

Kerala Reader

English

PART - II

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.

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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 textbook 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
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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[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 ²[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.**

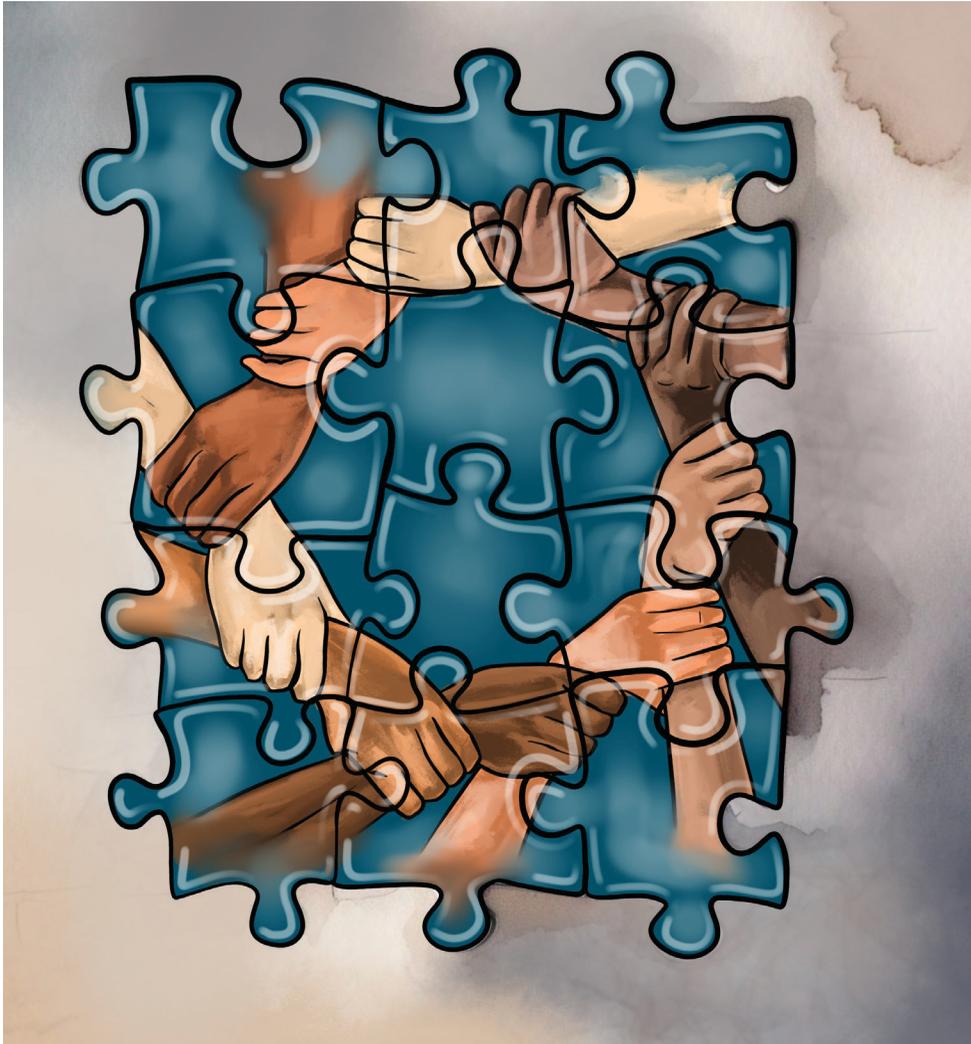
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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
 2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

UNIT IV

FABRIC OF TOGETHERNESS

Alone, we can do so little; together, we can do so much.

– Helen Keller



- Get Together** (*Song*) - The Youngbloods
- A Tryst with Destiny** (*Speech*) - Jawaharlal Nehru
- Thank You Ma'am** (*Short Story*) - Langston Hughes



Let's log in:

Look at the picture below.



1. What is your comment on the picture?
2. Isn't it important to lend a helping hand to others? What do you think?

Now, think of a situation where you extended help to others. Discuss a few instances.

-
-
-

Share your experiences. You may write them down too.

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



Let's read and enjoy:

Sometimes we might wish to be alone and by ourselves. However, being in a group can make us feel safe and secure. Don't you think that when people come together to support each other, the world could become a better place? Let's listen to the American rock band, *The Youngbloods* who celebrate the virtue of togetherness.

Get Together

- *The Youngbloods*

Love is but a song we sing
Fear's the way we die.
You can make the mountains ring
Or make the angels cry,
Though the bird is on the wing
And you may not know why.

If you hear the song I sing
You will understand, listen:
You hold the key to love and fear
All in your trembling hand.
Just one key unlocks them both,
It's there at your command.

Come on, people now
Smile on your brother,
Everybody get together,
Try to love one another right now.

Come on...
...right now.
(Refrain)

Some may come and some may go.
We will surely pass
When the one that left us here
Returns for us at last.
We are but a moment's sunlight
Fading in the grass.

I said, come on, people now.
Smile on your brother.
Everybody get together.
Try to love one another right now.

Right now
Right now
Right now.

Come on, people now
Smile on your brother,
Everybody get together,
Try to love one another right now.

(Refrain)



About the band

The Youngbloods: An American rock band consisting of Jesse Colin Young, Jerry Corbitt, Lowell 'Banana' Levinger, and Joe Bauer.

The Youngbloods, the debut* studio album of the band, was released in 1967. It was reissued in 1971 under the title '*Get Together*'. The album peaked at number 131 on the 'Billboard 200' and two years later, it sold more than a million copies.



 **Let's rewind and rejoice:**

1. What are the emotions highlighted in the song?
2. What does the lyricist seek?
3. 'We are but a moment's sunlight, fading in the grass.' What does this line mean?

 **Let's appreciate:**

1. Identify the nature of the imagery in 'You can make the mountains ring or make the angels cry.'
2. What does the line, 'Just one key unlocks them both' suggest about love and fear?
3. Why does the lyricist repeat the phrase 'Right now' at the end of the song?

 **Let's recall and recreate:**

Activity 1

The theme of togetherness has a universal appeal. Now, shall we search for a few other songs on similar themes and compile a playlist. You may perform them in the class.

.....

.....

.....

*debut : pronounced as 'daybyu' .
A debut studio album is the first full-length album of original music released by an artiste or a band.



Let's read and reflect:

When people come together for a cause, great things can be achieved. Don't you agree? There are numerous examples for this in history. Can you mention a few of them? Our nation became free because of the united efforts of people from different walks of life, from different parts of the country. Let's listen to Jawaharlal Nehru's speech on the momentous occasion of Indian Independence.

A Tryst with Destiny

(Prime Minister Jawaharlal Nehru's Address to the Constituent Assembly on the eve of India's Independence)

Long years ago we made a **tryst** with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very **substantially**. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom.

A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds **utterance**. It is fitting that at this **solemn** moment, we take the pledge of **dedication** to the service of India



and her people and to the still larger cause of humanity.

At the dawn of history, India started on her unending **quest**, and trackless centuries are filled with her striving and the grandeur of her success and failures. Through good and ill fortune alike, she has never lost sight of that quest, or forgot the ideals which gave her strength.

We end today a period of misfortunes and India discovers herself again. The achievement we celebrate

While we read

1. What is the significance of the stroke of the midnight hour?
2. What, according to you, are the obstacles that challenge the unity of the nation?

My words

My questions

today is but a step, an opening of opportunity to the greater triumphs and achievements that await us. Are we brave enough and wise enough to grasp this opportunity and accept the challenge of the future?

Freedom and power bring responsibility. The responsibility rests upon this Assembly, a **sovereign** body representing the sovereign people of India. Before the birth of freedom, we have **endured** all the pains of labour and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. Nevertheless, the past is over and it is the future that **beckons** us now.

That future is not one of ease or resting but of **incessant striving** so that we may fulfil the pledges we have so often taken and the one we shall take today.

The service of India means the service of the millions who suffer. It means the ending of poverty and **ignorance** and disease and inequality of opportunity. The ambition of the greatest men of our generation has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over.

And so we have to labour and to work, and to work hard, to give reality to our dreams. Those dreams are for India, but they are also for the world, for all the nations and peoples* are too closely knit together today for any one of them to imagine that it can live apart. Peace is said to be indivisible, so is freedom, so is prosperity now, and so also is disaster in this one world that can no longer be split into isolated fragments.

To the people of India, whose representatives we are, we make an appeal to join us with faith and confidence in this great adventure. This is no time for petty and destructive criticism, no time for **ill will** or blaming others. We have to build the noble **mansion** of free India where all her children may **dwell**.

*peoples : groups of people of different culture, ethnicity, race or nationality taken or considered together.

While we read

3. What kind of future does Nehru hope for?
4. What does Nehru mean when he says 'Freedom and power bring responsibility'?
5. What does Nehru say about the past struggles of the nation?
6. Why does Nehru emphasize the need for unity?
7. How does Nehru connect India's future to that of the rest of the world?

My words

My questions

About the author

Jawaharlal Nehru (1889-1964) was born in Allahabad, now known as Prayagraj. He was the eldest son of Motilal Nehru and Swarup Rani Thussu. He was a statesman and one of the central figures in the history of modern India. From 15 August 1947, he served as India's first prime minister until his death. Nehru was a prolific writer in English, and his works such as *Glimpses of World History* (1934), *An Autobiography* (1936) and *The Discovery of India* (1946) are read by millions around the world.



