

KERALA READER ENGLISH

STANDARD VIII PART 2



GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION

State Council of Educational Research and Training (SCERT, Kerala)

2016

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.

THE NATIONAL ANTHEM

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

Kerala Reader - English
Standard VIII Part 2

Prepared by:

State Council of Educational Research & Training (SCERT)

Poojappura, Thiruvananthapuram -12, Kerala.

E-mail: scertkerala@gmail.com

Typesetting by: SCERT Computer Lab.

First Edition : 2015, Reprint : 2016

Printed at: KBPS, Kakkanad, Kochi-30

©

Government of Kerala
Department of Education

Dear learners,

This is the second volume of your English Reader for Standard VIII. This book has been designed with a view to providing you ample scope for interaction with authentic pieces of world literature. It contains different literary pieces and a variety of language learning activities.

To be successful in school education and in your life, you must be able to read effectively and efficiently. Reading is a fulfilling exercise. Good readers discuss what they have read. Sharing your knowledge with others is a good way to check your understanding and opens up new avenues of comprehension. You are provided with a number of activities that would help you to comprehend the text and enjoy learning of English.

This book has two units. Each unit contains a number of activities for developing your language skills, vocabulary and mastery of language use. I am sure you will become more confident in using English with the help of this material. Remember the second prose text in each unit is exclusively for self-reading. You can read and understand it on your own.

Let's make learning English an enjoyable experience.

Dr. P. A. Fathima
Director
SCERT

Textbook Development Team

Members

Arun T S, HSA, GHS Perumpazhuthoor, Thiruvananthapuram
Azeez Pullot, HSA, AMHSS Tirurkad, Malappuram
Dominic Sebastian, HSA, Govt DVHSS Charamangalam
Jayarajan K, HSA, Perambra HSS, Perambra, Kozhikode
Jijumon M M, HSST, GHSS Alamcode, Attingal, Thiruvananthapuram
Mohanana P, HSA, KHS, Kuthuparamba, Kannur
Paulose M A, HSA, GHSS Moolankave, Wayanad
Rajalakshmi Syamala, HSA, GMHSS Vengannoor, Thiruvananthapuram
Ravindran R, Rtd Headmaster
Reshmi Reghunath, HSST, GHSS, Karakulam
Sajith E P, HSA, GGMGHSS Chalappuram, Kozhikode
Santhosh K Francis, HSA, St Aloysius HS, Athirampuzha, Kottayam
Sarsha T S, HSST, SNHSS Sreekanteshwaram, Cherthala, Alappuzha
Shammy Mathew, HSA, GHSS Edakochi, Ernakulam
Siddeequl Akbar, HSA, KHMHSS Alathiyur, Tirur, Malappuram
Sreelatha S, Tutor, DCE, Neyyattinkara, Thiruvananthapuram
Sujith S, HSA, Pantheerankavu HSS, Kozhikode

Experts

Dr P K Jayaraj, Director, State Institute of English, Kerala at Thrissur
Dr Muraleedharan K C, Asso. Professor, Payyannur College, Kannur
Sajai K V, Assistant Professor, Government College, Madappally, Kozhikode
Dr Sherrif K M, Reader, Department of English, University of Calicut
Dr Sushil Kumar, Assistant Professor, DB College, Sasthamcotta, Kollam

Artists

Ramesan P Art Teacher, Iringannur HSS, Kozhikode

Academic Co-ordinator

Jose D Sujeev, Research Officer (English & IT), SCERT, Kerala

CONTENTS

Unit 4 Flowers and Showers 127

Unit 5 Share and Care 165





UNIT 4

FLOWERS AND SHOWERS

Unit at a Glance

Flowers and Showers

Prose:

The Nightingale and the Rose (Oscar Wilde)

A Day in the Country (Anton Chekhov)

Poems:

Song of the Flower (Khalil Gibran)

First Showers (Nalini Sharma)

Learning Outcomes

By learning this unit, the learner will be able to:

- read and comprehend poems and stories.
- demonstrate a significant improvement in vocabulary and the ability to use them suitably in various situations.
- analyse the features of a short story by constructing a story house.
- construct discourses like character sketch, letter and diary entry.
- design posters to create social awareness.
- form opinions and substantiate them using facts.
- express ideas and feelings in the target language.
- speak at a condolence meeting.
- develop ideas about poetic devices and poetic elements like simile and metaphor.
- prepare appreciation of a poem.
- identify phrasal verbs and use them in appropriate contexts.
- evaluate literary pieces and develop positive values that help them refine individual character traits and acquire life skills.

