .....
- .....

### B. Examine the punctuation marks listed below and identify their uses.

#### 1. Full stop (.)

✦ Use : It ends a sentence.

✦ Example : She went to school yesterday.

#### 2. Comma (,)

✦ Use : .....

✦ Example : I bought a laptop, a mouse pad, and a mobile phone.

#### 3. Question Mark (?)

✦ Use : .....

✦ Example : .....

#### 4. Exclamation mark (!)

✦ Use : .....

✦ Example : .....

#### 5. Colon (:)

✦ Use : It introduces a list, an explanation, or an example.

✦ Example : She brought three things: a pen, a notebook, and a calculator.

6. **Quotation Marks (" ")**

▲ Use : .....

▲ Example : 'The Seven Ages of Man'

She said, "I will be there soon."

7. ....

▲ Use : .....

▲ Example : .....

8. ....

▲ Use : .....

▲ Example : .....

**Find out some other uses of these punctuation marks.**

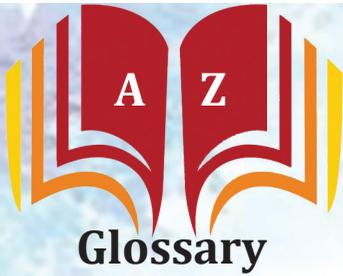
**C. Now, use appropriate punctuation marks to rewrite the lines given in the beginning of Activity 4.**

.....  
.....  
.....  
.....  
.....



**Let's team up (Group Project):**

**Let's prepare a 'Book of Scientists'. Collect pictures of scientists. List their main contributions to society and to science. You may call it 'My Book of Scientists'.**



## Glossary

at short notice (phr)	: without delay
apprehension (n)	: fear
astronomer (n)	: a scientist who studies the sun, the stars, the planets, and the galaxies
astrophysicist (n)	: a scientist who studies the physical properties of the sun, the stars, the planets, and the cosmos
consequence (n)	: result
crack motor cyclist (phr)	: skilful motor cyclist
debt (n)	: money owed to someone
desperate (adj)	: hopeless
hue and cry (phr)	: a noisy expression of public protest
ignorant (adj)	: lacking knowledge
learned (adj)	: educated and scholarly
loop (v)	: to move in a circle
manipulate (v)	: to influence someone
pandemonium (n)	: noisy disorder or confusion
range (v)	: arrange
reverberation (n)	: (here) the after-effects of an earthquake
steer (v)	: to guide or control a vehicle
stun (v)	: to shock or surprise
trumpet (n)	: an elephant's call
unbiased (adj)	: impartial
wobble (v)	: to move unsteadily

# CONSTITUTION OF INDIA

## Part IV A

### FUNDAMENTAL DUTIES OF CITIZENS

#### ARTICLE 51 A

*Fundamental Duties- It shall be the duty of every citizen of India:*

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

## CHILDREN'S RIGHTS

*Dear Children,*

*Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.*

*Let's see what your rights are:*

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

### **Major Responsibilities**

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.

*Contact Address:*



### **Kerala State Commission for Protection of Child Rights**

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: [childrights.cpcr@kerala.gov.in](mailto:childrights.cpcr@kerala.gov.in), [rte.cpcr@kerala.gov.in](mailto:rte.cpcr@kerala.gov.in)

Website : [www.kescpcr.kerala.gov.in](http://www.kescpcr.kerala.gov.in)

**Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400**

**Kerala Police Helpline - 0471 - 3243000/44000/45000**

**Online R. T. E Monitoring : [www.nireekshana.org.in](http://www.nireekshana.org.in)**