Let's rewind:

1. What does Nehru mean by "the noble mansion of free India"? How does this image reflect his vision for the future of India?
2. Jawaharlal Nehru exhorts us to work hard to fulfil our dreams. What are your dreams for our country and for the world?



Let's recall and recreate:

Activity 1

- A. Here is the front page of a popular English newspaper covering the news of India's freedom, and the reports of Pandit Jawaharlal Nehru's address to the nation.

NO. 185. VOL. CIX. BOMBAY: FRIDAY, AUGUST 15, 1947 PRICE TWO ANNAS 60 ANS PAY 486 HORNBAY RD BOMBAY

BIRTH OF INDIA'S FREEDOM



Pandit Nehru
NEW CABINET OF INDIA
Fourteen Members
PANDIT NEHRU TO BE PREMIER
NEW DELHI, August 14. The new Cabinet of India, which will function from August 15, announced tonight, will consist of the following: Pandit Jawaharlal Nehru—prime minister, Bhisani and Duttam

NATION WAKES TO NEW LIFE
Mr. Nehru Calls For Big Effort From People
"INCESSANT STRIVING TASK OF FUTURE"
Assembly Members Take Solemn Pledge
WILD SCENES OF JUBILATION IN DELHI
From Our Special Representative
NEW DELHI, AUGUST 14. ENTIRE DELHI KEPT AWAKE TO WITNESS THE HISTORIC EVENT OF USHERING IN THE FREEDOM OF INDIA AT THE HOUR OF MIDNIGHT. Unprecedented scenes of enthusiasm were witnessed both inside and outside the Constituent Assembly Chamber, where seething, aqueous humanity vied

STATE VISIT TO KARACHI
LORD MOUNTBATTEN GREET'S PAKISTAN
Mr. Jinnah Re-Affirms Firm Friendship With Britain

FRENZIED ENTHUSIASM IN BOMBAY
Crowds In Festive Mood
THE national flag was hoisted over the 74-year-old Bombay Civil Secretariat at midnight when the citizens of Bombay greeted the dawn of independence with solemn invocation and frenzied rejoicing.
"Citizens of free India—you are now free!"—said the Prime Minister, Mr. B. G. Kher, in raising the flag at the midnight ceremony, which was attended by all Ministers and departmental heads and employees of the Bombay Government.
His declaration was greeted with cheer from the thousands who gathered at the approach to the Secretariat.
A strong police guard kept order with the greatest difficulty till the commencement of the ceremony, when they left control and themselves "in confusion." Their spirit was that of the hundreds of thousands who streamed cheering through the illuminated streets of Bombay, un-interruptedly shouting slogans in a multitude of tongues, which turned the city at midnight into a "Bollywood."
Bombay in the early hours of Friday morning was a "paradise" of joy, or was marooned there. Rejoicing crowds held the streets and all traffic rules were ignored. Trams and buses were not only pushed to doors, but carried passengers on their roofs. Bicycles swarmed as the spirit of the occasion spread in

"MAY BOMBAY PROSPER"
Governor's Message
GOOD WISHES TO FREE INDIA
Sir John Colville, Governor of Bombay, has sent greetings to the people of Bombay Province on the occasion of India's emergence as a full-fledged Dominion.
"The message says: "This is the appointed day. At midnight last night the Indian Independence Act came into operation and today 28th August has dawned on our free and united India."

Now, list the headlines in the above picture and write them in the space below.

.....

.....

- B. Imagine that you were a news reporter at the time of Indian independence. Frame some headlines for the news.

C. NASA astronauts Sunita Williams and Butch Wilmore had to remain in the International Space Station (ISS) for nine long months. They returned to Earth aboard a SpaceX Crew Dragon capsule on 18 March 2025. Here are some of the highlights of their return voyage.



The astronauts return aboard the Dragon capsule



Two sets of parachutes were inflated to slow down the capsule



The rescue team reaches the Dragon Capsule soon after the splashdown



The Dragon capsule is hoisted onto the recovery ship

Anil, a student of Class 8 drafts a news report based on this information and his research. Help him complete it.

Back from Space after 286 Days!

Staff Reporter

18 March 2025

Florida: Finally NASA astronauts Sunita Williams and Butch Wilmore returned to Earth from the..... after

As per the official news release by NASA, the crew was aboard theTwo

..... and spent days in space. The had gone on 5 June 2024 for what had been planned as an eight-day mission. They were forced to stay on

ISRO Chairman complimented the, saying, 'Welcome back, Sunita Williams! Your safe return after an extended mission at the ISS is a remarkable achievement, a testament to NASA, and the USA's commitment to space exploration.' Tweets and posts still continue to pour in from all quarters.

D. Now, collect a few sample news reports from various newspapers and share them with your friends. You may discuss the reports and the process of writing news reports as well.



Let's read and reflect:

A feeling of togetherness is the foundation of any society, isn't it? Togetherness involves showing due consideration to our fellow beings. Haven't you always been considerate to others? Haven't others also shown such consideration to you?

Let's read a touching story by Langston Hughes, which may help guide us in the right direction.

Thank You Ma'am

- Langston Hughes

She was a large woman with a large purse that had everything in it but* hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke, but the boy lost his balance and fell on his back on the **sidewalk**. The large woman simply turned around, reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.



After that the woman said, "Pick up my pocketbook*, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm." The woman said, "What did you want to do it for?" The boy said, "I didn't aim to."

She said, "You, a lie!"

*but : except for

*pocketbook: purse (US English)

While we read

1. How does the boy try to snatch the purse from the lady?
2. What did the lady do when the boy fell down?

My words

My questions

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman. "Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her. He looked as if he were fourteen or fifteen, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering you when I turned that corner?" asked the woman. "No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you're wrong. When I get through with you, sir, you are going to remember Mrs Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs Jones stopped, **jerked** him around in front of her, put a half-nelson* about his neck, and continued to drag him up the street.

*half-nelson : a wrestling hold



While we read

- Why didn't the woman turn the boy loose?
- Pick out the words that suggest the boy was frightened as the lady dragged him to her house.

My words

My questions

African American English

African American English is the dialect commonly spoken among African Americans and Black Canadians, regardless of class and social status. It is a linguistic system with a distinct set of rules.

You can find a number of expressions of AAE in 'Thank You Ma'am'

e.g. 'Ain't you got nobody home...?' - 'Haven't you got anybody at home...'

Find out similar expressions in the story.

When she got to her door, she dragged the boy inside, down a hall, and into a large room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone.

The woman still had him by the neck in the middle of her room. She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman.

"Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede* shoes," said the boy.

"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs Luella Bates Washington Jones. "You could of asked me."

"Ma'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next.

*suede (pronounced 'swayed'): leather that is slightly rough to touch and not shiny

While we read

5. Why did Roger snatch the pocketbook?
6. Why was Roger awe-struck by Mrs Jones' words?

My words

My questions

The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

The woman was sitting on the day-bed. After a while she said,

“I were young once and I wanted things I could not get.”

There was another long pause. The boy’s mouth opened. Then he **frowned**, but not knowing he frowned.

The woman said, “Um-hum! You thought I was going to say *but*, didn’t you? You thought I was going to say, *but I didn’t snatch people’s pocketbooks*. Well, I wasn’t going to say that.” Pause. Silence. “I have done things, too, which I would not tell you, son— neither tell God, if he didn’t already know. So, you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable.”

In another corner of the room behind a screen was a gas plate and an icebox. Mrs Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

“Do you need somebody to go to the store,” asked the boy, “maybe to get some milk or something?”

“Don’t believe I do,” said the woman, “unless you just want sweet milk yourself. I was going to make cocoa



While we read

- How does Mrs Jones treat Roger at the table?

My words

My questions

out of this canned milk I got here.”

“That will be fine,” said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would **embarrass** him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late. Then she cut him a half of her ten-cent cake.

“Eat some more, son,” she said.

When they were finished eating she got up and said, “Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else’s—because shoes come by **devilish** like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in.”

She led him down the hall to the front door and opened it. “Goodnight! Behave yourself, boy!” she said, looking out into the street.

The boy wanted to say something else other than “Thank you, ma’am” to Mrs Luella Bates Washington Jones, but he couldn’t do so as he turned and looked back at the large woman in the door. He barely managed to say “Thank you” before she shut the door. And he never saw her again.

(Adapted)

While we read

8. Could Roger express his gratitude in any other way than by saying, ‘Thank you, ma’am’. Give reasons to support your answer.

My words

My questions

About the author

Langston Hughes (1902-1967) was an American poet, novelist, playwright, social activist and columnist. Some of his notable works include *Shakespeare in Harlem*, *A New Song*, *Lament For Dark Peoples*, *Black Misery* and *Black Nativity*. Most of his poems can be found in *The Collected Poems of Langston Hughes* (1994).





Let's rewind:

1. What do Mrs Jones's actions reveal about her attitude to the boy?
2. What, according to you, might the boy have learnt from his encounter with Mrs Jones?
3. Have you ever experienced unexpected kindness? How does it make you feel even now?
4. How does this story challenge conventional ideas of justice and punishment?