Read what each one thinks.



Why does the cloud think that it is an elephant?
Can a bird become a poet?
In what sense is the boy a lion?

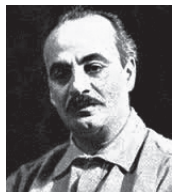
Comment on what each one thinks and discuss with your friends.
Suggest some other ideas/thoughts for each one.
What can you compare yourself with? Imagine and justify your answer.

Song of the Flower

Does a flower have any importance in nature? Have you ever thought of this? Imagine what a flower can speak about itself and how it can become part of nature.

I am a kind word uttered and repeated
By the voice of Nature;
I am a star fallen from the
Blue tent upon the green carpet.
I am the daughter of the elements
With whom Winter conceived;
To whom Spring gave birth; I was
Reared in the lap of Summer and I
Slept in the bed of Autumn.

At dawn I unite with the breeze
To announce the coming of light;
At eventide I join the birds
In bidding the light farewell.



Khalil Gibran (1883–1931) was a Lebanese artist, poet and writer. His work *The Prophet* (1923), is an example of inspirational fiction including a series of philosophical essays written in poetic English prose.

This book has been translated into over 20 foreign languages. He is considered as the third most popular poet in history after Shakespeare and Laozi.

1. Who is the speaker in the poem?

2. What do the expressions 'blue tent' and 'green carpet' refer to?

3. How are the seasons related to the life of the flower?

The plains are decorated with
My beautiful colours, and the air
Is scented with my fragrance.

As I embrace Slumber the eyes of
Night watch over me, and as I
Awaken I stare at the sun, which is
The only eye of the day.

I drink dew for wine, and hearken to
The voices of the birds, and dance
To the rhythmic swaying of the grass.

I am the lover's gift; I am the wedding wreath;
I am the memory of a moment of happiness;
I am the last gift of the living to the dead;
I am a part of joy and a part of sorrow.

But I look up high to see only the light,
And never look down to see my shadow.
This is wisdom which man must learn.

4. What does the flower do at dawn and at dusk?

5. How does the flower make the world beautiful?

6. What is described as 'the eye of the day'?

7. How does the flower become a part of joy and sorrow?

8. Why does the flower consider itself as 'the last gift of the living to the dead'?

9. What, according to the flower, is the wisdom that man should learn?

Song of the Flower

| | |
|-----------|-------|
| eventide: | _____ |
| embrace: | _____ |
| slumber: | _____ |
| hearken: | _____ |
| rear: | _____ |
| sway: | _____ |

Let's revisit

1. What does the flower symbolise? Explain.

2. Quote some instances in which the flower becomes part of joy and sorrow.

3. Read the last stanza of the poem once again. What are the two contrasting ideas presented in it? Do you think the poet is optimistic? Why?

4. Pick out the lines and expressions that impressed you the most. Give reasons.

5. What do you think is the mood of the poem - happy, sad, humourous or philosophical? Why?

Activity 1

Read the poem again and complete the following notes. One hint is given for you.

I. What does the flower say about itself?

- a kind word uttered and repeated by the voice of nature

- _____
- _____
- _____

II. What are the everyday activities that the flower is engaged in?

- announce the coming of light

- _____
- _____

III. Who watches over the flower?

- _____

IV. How does the flower enjoy nature?

- I drink dew

- _____
- _____

V. What is the flower used as?

- as the lover's gift

- _____
- _____
- _____

VI. What is the flower's vision?

- see only the light

- _____

Activity 2

Read the following lines.

I am a kind word uttered and repeated

By the voice of Nature;

Here the flower is considered as 'a word uttered by Nature'. This is an example of a metaphor. A metaphor is a figure of speech that develops a hidden comparison between two objects that share something in common. It is different from a 'simile' where the comparison is drawn using 'like' or 'as'.

Pick out a few more examples of metaphors from the poem.