Let's recall and recreate:

Activity 1

- A. **Roger was deeply moved by the lady's compassion and humanity. He writes a letter to her expressing his gratitude. Let's read the letter.**

Sender's address	→	45 Eve's Street Cityville Washington (East)
Date	→	7 September 1960
Salutation	→	Dear Mrs Jones,
Introduction	→	<i>I hope this letter finds you in the best of health. I don't know whether you remember me. But, I can never forget you. I am none other than Roger, the boy you treated so kindly on that eventful night. I am writing this letter just to thank you from the bottom of my heart.</i>
Main content	→	<i>I know I didn't deserve your kindness after I tried to snatch your purse, but you didn't treat me like a thief either. Instead, you treated me well and showed me the right path with love and care. Rather than punishing me, you even gave me money for the shoes. I can't express how much that meant to me. I've thought about you a lot since that night, and I promise I'll never repeat such a deed, ever. Moreover, your attitude made me understand the true values of compassion and empathy that I need to imbibe and practise.</i>
Conclusion	→	<i>So, thank you, ma'am, for everything you did. I shall always remain indebted to you. And I promise I'll do my best to become the person you showed me I could be.</i>
Complimentary clause	→	Yours truly, Roger

Note that Roger uses no formal words or phrases in this letter as it is quite personal.

A **personal or informal letter** addresses someone the writer knows well, such as a friend or family member. Such letters can be casual and often share thoughts, feelings, updates, or news.

- B. **Nehru, in his speech calls all citizens to live and work together on the path to prosperity. Imagine you share this vision with one of your friends, through a letter. Write the likely letter.**

Activity 2

- A. **Mrs Jones was extremely happy that she could guide a young lad like Roger on the right path. She shares her experience with one of her friends through an email. Write the likely email.**
- B. **After the incident Roger realised his mistake and vowed that he would never repeat such a deed ever again. He decides to write down his thoughts. Write the thoughts he would note down.**



Let's play with words:

Activity 1

- A. **Read the following excerpt from the speech.**

Through good **fortune** and ill alike, she has never lost sight of that quest or forgotten the ideals which gave her strength. We end today a period of **misfortunes** and India discovers herself again.

Now, observe the words highlighted in the above passage. What difference do you notice in the two words?

.....

.....

What is the effect of the prefix 'mis-'? Doesn't it create a word with the opposite meaning?

.....

Antonyms are words that are opposite in meaning. They can be created using prefixes like 'mis-', 'dis', 'un-', 'im-' and 'in-'.

B. Now, try to write the antonyms of the following words using suitable prefixes.

Word	Antonym
equality	
appear	
possible	
kind	
understand	

C. Fill in the blanks with suitable words or their antonyms from the table above.

- We should be kind to our fellow beings rather than
- Nothing is impossible if you decide to make it
- Inequality can never be justified because is the birthright of all human beings.

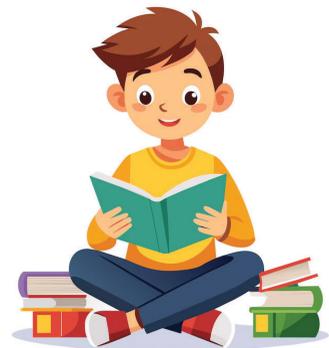


Let's analyse:

Activity 1

A. Here's a short review of the story 'Thank You, Ma'am'.

I have read the **story** 'Thank you **Ma'am** ' in which the kindness of the **woman Mrs Luella Bates Washington Jones**, teaches the young boy, **Roger**, a valuable **lesson**. When he tried to snatch her **pocketbook**, she took the **boy** home, fed him **lima beans** and **ham**, and even gave him **money** to buy a **pair** of blue suede **shoes**. Her **job** in the **beauty-shop** paid her enough to help many others like Roger. She always felt that children from poor **families** needed support.



- List the words highlighted in the review.

.....

.....

- What is special about the words listed?

.....

The listed words are nouns. A noun denotes a person, place, thing, animal or idea. There are different kinds of **nouns** such as **proper nouns**, **common nouns**, **collective nouns** and **abstract nouns**.

B. Classify the nouns in the review as proper, common, collective or abstract and fill in the table. One has been done for you.

Proper noun	Common noun	Collective noun	Abstract noun
Roger	boy	pair	kindness

C. Here is a passage written by a student inspired by Jawaharlal Nehru’s speech. Note the highlighted words.

Nehru’s speech on the momentous occasion of Indian independence was indeed **an appeal** to the people to stand together for the development of our nation. **The moment**, being historical, can never be forgotten, since millions sacrificed **their lives** for the freedom of the country. All **these sacrifices** were quite significant in helping us gain freedom. So, as responsible citizens of free India, we are bound to acknowledge the efforts of all freedom fighters, and perform our duties, dedicating ourselves to the service of the nation.

Now, observe the following phrases from the above passage given below and do as illustrated.

an appeal	an	appeal
The moment		
their lives		
these sacrifices		

What is the function of the words preceding the nouns in the above paragraph?

Determiners are words that precede nouns, to clarify or specify details relating to the nouns.

List similar phrases from the passage in the space below.

.....

.....

- D. Now, match the determiners in column A with suitable nouns in column B to make meaningful phrases in column C.

A	B	C
Determiners	Noun	Phrase
A		
An	boy	
The	boys	
This	orchestra	
That	speech	
These	speeches	
Those	duty	
My/her/his	duties	
Some	child	
Many	children	
Five		
First		

- E. Fill in the blanks choosing suitable determiners from those in the box below.

their, a, the, these, many, his, an

Roger tried to snatch Mrs Jones's purse, but, she stopped him. Strangely, she didn't punish him but helped him realise mistake. She gave him opportunity to correct his mistake because she felt he had taken to stealing only because of his circumstances. children like Roger get carried away by wishes which they feel they are unable to fulfil. But, if elders take the trouble to correct them, it will encourage them to avoid such tendencies. society that is devoid of moral values is a curse to humanity. In fact, it is values that make a person human and humane. So, let's be compassionate to our fellow-beings and help each other because sticking together in times of need is one of most important of human values.

- F. We have learned about nouns, adjectives and determiners. It is possible to turn a noun into a noun phrase by adding determiners and adjectives to the head noun.

Consider the noun, 'purse'. Let's turn it into a noun phrase, creating a word pyramid.

Purse (the head noun)
 A purse
 A brown purse
 A beautiful brown purse

Now, expand the following nouns into noun phrases and create word pyramids.

1. shoes

2. children

Activity 2

A. These are Roger's thoughts when he returns home. Read them.

Why did I do it? I shouldn't have done it. In fact, trying to pick someone's pocketbook is a crime, a serious offence. How embarrassing the experience was! Actually, such a thought should never have entered my mind. But, it did. I think I got carried away by my longing for the blue suede shoes. It was so kind of Mrs Jones to forgive me. Otherwise, I would have ended up at the police station. Someone, please help me, I won't repeat this ever again. I will always be good to everyone.

B. Now, let's focus on a few of Roger's thoughts.



C. Now, try to categorise the thoughts by their function. One has been done for you.

Statement	Question	Request/Order/Advice	Expressions of sudden or strong emotion
I shouldn't have done it.			

Here are four different types of sentences, classified by their function.

Types of Sentences	Function
Declarative/Assertive	Statements
Interrogative	Questions
Imperative	Request/Order/Advice
Exclamatory	Expressions of sudden or strong emotion

D. Match the following sentences with their function.

Sentence	Type
Come with me to my house.	Interrogative
Why did Mrs Jones help Roger?	Assertive
Roger was a poor boy.	Exclamatory
What a wonderful moment!	Imperative

Activity 3

A. Let's read an account of the conversation between Mrs Jones and Roger in the picture-story below.



B. Imagine Roger meets a friend and reports this conversation to him. Read the conversation between Roger and his friend.



Roger : Mrs Jones told me that she would get me something to eat.
 Friend : Really?
 Roger : I told her that it was very kind of her.
 Friend : Yes. What a kind lady she is!
 Roger : She said that I could wait at the table.
 Friend : Oh! She is so considerate.
 Roger : True. I told her that I would certainly wait.



C. Let's note the changes to a dialogue when it is reported. The first is done for you.

Actual conversation	Reported speech
Mrs Jones: I will get you something to eat.	Mrs Jones told me that she would get me something to eat.
Roger: .....	.....
Mrs Jones: .....	.....
Roger: .....	.....

D. Let's list the changes we note in a reported statement:

Reporting verb	Linker/ Connective	Tense (verb)		Pronoun	
		Direct	Indirect	Direct	Indirect
1. told	that	will get	would get	you	me
2. said	.....	.....	.....	you	.....
3. ....	.....	.....	could wait	.....	.....
4. ....	.....	.....	.....	.....	.....

E. Now report the following dialogue:

Roger : I will remember this day forever.
 Mrs Jones : I won't forget it either.

.....



Let's converse:

Activity

Mrs Jones wants to know why Roger had tried to snatch her pocketbook. She enquires about the reasons and his whereabouts as she serves him food.

Mrs Jones : I'd like to know why you tried to attack me.

Roger : I wished so much to buy a pair of blue suede shoes.

Mrs Jones : Do you know I could hand you over to the police?

Roger : Yes, ma'am.

Mrs Jones : Will you tell me more about your circumstances?

Roger : We are very poor ma'am. We live in the suburbs.



Note that Mrs Jones uses a few expressions as she speaks to Roger to get information from him.