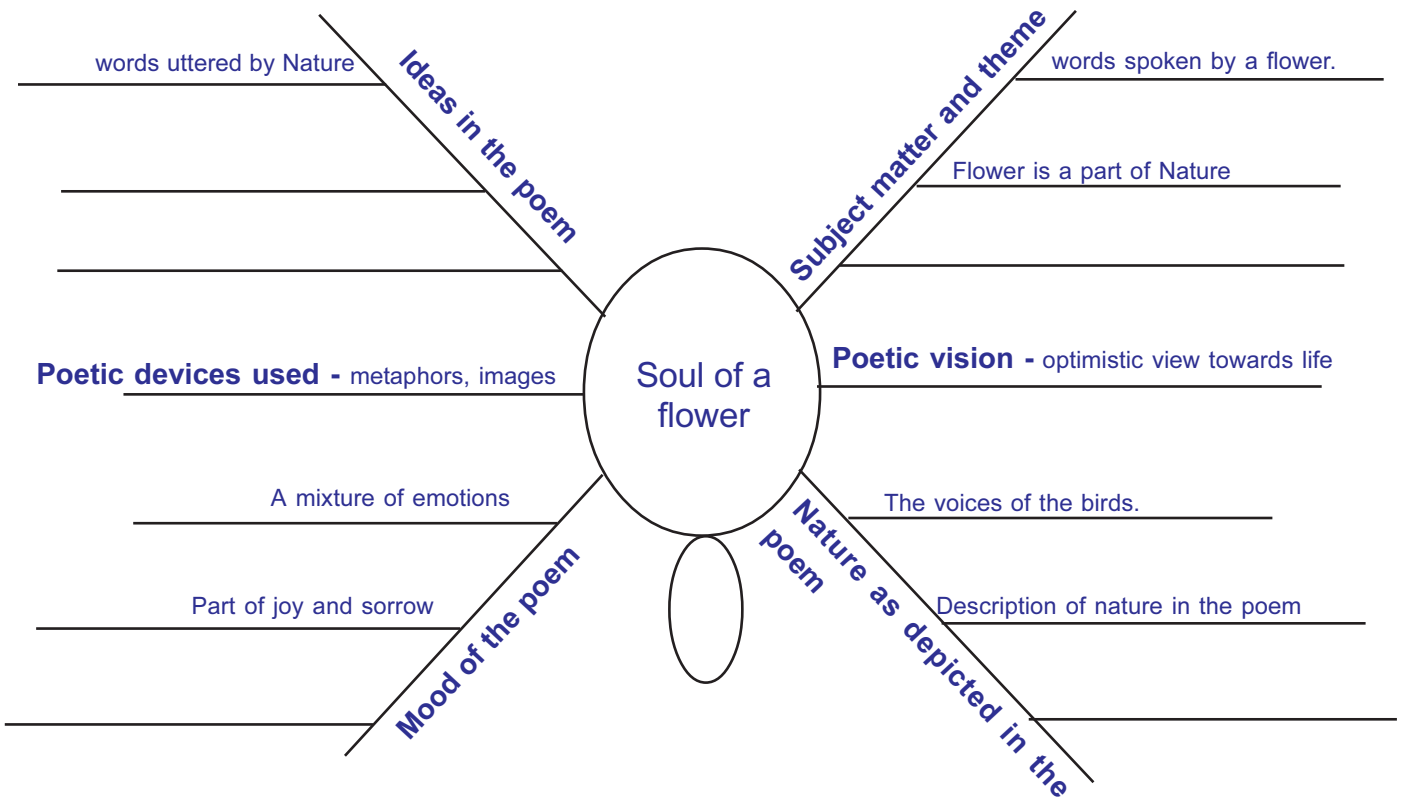
Write what the following metaphors imply. One is done for you.

| Metaphors | What they mean |
|---|---|
| 1. My father is a rock. | 1. My father is a very strong or strict person. |
| 2. Your eyes are <i>like the sun</i> . | <hr/> |
| 3. The lawn is a <i>green carpet</i> . | <hr/> |
| 4. He drowned in a <i>sea of grief</i> . | <hr/> |
| 5. She is <i>fishing in troubled waters</i> . | <hr/> |
| 6. He is <i>the apple of my eye</i> . | <hr/> |
| 7. My brother was <i>boiling mad</i> . | <hr/> |
| 8. Her voice is <i>music to his ears</i> . | <hr/> |

Attempt writing your own examples of metaphors.

Activity 3

Read the poem again and complete the following spider diagram.



Now, can you prepare an appreciation of the poem 'Song of the Flower' using the spider diagram?

First Showers

Have you experienced the sensuousness of rain? Does the rain bring happiness to you? Here is a poem about the happiness that rain brings. Read and enjoy the poem.

As I returned from my workplace
Cool drops kissed my parched face.
Soon the first showers caught me unawares
And soaked me, soothing my frayed nerves.
The weary lines did it promptly erase
Of daylong heat and fatigue from my visage.
Wet clothes clung to my body like an infant
To its mother's bosom; unsteady my gait.
The dusty trees stood bathed in an instant
Dressed in washed green looked magnificent.
The scented earth resplendent in dampened glory
Sucked in dust giving respite to the travellers weary.
To thank the Rain God I looked up in the sky
More drops drenched me on the sly.
Marvelling at this wonderful gift of nature
I hurried home wading through the gurgling water.



Nalini Sharma is a contemporary bilingual Indian writer (Hindi & English). Her poems, articles, essays, short stories, novels, etc. have been published in reputed journals like *Naya Gyanodya*, *Sarita*, *Grihashova*, *Suman Saurabh*, *Chattisgarh Today*, *Women's Era*, *Alive*, *Poet*, *Metverse Muse*, *Free Expression* etc. She has been honoured with awards like *Sahitya Sree*, *Bharat Bhasa Bhusan*, *Shresht Sadhana Samman*, *Vishist Sadhana Samman*, *Rashtra Bhasa Sewak Samman*, *Tulika Samman*, Best Poet of the Year 2003 by Poets International, *Metverse Muse Awards*, *Sarojini Naidu Award* and *Shweta Patil Award*.

1. How does the rain soothe the poet's nerves?

2. Why do the trees look magnificent?

3. What do the travellers feel when it rains?

4. Comment on the expression 'drenched me on the sly'.

parch: _____

soak: _____

soothe: _____

fray: _____

fatigue: _____

visage: _____

bosom: _____

gait: _____

resplendent: _____

dampen: _____

drench: _____

gurgle: _____

respite: _____

wade: _____

Activity 1

Complete the table below.

| Explanations | Expressions / lines from the text |
|--------------------------------------|-----------------------------------|
| The poet's face was dry. | |
| She got soaked in the rain. | |
| She was tired. | |
| The heat and fatigue made her weary. | |
| The trees were wet and beautiful. | |
| The poet stood in wonder. | |
| The poet returned home. | |

Activity 2

Read the lines:

'Wet clothes clung to my body like an infant
To its mother's bosom;...'

Here, the clinging of the 'wet clothes' is compared to 'an infant clinging to its mother's bosom....'

This is an example for a simile.

Now, develop similes from the following hints.

1. The tree stands like _____.
2. The moon looked at me _____.
3. The flower smiles _____.
4. The thunder roared like _____.

Go through the following sentences that contain similes and metaphors. Classify them.

1. Manu is as hungry as a horse.
2. The car was a jet when it passed by us.
3. The cat's fur was a blanket of warmth.
4. There were fireworks lantern in the sky.
5. You are as brave as a lion.
6. Ian Thorpe is a fish when he swims.
7. She is as pretty as a picture.
8. The moon was a misty shadow.

The Nightingale and the Rose

At some point in our life, we realise that nature soothes us and shares our pains. Does nature help us when we are in trouble or in need? Read a story about how nature helps man in times of need.

‘She said that she would dance with me if I brought her red roses,’ cried the young Student, ‘but in all my garden there is no red rose.’

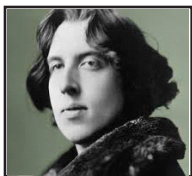
From her nest in the oak tree the Nightingale heard him, and she looked out through the leaves and wondered.

‘No red rose in all my garden!’ he cried, and his beautiful eyes filled with tears. ‘Ah, on what little things does happiness depend! I have read all that the wise men have written, and all the secrets of philosophy are mine, yet for want of a

red rose is my life made wretched.’

‘Here at last is a true lover,’ said the Nightingale. ‘Night after night have I sung of him, though I knew him not: night after night have I told his story to the stars and now I see him. His hair is dark as the hyacinth-blossom, and his lips are red as the rose of his desire; but passion has made his face like pale ivory, and sorrow has set her seal upon his brow.’

‘The Prince gives a ball tomorrow night,’ murmured the young Student, ‘and my love will be of the company. If I bring



Oscar Wilde (1854 – 1900) was an Irish poet, fiction writer and essayist. He is considered as a central figure in aesthetic writing and a master short story writer. He was a staunch advocate of the Art for Art’s sake. His major plays include *A Woman of No Importance*, *An Ideal Husband* and *The Importance of Being Earnest* and the novel *The Picture of Dorian Gray*. In 1888, he wrote *Poems*, and published *The Happy Prince and Other Tales*, a collection of children’s stories. Later he published a collection of essays arguing the tenets of aestheticism.