We may use several other expressions to seek information, such as the following:

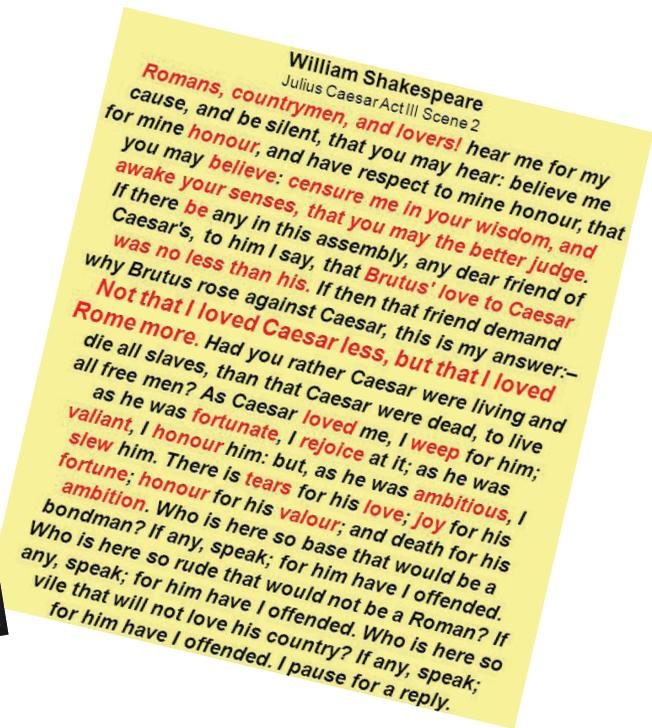
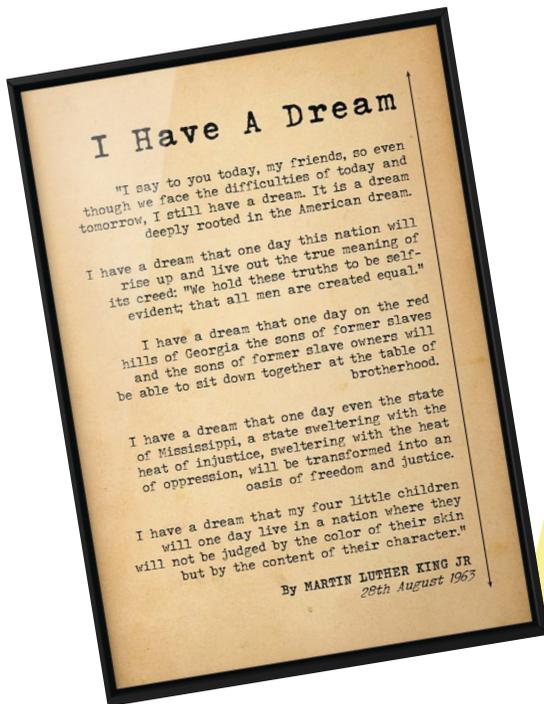
- Will you tell me...?
- Do you know...?
- Please share with me...
- I'd like to know...
-
-
-



Let's team up (Group Project):

- A. There are many well-known speeches in history and literature. Some of these are political orations, some are literary pieces, while others are speeches on public platforms such as TED. Here is a short list. You may add more examples to the list.

- Swami Vivekananda's speech in Chicago on 11 September 1893.
-
-
-



- B. Now, let's listen to some speeches.
- C. You may form four groups, select any of the speeches on the list and prepare for a declamation performance. You may choose any of the speeches that you have listened to or any other by a historical figure or literary character.
- D. Now, you may take up different roles such as those of the character delivering the speech, the videographer, the director, etc. When you deliver the speech, focus on vocal delivery, body language, gestures and emotional expression. Using props and costumes relating to the selected character could add to the power of the performance. You may publish the video on the school channel.





Glossary

beckon (v)	: call
dedication (n)	: devotion and loyalty
devilish (adj)	: of or like the devil in nature or behaviour
dwell (v)	: to live (in)
embarrass (v)	: to make someone feel shame or discomfort
endure (v)	: to withstand
frown (v)	: a facial expression of displeasure
ignorance (n)	: lack of knowledge
ill will (n)	: unfriendly feelings
incessant (adj)	: continuous
jerk (v)	: to pull or push with sudden, sharp movements
mansion (n)	: a big house
quest (n)	: search
sidewalk (n)	: pavement (US/North American English)
solemn (adj)	: formal and dignified
sovereign (adj)	: independent
strive (n)	: to try hard
substantially (adv)	: to a great extent
tryst (n)	: an appointment / a significant moment in time (here)
utterance (n)	: speech

UNIT V

ECHOES FROM AFAR

Unheard (melodies) are sweeter...

– John Keats



- A Tale of Two Gifts** (*Short Story*) - O. Henry
- Caged Bird** (*Poem*) - Maya Angelou
- Village of the Watermills** (*Screenplay*) - Akira Kurosawa



Let's log in:

Shall we read a Zen story*?

Perhaps

Once upon a time, there lived a wise old farmer. He owned an ageing horse that had served him faithfully. One day, the horse wandered away and did not return. His neighbours came around and said, "We are so sorry to hear your horse has run away. It is most unfortunate." The farmer said, "Perhaps, so."

The next day the horse came back bringing seven wild horses with it. In the evening, the villagers came and told the farmer, "Oh, you are so lucky! You now have eight horses!" The farmer again said, "Perhaps."



Some days later the farmer's son, while riding, was thrown from the horse, breaking his leg in the fall. The neighbours then said, "Oh dear*! That's too bad." The farmer responded, "Perhaps."

The next day some military officers came around to recruit people into the army, and they rejected the farmer's son because of his broken leg. All the neighbours came and said, "That's really great!" The farmer only said, "Perhaps, so."

- How does the farmer react when he loses his only horse? How does his reaction differ from that of the other villagers?
- What does the farmer's response, "Perhaps", tell us about his attitude to loss and gain? What do you infer from the story about the Zen attitude to life?

*Zen stories are brief anecdotes or parables by Buddhist Zen masters.

*Oh dear - an expression of disappointment, sadness, or sympathy



Let's read and reflect:

The loss of a valuable or beloved possession might seem unbearable, at least for a while. Have you ever parted with something truly precious? If so, this story by O. Henry may remind you of that experience.

A Tale of Two Gifts

- O. Henry

One dollar and eighty-seven cents.

That was all. She had put it aside, one cent and then another and then another, in her careful buying of meat and other food. Della counted it three times. One dollar and eighty-seven cents. And the next day would be Christmas.

There was nothing to do but fall on the bed and cry. So that's what Della did. With the lady of the house slowly growing quieter, we can look around at the home. Furnished rooms at \$ 8 a week. There is little more to say about it. In the hall below was a letterbox too small to hold a letter. There was an electric bell, but it could make no sound. Also, there was a name beside the door, Mr James Dillingham Young.

Della finished crying and cleaned the marks of tears from her face. She stood by the window and looked out with no interest. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a gift. She had put aside as much as she could for months, with this result.

Twenty dollars a week is not much. Everything had cost more than she had expected. It had always been like that. Only \$1.87 to buy a gift for Jim. Her Jim. She had had many happy hours planning something nice for him. Something nearly good enough. Something almost worth the honor* of belonging to Jim.

While we read

1. How much money did Della save to buy Jim a gift? Do you usually save money for a specific purpose? Share your experience in class.

My words

My questions

*honor: U.S./North American spelling

With a sigh, she turned from the window and stood before the thin, narrow looking-glass which stood between the windows. Her eyes sparkled, but her face had lost its color*. Quickly she pulled down her hair and let it fall to its complete length.

Jim and Della were very proud of two things they owned. One was Jim's gold watch. It had once belonged to his father. And, long ago, it had belonged to his father's



father. With a chain on his watch, Jim could look at it and learn the time anywhere he might be. Though the watch was so distinctive, it had never had a fine chain. He sometimes took it out and looked at it only when no one could see him do it.

The other thing was Della's hair. Della knew her hair was more beautiful than any queen's gold or gems. So now Della's beautiful hair fell around her, shining, like a falling stream of brown water. It reached below her knee. It almost made itself into a dress for her. And then she put it up on her head again, nervously and quickly. She stopped for a moment and stood still while a tear or two ran down her face.

She put on her old brown coat and old brown hat. With the bright light still in her eyes, she moved quickly out the door and down to the street.

Where she stopped, the sign said: "Mrs Sofronie. Hair

*color: U.S./North American spelling

While we read

- Which of their possessions were Della and Jim especially proud of?
- Jim's watch was a valuable heirloom which he cherished very much. Do you have any such objects of sentimental value? Share your thoughts about them.

My words

My questions

Articles of all Kinds.”

Up to the second floor Della ran and stopped to get her breath. Mrs Sofronie, large, cold-eyed, looked at her.

“Will you buy my hair?” asked Della.

“I buy hair,” said Mrs Sofronie. “Take your hat off and let me look at it.”

Down fell the brown waterfall.

“Twenty dollars,” said Mrs Sofronie, lifting the hair to feel its weight.

“Give it to me quick,” said Della.

The next two hours seemed to fly. She was going from one shop to another, to find a gift for Jim. She found it at last. It was a gold watch chain, very



simply made. Its value was in its rich and pure material. Because it was so plain and simple, you knew that it was very valuable. All good things are like this.

It was good enough for The Watch. As soon as she saw it, she knew that Jim must have it. It was like him. Quietness and value—Jim and the chain both had quietness and value. She paid twenty-one dollars for it. And she hurried home with the chain and eighty-seven cents.

When Della arrived home, her mind had quieted a little. She began to think more **reasonably**. She started to try to cover the sad marks of what she had done. Within forty minutes, her head looked a little better. With her short hair, she looked wonderfully like a schoolboy. She stood at the looking-glass for a long time. “If Jim doesn’t kill me,” she said to herself, “before he looks at me a

While we read

4. Why did Della think that the gold watch chain was a suitable gift for Jim?

My words

My questions

second time, he'll say I look like a girl who sings and dances for money. But what could I do—oh! What could I do with a dollar and eighty-seven cents?"

At seven, Jim's dinner was ready for him. Jim was never late. Della held the watch chain in her hand and sat near the door where he always entered. Then she heard his step in the hall and her face lost color for a moment. She often said little prayers quietly, about simple, everyday things. And now she said: "Please God, make him think I'm still pretty."

The door opened and Jim stepped in. He looked very thin, and he was not smiling. Poor fellow, he was only twenty-two and with a family to take care of! He needed a new coat, and he had nothing to cover his cold hands.

Jim stopped inside the door. He was as quiet as a hunting dog when it is near a bird. His eyes looked strangely at Della, and there was an expression in them that she could not understand. It filled her with fear. It was not anger, nor surprise, nor anything she had been ready for. He simply looked at her with that strange expression on his face.

Della went to him. "Jim, dear," she cried, "don't look at me like that. I had my hair cut off and sold it. I couldn't live through Christmas without giving you a gift. My hair will grow again. You won't care, will you? My hair grows very fast. It's Christmas, Jim. Let's be happy. You don't know what a nice—what a beautiful, nice gift I got for you."

"You've cut off your hair?" asked Jim slowly. He seemed to labor to understand what had happened. He seemed not to feel sure he knew.

"Cut it off and sold it," said Della. "Don't you like me now? I'm me, Jim. I'm the same without my hair."

Jim looked around the room.

"You say your hair is gone?" he said.

"You don't have to look for it," said Della. "It's sold, I tell

While we read

5. What was Jim's initial reaction when he saw Della without her flowing hair?
6. What is \$1.87 worth in Indian rupees today?

My words

My questions

you—sold and gone, too. It's the night before Christmas, boy. Be good to me, because I sold it for you. Maybe the hairs of my head could be counted," she said, "but no one could ever count my love for you. Shall we eat dinner, Jim?"

Jim put his arms around his Della. From inside the coat, he took something tied in paper. He threw it upon the table. "I want you to understand me, Della," he said. "Nothing like a haircut could make me love you any less. But if you'll open that, you may know what I felt when I came in."

White fingers pulled off the paper. And then a cry of joy; and then a change to tears. For there lay The Combs—the combs



that Della had seen in a shop window and loved for a long time. Beautiful combs, with jewels, perfect for her beautiful hair. She had known they cost too much for her to buy them. She had looked at them without the least hope of owning them. And now they were hers, but her hair was gone.

But she held them to her heart, and at last was able to look up and say: "My hair grows so fast, Jim!"

And then she jumped up and cried, "Oh, oh!"

Jim had not yet seen his beautiful gift. She held it out to him in her open hand. The gold seemed to shine softly as if with her own warm and loving spirit.

"Isn't it perfect, Jim? I hunted all over town to find it. You'll have to look at your watch a hundred times a day now. Give me your watch. I want to see how they look together."

While we read

7. Why did Della cry when she opened Jim's gift?
8. "You'll have to look at your watch a hundred times a day now." Why does Della say so?

My words

My questions

Jim sat down and smiled.

“Della,” said he, “let’s put our Christmas gifts away and keep them awhile. They’re too nice to use now. I sold the watch to get the money to buy the combs. And now I think we should have our dinner.”

Here I have told you the story of two children who were not wise. Each sold the most valuable thing they owned to buy a gift for the other. But let me speak a last word to the wise of these days: of all who give gifts, these two were the wisest. Of all who give and receive gifts, such as they are the wisest. Everywhere they are the wise ones.

(Adapted)

While we read

9. Why did Jim and Della decide to put their gifts aside for some time?

My words

My questions

About the author

William Sydney Porter (1862-1910), popularly known by his pseudonym O. Henry, was an American short story writer famous for his witty narratives and surprise endings, often called the ‘twist in the tail/tale’. The best known of these include ‘The Gift of the Magi’ (the story in this Reader), ‘The Cop and the Anthem’, and ‘The Last Leaf’. O. Henry’s stories highlight the lives of ordinary people with humour and irony. His unique style of storytelling has left a lasting impact on literature. The annual O. Henry Award in his honour celebrates outstanding short stories.



Let’s rewind:

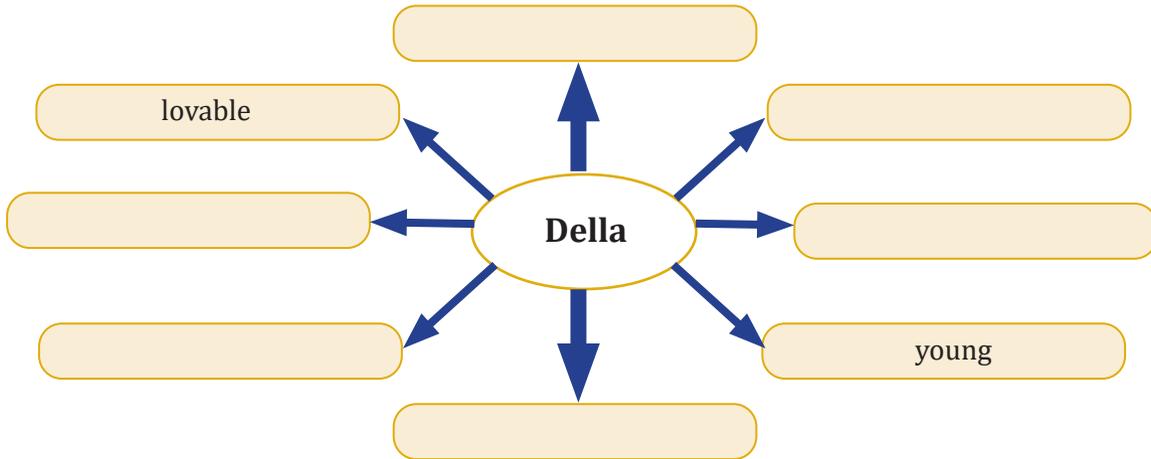
1. In what way does the story challenge traditional notions of poverty and wealth?
2. Irony is the contrast between what is expected and what actually occurs. How does the author bring a touch of irony to the story?
3. How does the unexpected twist in the tail-end of the story emphasize the value of love over material possessions?
4. Why does the author consider Della and Jim the wisest among those who exchange gifts?



Let's recall and recreate:

Activity 1

A. Read the story 'A Tale of Two Gifts' and fill in the character map of Della.



B. Now, prepare a character sketch of Della.

The following questions may help you create a character sketch:

- Is the character the protagonist or a supporting character?
- What are the physical features of the character — age, appearance, attire, and so on?
- What are the main personality traits of the character? Are they kind, brave, shy, selfless, or otherwise?
- What is the nature of the emotional state of the character?
- How would you describe the character's goals/desires/fears/motives/key actions/social status/ health, and so on?
- What is the nature of their relationship with other characters?
- What challenges or conflicts does the character face?
- How does the character evolve in the course of the story?

Activity 2

Della sells her beautiful hair to Mrs Sofronie to buy a gift for Jim. A transcript of the conversation between Della and Mrs Sofronie is given. Complete the dialogue.



- Della : Excuse me, ma'am. Will you buy my hair?
 Mrs Sofronie : Of course, I buy hair. Let me see yours. Take off your hat, child.
 Della :
 Mrs Sofronie :
 Della :
 Mrs Sofronie :

Activity 3

A. You are familiar with the idea of the Hot Seat, aren't you? The person in the 'hot seat' answers questions from a group, taking on the role of a historical figure, a celebrity, or a literary character. The activity requires quick thinking and well-structured responses, some of which may also be quite witty. Shall we now attempt a similar programme, 'Meet the Character'?

Let's discuss, and list the key steps of the activity.

- Select a person to play the role of the character.
- Prepare a set of questions to be posed to the character.
-
-

B. Now, prepare a set of questions to be posed to the character you choose.

Questions to Della	Questions to Jim
<ul style="list-style-type: none"> • Della, why did you decide to sell your hair? • • 	<ul style="list-style-type: none"> • Jim, tell us more about your gift for Della. • •

C. Are you ready to 'Meet the Character'? Let's begin.



Let's read and enjoy:

Have you ever felt confined or restricted, with little or no freedom of choice? How would an animal or bird like to live in a cage, even a cage of gold? Let's listen to Maya Angelou's view of the life of the caged bird.

Caged Bird

- *Maya Angelou*

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

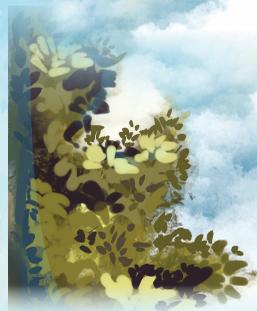
But a bird that stalks
down his narrow cage
can seldom see through
his bars of **rage**,
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with fearful **trill**
of things unknown
but longed for still,
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own.