1. Why does the young man think that his life is wretched?

2. How does the Nightingale describe the young Student?

The Nightingale and the Rose

her a red rose she will dance with me till dawn. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no heed of me, and my heart will break.'

'Here, indeed, is the true lover,' said the Nightingale. 'What I sing of, he suffers: what is joy to me, to him is pain.'

'The musicians will sit in their gallery,' said the young Student, 'and play upon their stringed instruments, and my love will dance to the sound of the harp and the violin.' He buried his face in his hands, and wept.

'Why is he weeping?' asked a little Green Lizard, as he ran past him with his tail in the air.

'Why, indeed?' whispered a Daisy to his neighbour, in a soft, low voice.

The Nightingale said that he was weeping for a red rose.

'For a red rose?' they cried; 'How very ridiculous!' and the little Lizard laughed outright.

But the Nightingale understood the secret of the Student's sorrow, and she sat silent in the Oak-tree, and thought about the mystery of Love.

Suddenly she spread her brown wings for flight, and soared into the air. She passed through the grove like a shadow, and like a shadow she sailed across the garden.



3. Why does the Nightingale think that the Student is a true lover?

4. The lizard says that it is ridiculous to weep. Do you agree with this statement? Why?

5. How does the author describe the flight of the Nightingale?

In the centre of the grass-plot was a beautiful Rose-tree, and when she saw it she flew over to it. 'Give me a red rose,' she cried, 'and I will sing you my sweetest song.'

But the tree shook its head.

'My roses are white,' it answered; 'but go to my brother who grows round the old sun-dial, and perhaps he will give you what you want.'

So the Nightingale flew over to the Rose-tree that was growing round the old sun-dial. 'Give me a red rose,' she cried, 'and I will sing you my sweetest song.'

But the Tree shook its head.

'My roses are yellow,' it answered; 'as yellow as the hair of the mermaiden. But go to my brother who grows beneath the Student's window, and perhaps he will give you what you want.'

So the Nightingale flew over to the Rose-tree that was growing beneath the Student's window.

'Give me a red rose,' she cried, 'and I will sing you my sweetest song.'

But the Tree shook its head.

'My roses are red,' it answered; 'as red as the feet of the dove, and redder than the great fans of coral that wave and wave in the ocean-cavern. But the winter has chilled my veins, and the frost has nipped my buds, and the storm has broken my branches, and I shall have no roses at all this year.'

'One red rose is all I want,' cried the Nightingale, 'only one red rose! Is there no way by which I can get it?'

'There is a way,' answered the Tree; 'but it is so terrible that I dare not tell it to you.'

'Tell it to me,' said the Nightingale, 'I am not afraid.'

'If you want a red rose,' said the Tree, 'you must build it out of music by moonlight, and stain it with your own heart's blood. You must sing to me with your breast against a thorn. All night long you must sing to me, and the thorn must pierce your heart, and life-blood must flow into my veins, and become mine.'

6. Was the third Rose-tree able to give a red rose to the Nightingale? Why?

mermaiden: _____

7. How, according to the third Rose-tree, could the Nightingale get a red rose?

chill: _____

cavern: _____

The Nightingale and the Rose

'Death is a great price to pay for a red rose,' cried the Nightingale, 'and life is very dear to all. It is pleasant to sit in the green wood, and to watch the Sun in his chariot of gold, and the Moon in her chariot of pearl. Sweet is the scent of the hawthorn, and sweet are the bluebells that hide in the valley, and the heather that blows on the hill. Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?'

So she spread her brown wings for flight, and soared into the air. She swept over the garden like a shadow, and like a shadow she sailed through the grove.

The young Student was still lying on the grass, where she had left him, and the tears were not yet dry in his beautiful eyes.

'Be happy,' cried the Nightingale, 'be happy; you shall have your red rose. I will build it out of music by moonlight, and stain it with my own heart's blood. All that I asked of you in return is that you will be the true lover.'

The Student looked up from the grass, and listened, but he could not understand

what the Nightingale was saying to him, for he only knew the things that are written down in books.

But the Oak-tree understood, and felt sad, for he was very fond of the Nightingale who had built her nest in its branches.

'Sing me one last song,' he whispered. 'I shall feel when you are gone.'

So the Nightingale sang to the Oak-tree, and her voice was like water bubbling from a silver jar.