But a caged bird stands on the grave of dreams
his shadow shouts on a **nightmare scream**,
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.



About the poet

Maya Angelou (1928-2014) was an acclaimed American poet, memoirist and civil rights activist who profoundly influenced American literature and culture. Best known for her autobiographical work *I Know Why the Caged Bird Sings* (1969), Angelou's writing centres on themes of identity, racism and resilience. Her works are celebrated for their honesty and emotional depth, and they continue to inspire the world. In addition to her literary achievements, Angelou was an ardent advocate for equality and human dignity, making her a deserving recipient of the Presidential Medal of Freedom in 2011.



Let's rewind and rejoice:

1. How does the free bird experience freedom? Why is freedom important for all creatures?
2. How does the caged bird's song protest its captivity?
3. What emotions does the caged bird experience, and how are they expressed in its song?
4. In the poem, the caged bird sings 'with a fearful trill'. What does this suggest about the bird's feelings and desires?



Let's appreciate:

Activity 1

The images of the caged bird and the free bird establish the significance of freedom and independence. Discuss the idea.

.....

.....



Activity 2

The poem contrasts the experiences of the caged bird and the free bird. List the points of contrast you note in the poem.

Free bird	Caged bird
explores and possesses the world	is confined to a cage

Activity 3

Poets paint pictures with words. Such word pictures are called images. Some lines/phrases from the poem are given below. Analyse them and classify the kind of imagery in each.

Lines/words in the poem	Imagery
a free bird leaps	visual
the caged bird sings of freedom	.....
dips his wing in the orange sun rays	visual/kinaesthetic*
a free bird leaps on the back of the wind	.....
floats downstream till the current ends	.....
narrow cage	.....
his feet are tied	.....
his tune is heard	auditory
fat worms waiting on a dawn-bright lawn	.....
trade winds soft through the sighing trees	.....

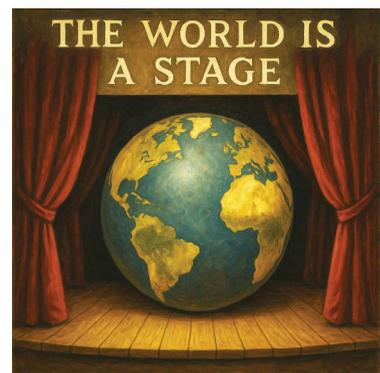
Activity 4

We have learnt that a metaphor is a way of saying that something is just the same as something else, bringing in an implicit comparison. Sometimes metaphors evoke vivid images such as that of the 'bars of an iron cage'. Find and list some of the metaphors in the poem.

.....

.....

.....



* kinaesthetic (British) kinesthetic (US) - sensations of movement



Let's read and reflect:

Do you wonder what our life would be like without modern technology and amenities? In Akira Kurosawa's 'Village of the Watermills' (one of the 8 segments of his film *Dreams*), we shall explore a rural village where the residents lead simple lives deeply connected to nature and tradition. Shall we visit the place along with a traveller who meets a wise old man? Let's watch 'Village of the Watermills'.

You enjoyed the film, didn't you?

- How is the story brought to life on screen?
- What would you expect to find in the script of a film? Just dialogue, or something more?

A screenplay (film script) is the written text of a film, with instructions on how it is to be acted and filmed. It is the blueprint that guides directors, actors and crew in bringing the story to life on screen.

Now, let's read the script of the movie.

Village of the Watermills

- Akira Kurosawa

Scene 1

EXT.* VILLAGE WITH WATERMILLS – DAY

*Wide shot of a young man walking through a long wooden bridge across a river. The sound of water is heard. **Watermills** are at work here and there. The young man stands on the wooden bridge for a while, looking at the large gears of the watermill. Some children walk past behind him.*



*EXT. : exterior (the scene takes place outdoors)

My words _____

My questions _____

Children: Good day!

Young Man: Good day!

*The banks are **picturesque** with flowers. The children cross the wooden bridge, pick some flowers and place them on a rock on the other side of the bridge. The Young Man watches this carefully.*

Scene 2

EXT. VILLAGE WITH WATERMILLS – DAY

The Young Man is walking towards the wooden mills on the riverbank. There is an old man with grey hair sitting there, wearing a hat. He is adjusting the large gears of the water mill.

YOUNG MAN: Good day!

OLD MAN: (smiling) Good day!

YOUNG MAN: What's the name of this village?

OLD MAN: It has no name. We call it 'The Village'. Outsiders call it 'Village of the Watermills'.

(The Young Man smiles. Looks inside the mill.)

YOUNG MAN: Do all the villagers live around here?

OLD MAN: No, we're spread all around.

(The Young Man looks inside the mill. He sees a lamp hanging there.)

YOUNG MAN: Don't you have electricity here?

OLD MAN: No, we don't need it. Nowadays, people are too used to conveniences. They think 'the easier, the better'. They throw out what is truly good.

(The Young Man is sitting next to the Old Man who is still busy with his work.)



While we read

1. Whom does the young man see near the wooden mills? What was the person doing?
2. What does the old man think of modern conveniences like electricity? Can we think of living without electricity now?

My words

My questions

YOUNG MAN: But what about light?

OLD MAN: We use candles. And linseed oil.

YOUNG MAN: But the night is very dark.

OLD MAN: Yes. That's what night is supposed to be. Why should the night shine like the day? I don't like to see the night as bright as day. You can't see the stars then.

YOUNG MAN: You have paddies. But, don't you have tractors to cultivate the fields?

OLD MAN: We don't need them. We have cows and horses.

YOUNG MAN: What do you use as fuel?

OLD MAN: Mostly firewood. We don't feel it's right to chop down trees ... some of them fall by themselves when they are too old. We cut them up and use them as firewood. And if you make **charcoal** from the logs, just a few trees can give you as much heat as an entire forest. Yes ... and dung is also good fuel.

Close-up of the Young Man smiling as he looks at the river. He notices the gears of the water mill turning. Long shot of trees and leaves moving in the wind. A cuckoo's sound is heard.

OLD MAN: We try to live as true humans used to live. That is, life in the natural way. Today, people have forgotten that they are a part of nature. They destroy the nature they depend on. They think they can make life easier.

(The Young Man looks at the old man as if in disbelief.)

OLD MAN: They do not know that they are destroying nature. They don't understand that they themselves are going to perish. The most important thing for a human being is clean air, clean water, and the trees and plants that produce them. Now everything is being polluted. Dirty water ... dirty air ... the very heart of man is polluted.

(Looking at the flowing stream, the Young Man stands up and looks around with curiosity.)

While we read

- The villagers use firewood and dung as fuel. What kinds of fuel do we use now?

My words

My questions

YOUNG MAN: On my way, I saw some children picking flowers and placing them on a stone near the bridge. What's that?

OLD MAN: Oh that! It's a story my father told me once. *(The Young Man sits down)*. Once, a sick traveller died near the bridge. The villagers took pity and buried him right there. They put a big stone on his grave and put flowers on it. Later it became a custom. Not only children, all the villagers put flowers as they pass, though most don't know why.

(The Young Man looks away in surprise.)

YOUNG MAN: *(listening to a distant sound)* Are there any celebrations going on today?

OLD MAN: No. It's a funeral. You find it strange? A nice, happy funeral. It's good to work hard and live long... and be thanked by all. We have no temples or priests. So, all the villagers take **the deceased** to the cemetery on the hill. It's different if a child or young person dies. We do not like the death of young people or children. It's hard to celebrate such a loss. Fortunately, the people of this village lead a natural way of life. So they pass on at a ripe old age. The woman who died today is 99 years old. Excuse me ... I am going to join the **procession**.

(The Old Man gets up and prepares to go inside the house.)

To tell the truth, she was my first love. She broke my heart and left me for another.

*Laughing, he goes inside a wooden house. The Young Man smiles and walks towards the river. Hearing a jingling sound, he comes back towards the house again. The Old Man comes out wearing a colourful dress and a hat, with a pair of **Shinto bells** in his hand.*



While we read

4. Describe the old man's appearance when he comes out of the wooden house.

My words

My questions

YOUNG MAN: By the way, how old are you?

OLD MAN: Me...? One hundred and three. A good age to stop living. Some say life is hard. In fact, it's good to be alive. It's exciting.

He picks some flowers and walks away with a bell. The Young Man follows him.

Scene 3

EXT. VILLAGE - DAY

*The procession approaches. Women, children and men move in rhythm. The little children pick flowers from the vases they hold and throw them out. Behind them are the **bugle** players. Then the girls. They dance beautifully. All are wearing hats. Six men carry a **coffin** in the middle of the procession. The children sing along. The Young Man and the Old Man stand watching the procession. The Old Man, ringing his bell holding the bunch of flowers in his hand, greets them. As the procession approaches, he joins them. All pass in front of the Young Man who curiously watches the procession, smiling. As the coffin approaches, he takes off his hat to show respect.*

The music of the procession ends and then it strikes a lighter tone. The slow-moving watermills on the river are seen. The Young Man crosses the bridge, then stops and walks back to the riverbank, picks some flowers and places them on the rock. He then walks away as the river flows on.



(Adapted)

While we read

- How old is the old man? What, according to you, keeps the old man active and healthy even at his age?

My words

My questions

About the auteur*

Akira Kurosawa (1910-1998) was a renowned Japanese film director, celebrated for his innovative techniques of film making and storytelling. Born in Tokyo, he directed around 30 films, including timeless classics such as *Seven Samurai* and *Rashomon*. Kurosawa's works blend action, drama, and philosophy. He received numerous awards, including the Golden Lion at the 1951 Venice Film Festival and an Academy Award (Oscar) for Lifetime Achievement in 1990. Kurosawa's legacy endures, influencing film-makers worldwide and leaving an indelible mark on the history of cinema.



Nadeem Noushad has translated Akira Kurosawa's *Dreams* into Malayalam.

Let's rewind:

1. How is the village described? Would you like to live in a village or in the city? Why?
2. How does the young man's interaction with the villagers challenge his views on modernity and the modern lifestyle? What does this tell us about the value of cultural exchange?
3. What is your opinion of the villagers' notion of death as a cause for celebration rather than mourning?
4. What do the film's visuals and sound effects reveal about the lifestyle of the villagers?



Let's recall and recreate:

Activity 1

Haven't you noticed the different themes and the underlying ideas in the screenplay? Complete the table, noting more themes/ideas.

Theme	Explanation
Living in harmony with nature	The villagers follow eco friendly practices. Instead of cutting down living trees, they use dead trees for firewood.
Life and death	Life and death are portrayed as quite natural. Death and funerals are seen as occasions to honour a person rather than to mourn them.
Tradition vs. Modernity	

*Auteur (n) : a very influential film-maker (pronounced as 'aw-tuh')

Activity 2

- A. You have enjoyed reading the screenplay 'Village of the Watermills', haven't you? Revisit the script and fill in the blanks.



Title: _____

Writer/Film-maker : _____

Setting:

[Where and when does the story take place? (location and time)]

Characters:

[The major and minor characters and their roles]

Opening shot / scene:

[What happens at the beginning of the film?]

Climax and Resolution: [The most intense, emotional moment in the film/how the conflict is resolved]

Plot Development:

[What are the key events that move the story forward?]

Theme and message:

[What is the central idea? What does the film convey to you?]

- B. Now, write a paragraph on the theme, characters, setting, and other features of the film.



Activity 3

We now know that the script/screenplay is an essential part of a film, don't we? There are a number of terms specific to the field of cinema. For instance, **a shot in a film is a single, unbroken recording from the time the camera starts to when it stops.** Here are some other key terms in film terminology.

- **Long shot** : A shot taken from far away, showing the subject and the surroundings (also known as **Wide shot**)
- **Mid shot** : A shot framing the subject from the waist up
- **Close-up** : A tight shot focusing on a subject's face or an object, emphasizing detail or emotion
- **Panning** : Moving the camera horizontally (side to side) while keeping it fixed to a spot
- **Tilting** : Moving the camera vertically (up and down) while keeping it fixed to a spot
- **Zooming** : Adjusting the lens to make the subject appear closer or farther without moving the camera



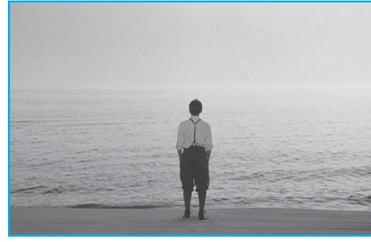
Now, look at the following pictures and identify the name of the shots.



.....



.....



.....

Activity 4

The villagers in 'Village of the Watermills' do not make use of modern conveniences like electricity, or motor vehicles. They do not wish to depend on technology. What are your thoughts on this attitude to life? Let's conduct a debate on the topic:

Lifestyle Preferences : Rural vs Urban.

I prefer rural life because...	I prefer urban life because....
rural areas are less crowded, calm and quiet, and there is fresh air all around.	of the medical and other facilities, gyms, transport, etc.
in rural settings, people live close together and share emotional and social support.	there may be more opportunities for employment and economic growth in cities.



Let's play with words:

Activity 1

Read the following sentences from the story 'A Tale of Two Gifts'

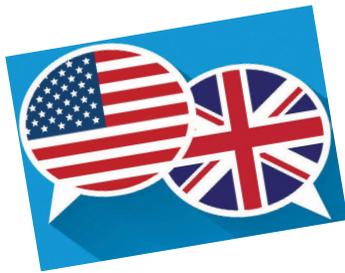
- Her eyes sparkled, but her face had lost its **color**.
- Something almost worth the **honor** of belonging to Jim.

Did you notice the spelling of the highlighted words?

Here, the words are spelt as in U.S./North American English.

In British English, these words are written as 'honour' and 'colour'.

The table below lists some common English words that are spelt differently in British and North American English. Complete it, and add more to the list.



British English	U.S./N. American English
labour	labor
	traveling
theatre	
	jewelry
programme	

Activity 2

A. Look at the following sentence from 'A Tale of Two Gifts'

In the hall below was a **letterbox** too small to hold a letter.

Can you break the highlighted word into two separate words?

What are these words?

What difference did you notice when the words are combined?

.....



The word 'letterbox' is formed by joining the words 'letter' and 'box'. Letterbox is a compound word.

Compound words are formed when two or more words combine to create a word with a specific meaning. Compound words usually carry the meaning of the separate words.

'Letterbox', 'electric bell' and 'twenty-two' are three compound words you would have noticed in the story. What differences do you notice among these compound words?

.....

There are three types of compound words: open compound words with a space between the words (electric bell), closed compound words with no space between them (letterbox) and hyphenated compound words (twenty-two).

B. Identify the compound words in the story and complete the table below.

Open compound words	Closed compound words	Hyphenated compound words
electric bell	letterbox	twenty-two



Let's analyse:

Activity 1

A. Read the sentences below and note the words underlined.

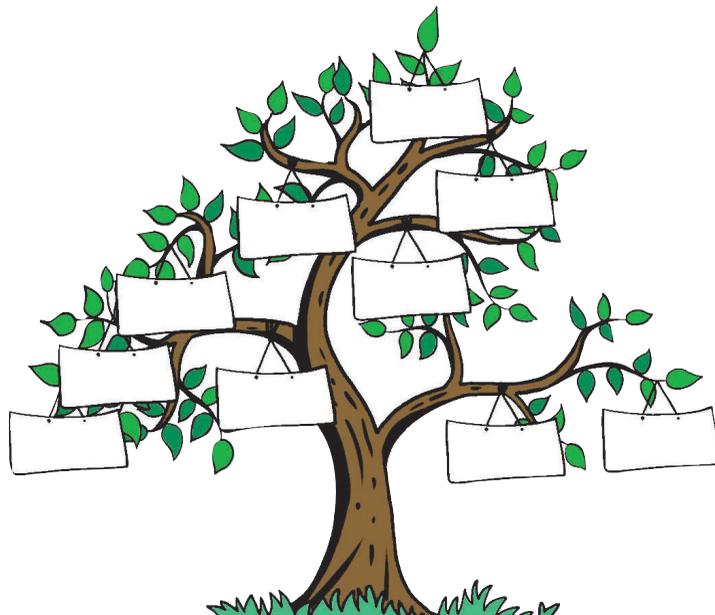
- He had nothing to cover his cold hands.
- He needed a new coat.

What purpose do these words serve in the sentences?

Words that describe or qualify nouns are adjectives.

Adjectives provide information about nouns. They describe or qualify nouns and pronouns, giving details regarding the quality, quantity or state of the nouns.

B. Now, adorn the tree with adjectives from the story "A Tale of Two Gifts".



- C. The following passage contains several adjectives. Some of them are highlighted but some others are missing. Read the passage and fill in the blanks with suitable adjectives, choosing from those given in brackets.

(smart, peaceful, majestic, vast, beloved)

In the park at the heart of the city, there stood an **old** banyan tree. Its branches stretched wide, covering a expanse. The tree stood proudly providing **cool** shade to everyone who visited the park. **Small** birds built nests on its **big** branches. Naja, a **young** girl, used to visit the park every day with her grandfather, carrying some grain to feed the birds. Thanks to her grandpa's influence, Naja has become a **true** nature lover. The surroundings of the park fill her with a sense of calm and remind her of the **human** responsibility to preserve nature.

Activity 2

- A. Read the following sentences.

1. Della's **beautiful** hair fell about her, shining, like a falling stream of brown water.
 2. Della knew her hair was **more beautiful** than any queen's gold or gems.
 3. Della's hair was the **most beautiful** possession she had always been proud of.
- What differences do you observe in the highlighted adjectives?
-

Three different forms of adjectives are used here.

Adjectives have three forms or **degrees of comparison**. These are the positive, the comparative and the superlative. The **positive degree** is the simplest form of an adjective. We use the **comparative degree** of the adjective to compare two objects or entities. We use the **superlative degree** to express the highest degree of quality.

- B. Now, complete the table below adding the comparative and superlative forms of the adjectives given. You may add more examples to the table.

Positive	Comparative	Superlative
brave	braver	bravest
easy		
much/ many	more	most
beautiful	more beautiful	most beautiful
intelligent		
good		

- C. Read the following passage about the heroes who helped the people of Kerala during the floods of 2018. Complete it, choosing the most appropriate form of the words given in brackets.