When she had finished her song, the Student got up and pulled a notebook and a pencil....

And when the Moon shone in the heavens, the Nightingale flew to the red rose-tree, and set her breast against the thorn. All night long she sang, with her breast against the thorn, and the cold crystal Moon leaned down and listened. All night long she sang, and the thorn went deeper and deeper into her breast, and her life-blood ebbed away from her.

On the topmost spray of the Rose-tree, there blossomed a marvellous rose, petal following petal, as song followed song.

8. Why did the Nightingale think of sacrificing her life?

9. The Nightingale thinks that the heart of a man is more valuable than that of a bird. Do you agree with the Nightingale? Explain.

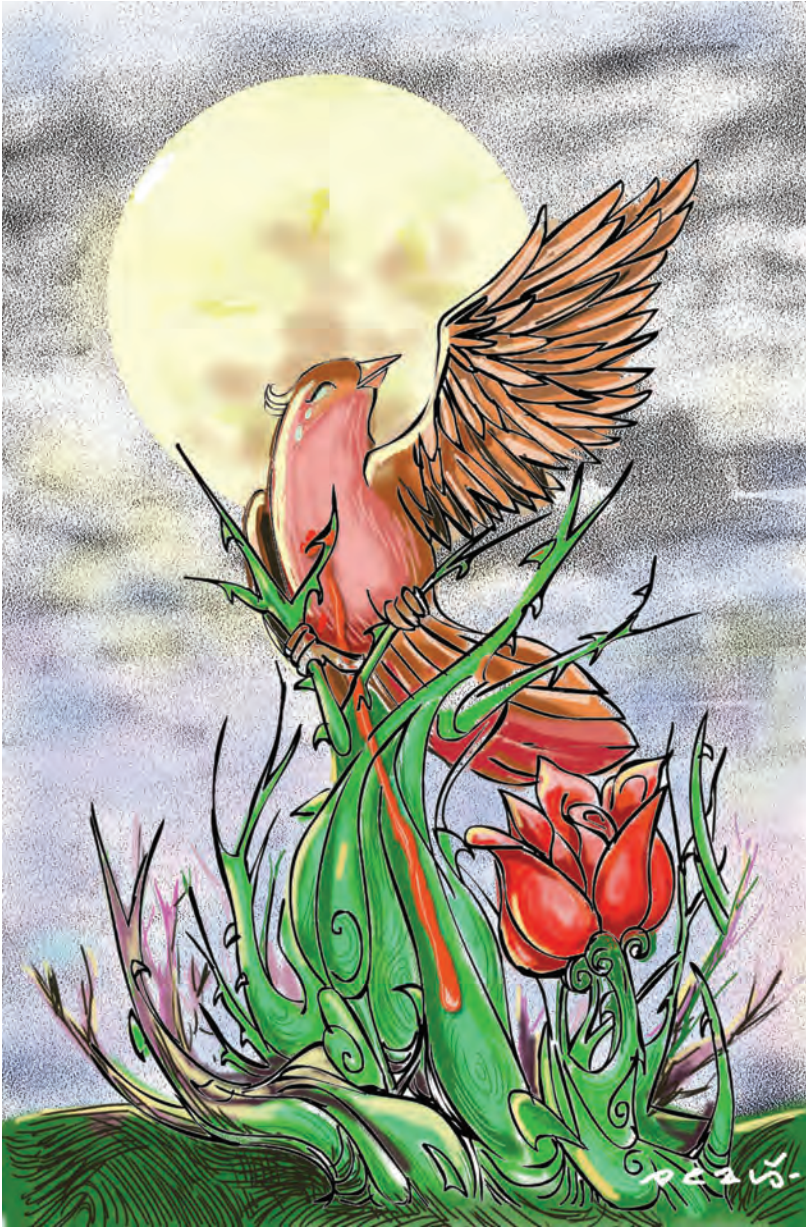
heather: _____

hawthorn: _____

bubble: _____

ebb: _____

The Nightingale and the Rose



But the Tree cried to the Nightingale to press closer against the thorn. ‘Press closer, little Nightingale,’ cried the Tree, ‘or the Day will come before the rose is finished.’

So the Nightingale pressed closer against the thorn, and louder and louder grew her song.

And a delicate flush of pink came into the leaves of the rose.

And the Tree cried to the Nightingale to press closer against the thorn. ‘Press closer, little Nightingale,’ cried the Tree, ‘or the Day will come before the rose is finished.’