United We Stand

During the devastating floods of 2018, the people of Kerala united to carry out one of the _____ (brave/braver/bravest) rescue and relief operations in the history of the state. The Indian Armed Forces, the Kerala Police, the Kerala Fire and Rescue Services and other forces worked around the clock and their efforts proved _____ (effective/more effective/most effective). The fishermen of Kerala were among the _____ (dedicated/more dedicated/most dedicated) rescuers. Their boats were _____ (useful/ more useful/the most useful) than many other rescue vehicles, as these could move easily through the floodwaters. Urgent medical services were provided by doctors and medical teams. Volunteers of the media and technology teams helped spread awareness and ensured public safety by providing timely updates. Moreover, local volunteers and youth organizations played a _____ (significant/more significant/most significant) role in coordinating the relief efforts. The flood was one of the _____ (bad/worse/worst) disasters Kerala has ever witnessed, but the combined efforts of these brave heroes proved _____ (strong/stronger/strongest) than the raging waters.

Activity 3

- A. Look at the following sentence.

He looked **strangely** at Della.

What is the purpose of the highlighted word?

.....

What does it modify?

.....

Here, 'strangely' modifies the verb 'looked'. A word that describes or modifies a verb is an adverb.

Now, look at the highlighted words in the sentences below.

1. There was a letterbox **too** small to hold a letter.
2. She began to think **more** reasonably.

What do these words modify?

.....

In sentence 1, 'too' modifies the adjective 'small'.

In sentence 2, 'more' modifies the adverb 'reasonably'.

An **adverb** describes a verb and provides more information about it, or about an adjective or another adverb.

B. Examine the sentences below and underline the adverbs:

1. The flowers were artistically arranged.
2. It was an extremely delightful function.
3. He spoke quite eloquently.
4. She selflessly gave up her dreams for the well-being of her family.
5. Her explanation was exceptionally clear.

C. Now, complete the table below, placing the adverbs in each sentence in column 1, the word each adverb modifies in column 2 and note the category of the word modified (verb/adjective/adverb) in column 3.

Adverb	The word modified	Category of the word modified
artistically	arranged	verb

D. Now collect as many adverbs as you can find in the story *A Tale of Two Gifts* and fill the board below:



Activity 4

Read the following sentences:

1. I **have come** here to get the work done.
2. I **came** here yesterday to get the work done.

- A. Now, try to find the differences between the sentences and note how the time and the action are expressed in each.

Sentence 1

Sentence 2

We use the **simple past tense** to describe actions completed in the past. Often a specific time in the past is mentioned.

We use the **present perfect tense** when the action mentioned has been completed but the effect of the action is still relevant to the present.

- B. Some words of time reference are given in brackets. Identify which of them match the present perfect tense and which ones match the simple past tense. Place them in the appropriate columns in the table below.

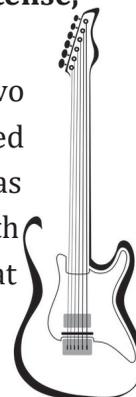
[yesterday, already, a month ago, ever, never, last week, so far, now, since, for, when I was young, recently, just, in (specific year)]

Words usually used with verbs in the Present Perfect Tense	already, just, never
Words usually used with verbs in the Simple Past Tense	yesterday, last week, a month ago.....

Words such as 'just' or 'already' are used with verbs in the present perfect tense because they imply relevance to the present. Words like 'yesterday' or 'last week' are used with verbs in the simple past, as they refer to a specific time in the past. These words are tense indicators.

- C. Now, read the passage carefully. Identify the verbs/verb phrases, their tense, and the expressions relating to time. Two have been done for you.

Inspired by a thrilling music concert, Dani decided to learn the guitar. Two years ago, he bought a guitar and started attending music classes. He practised every day and soon achieved his goal of playing a number of songs. He has already mastered several chords and melodies. He has even performed with a famous music band. His dedication and hard work have brought him great success.



Verb/Verb phrase	Tense used	Time reference
bought	simple past	last year
has mastered	present perfect	



Let's converse:

Activity 1

Imagine a friend of yours needs help in making tea. How will you help them? The passage given below consists of instructions on how to make a cup of tea. Complete the instructions, using appropriate expressions for giving instructions.

A few expressions for instructions:

- You should...
- You may choose...
- Don't forget to...
- It is advisable to...
- You are free to...
- Be careful...

You would first need to collect the necessary ingredients. You should take a cup of water in a pan and heat it until it boils. Then, add

.....

.....

Be careful to turn off the stove when the tea is ready. Enjoy the tea!

Activity 2

A. The young man in 'Village of the Watermills' reaches the village and meets the children. Feeling a little confused about the route, he asks for directions to the first watermill. If you were one of the children, how would you assist him in finding the watermill? (The first two instructions are given.)

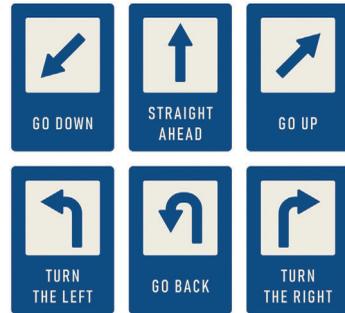
- Turn left after the first bridge.
- Continue straight on until you come to the first watermill.

.....

.....

Some expressions for providing directions are given below:

- Turn right when you reach...
- Proceed to the end of...
- Walk past...
- Keep going until you find...
-
-
-



B. The young man wanted to visit the old man's house. Here is a route map to the old man's house. Now, can you guide the young man to it?



 **Let's listen:**

Shall we listen to a song now? Let's listen to the song 'Everything at Once' by Lenka. Write the lyrics in your notebook. The first two lines are given below.

As sly as a fox, as strong as an ox
 As fast as a hare, as brave as a bear

.....



Let's team up (Group Project):

We have come across many beautiful scenes in 'Village of the Watermills'.

Shall we try to capture a few such snapshots from nature?

Take a walk outdoors and look for beautiful scenes that catch your eye - a bird, a tree or flower, the sunset or the landscape. Click photos of the places or things you find truly attractive.

Working in groups, choose the best of these pictures and create an album - either a physical photo album or a digital album. Give each picture a meaningful caption and add a short description. Present your group album in class.

The photo albums may be added to the school library and the digital albums uploaded to the school blog or wiki.

Game zone:

Let's gear up for a board game:

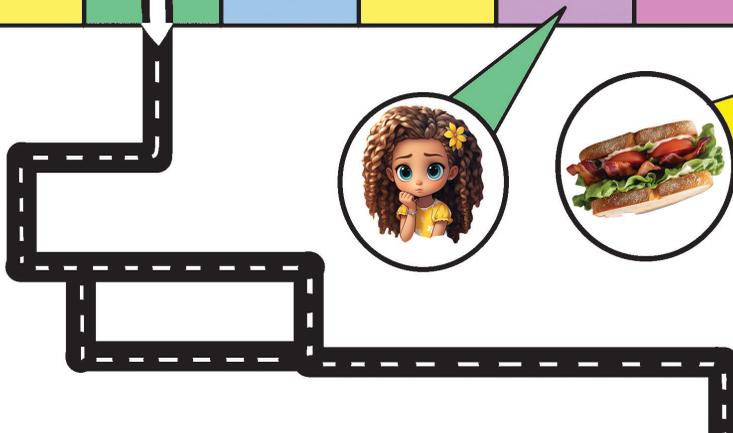
Instructions for the game are given below. Read them carefully.

Instructions:

1. Roll to Enter: You may join the game when you roll the number '1' on the dice.
2. Starting Order: The first player to roll a '1' goes first, followed by the others, in the clockwise direction.
3. Moving Forward: Move your piece forward according to the number you roll on the dice.
4. Game Board: The board has thirty spaces, and each space usually contains some instructions.
5. Follow the Instructions: Follow the instructions on the board to continue playing.
6. Bonus: When you complete an activity successfully, move ahead three spaces.
7. Penalty: If you fail to complete an activity, move back one space.



Now, ready... set... roll!

1 START →	2 	3 Mention 3 Pronouns	4	5 What would you like to become? Why?	6	7 Frame 3 wh- questions	8
							9 How do we make a sandwich?
 							10 Congrats! Now fly to 13
							11
19	18 Hats off! Land on 21	17	16 Describe your friend	15 	14 Write any two pairs of rhyming words	13	12 List 5 words related to kitchen
20 Write five prepositions							
21 							
22 Compare two things using 'like' or 'as'							
23	24 Speak 5 sentences about yourself	25	26 Mention 5 action words	27 Quote 2 traffic rules	28 Name 5 things in your classroom	29	30 Hurray! You have WON!



Glossary

bugle (n)	:	a musical (wind) instrument
cemetery (n)	:	a plot of land in which dead bodies are buried
charcoal (n)	:	a source of fuel (obtained from burnt wood)
coffin (n)	:	a box in which a dead body is placed before it is buried
decease (v)	:	to die
the deceased (n)	:	the dead person
nightmare scream (n)	:	a frightened/frightening scream [nightmare : a frightening dream]
picturesque (adj)	:	as beautiful as a picture or painting
procession (n)	:	a line of people or vehicles moving along slowly
rage (n)	:	anger
reasonably (adv)	:	in a logical and sensible way
Shinto bells	:	bells used in Japan for sacred rituals
trill (n)	:	the quivering sound of a bird
watermill (n)	:	a mill powered by water

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:

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Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : 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