So the Nightingale pressed closer against the thorn, and the thorn touched her heart, and a fierce pang of pain shot through her. Bitter, bitter was the pain, and wilder and wilder

10. What would happen if the Nightingale did not press its breast closer against the thorn?

delicate: _____

The Nightingale and the Rose

grew her song, for she sang of the Love that is perfected by Death, of the Love that dies not in the tomb.

And the marvellous rose became crimson, like the rose of the eastern sky.

But the Nightingale's voice grew fainter, and her little wings began to beat, and a film came over her eyes. Fainter and fainter grew her song, and she felt something choking her in her throat.

Then she gave one last burst of music. The white Moon heard it, and she forgot the dawn, and lingered on in the sky. The red rose heard it, and it trembled all over with ecstasy, and opened its peals to the cold morning air.

'Look, look!' cried the Tree, 'the rose is finished now,' but the Nightingale made no answer, for she was lying dead in the long grass, with the thorn in her heart.

And at noon the Student opened his window and looked out.

'Why, what a wonderful piece of luck!' he cried; 'Here is a red rose! I have never seen any rose like it in all my life.' And he leaned down and plucked it.

Then he put on his hat, and ran up to the Professor's house with the rose in his hand.

The daughter of the Professor was sitting in the doorway winding blue silk on a reel, and her little dog was lying at her feet.

'You said that you would dance with me if I brought you a red rose,' cried the Student. 'Here is the reddest rose in all the world. You will wear it tonight next to your heart, and we will dance together.'

But the girl frowned.

'I am afraid it will not go with my dress,' she answered; 'and, besides, the Chamberlain's nephew has sent me some real jewels, and everybody knows that jewels cost far more than flowers.'

'Well, upon my word, you are very ungrateful,' said the Student angrily; and he threw the rose into the street, where it fell into the gutter, and a cart-wheel went over it.

'What a silly thing Love is!' said the Student as he walked away.

11. How did the pain affect the Nightingale's song?

12. What is the red rose compared to?

13. Describe the last moments of the Nightingale.

14. Why didn't the Professor's daughter accept the red rose?

Activity 1

Read the story and answer the following questions. Put a tick mark [✓] in the appropriate box.

1. What is the colour of the rose that the Student searches for?

Red Yellow White Pink

2. What does the Nightingale admire about the Student?

He's a good singer. He values love above everything else.
 He likes birds. He wears really nice clothes.

3. Where does the Student plan to present the rose to the girl?

at her house at school
 at the Prince's ball at the football game

4. Why couldn't the Student find a red rose by himself?

All the rose trees were dead. The tree refused to give any of its roses.
 He was lazy. The red rose tree was withered in the winter.

5. Which of the following was not done by the Nightingale to get the rose?

She sang a beautiful song all night. She yelled at the trees until they gave her a rose.
 She gave her blood to the tree. She searched all the rose trees in the garden.

6. Why did the Professor's daughter reject the flower?

It was not beautiful. She was sad about the death of the Nightingale.
 She liked yellow roses better. Money and jewels were more important for her than love.

Activity 2

You have read the story 'The Nightingale and the Rose', haven't you? Now, read the story once again and complete the story house.

STORY HOUSE

Setting

- Garden
-
-

Characters

- Nightingale
-
-

Climax

-

Events

- Young Student loves a girl.
-
-

Final events

-

Let's enrich our vocabulary

Activity 1

Look at the sentence quoted below.

'The musicians will sit in their gallery,' said the young Student, 'and play upon their stringed instruments, and my love will dance to the sound of the harp and the violin.'

Harp and violin are stringed musical instruments. Here's a list of some musical instruments. Classify them as stringed, wind and percussion instruments.

Accordion, Bagpipe, Barrel, Bass drum, Chenda, Clarinet, Dholak, Flute, Guitar, Harmonium, Madhalam, Mohana veena, Mridangam, Saenghwang, Sarangi, Saxophone, Sitar, Tabla, Veena, Zurna

| Stringed | Wind | Percussion |
|----------|------|------------|
| | | |

Activity 2

Read the following sentences from the story.

On the topmost spray of the Rose-tree, there blossomed a marvellous rose.

'What a wonderful piece of luck!' he cried; 'Here is a red rose!'

The words underlined are synonyms. Synonyms are words or expressions which have the same or nearly the same meaning as another in the same language. 'Big' and 'large' are synonyms.

Find the words and pair them as synonyms from the list below.

**dawn, rude, tense, wealthy, slight, daybreak, prudent, whisper,
healthy, rich, nervous, impolite, murmur, fit, wise, faint**

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

Activity 3

The Student, the Nightingale and the Professor's daughter are the characters in the story. What all traits does each character have in the story?

Fill in the following chart with words from the box given below that are most appropriate to the traits of each character.

innocence, money, love, wisdom, nature, heroism, greed, knowledge, death, compassion, sacrifice, pride, beauty, purity, love, truth, bravery, frivolous, serious, sincere, insincere, shallow, profound, sensitive, insensitive, romantic, realistic, superficial, selfless, snobbish, intellectual, sentimental

| Student | Professor's daughter | Nightingale |
|---------|----------------------|-------------|
| | | |

Let's write

Activity 1

Evaluate the Student in terms of his studies, his understanding of the world, his feelings for love, etc. based on your reading of the story. Pick out lines from the story to support your ideas.

Activity 2

Imagine that the young Student has realised the sacrifice made by the Nightingale. He feels very sad and writes a letter to his friend about it. What would he write? Write the letter.

Place _____

Date _____

Activity 3

The dejected Student goes to his room, overwhelmed with feelings and makes a **diary entry**.

Write the **diary entry** in which you should express:

- the Student's feelings about being rejected in love.
- what he thinks of the Professor's daughter.
- what he would do in future.

Activity 4

The relationship between man and nature is one of the themes of the story 'The Nightingale and the Rose'. In the story the Nightingale, the Green Lizard and the Rose-tree speak like human beings. Look at the poster given below and identify the features of a poster. Design a poster for promoting awareness on the need for conserving nature.

Posters usually contain notices, advertisements or invitations. They are attractive and captivating. They are designed either to invite our attention to an event or to create awareness on an important social issue.



Features of a Poster

Layout

-
-
-

Content

-
-

Language

-
-

Let's speak

Activity 1

The Nightingale sacrificed her life for true and ideal love. Do you think that the Nightingale has made the right choice? Why? Give at least two reasons to support your answer. Try to use the following expressions while speaking.

- I think.....
- I believe.....
- It seems to me that.....
- In my opinion.....
- I am convinced that.....
- I feel absolutely certain that.....

Activity 2

Go through the following speech delivered by the Oak-tree to mourn the death of the Nightingale.

Dear friends,

I am very sad. It is with deep sorrow and shock that I speak about the demise of my friend, the Nightingale.

She used to spend most of the time sitting on my branches and singing. How happy I was when I listened to her melodious songs! She sacrificed her life for the happiness of the young Student. For her, love was eternal and much more precious than her life. I am deeply moved by her sacrifice. She was a great bird and a true friend to all of us. I know I will miss her a lot. May her soul rest in eternal peace.

Hold a condolence meeting mourning the death of the Nightingale. Imagine that you are one of the following and deliver the speech.

Learner 1: The Rose-tree

- expresses grief at her death.
- tells that you had warned her but she did not pay any heed.
-

Learner 2: The Green Lizard

- expresses grief at her death.
- remarks that it was silly of her to have sacrificed her life for love.
- puts the blame of her death on the Student.
-

Learner 3: The Young Lover

- expresses his sorrow at the sacrifice made by the Nightingale.
- remarks how the Nightingale was very special to you.
- recalls the help given by the Nightingale.

Learner 4: The Moon

- recalls the night when the Nightingale died and was lost in grief.
- bemoans the terrible loss.
- acclaims that the Nightingale understood the true meaning of love.
- proclaims that the Nightingale is a martyr of love.

Let's discover how grammar works

Activity 1

Read the following passage. A word is missing where [/] is marked. Fill in the blanks with suitable words to make the passage meaningful.

'The Nightingale and the Rose' is / (a) fairy tale. / (b) plot of the story is very simple. A young student thought that he was madly / (c) love with the Professor's daughter. The girl told him that she would only dance with him, / (d) he brought a red rose. He felt miserable because he could not find a single red rose in / (e) whole garden. The Nightingale overheard this and was deeply touched by / (f) young man's true love. So she decided / (g) help the young man, but she was told that the only way to get a red rose in that cold winter / (h) for her to build it out of her music and her heart's blood. She was ready to lay / (i) her own life for the happiness of the young couple. She, therefore, did what she was told to do. The next morning, the most beautiful red rose appeared, but the Nightingale was found dead / (j) the Rose-tree.

Activity 2

Look at the words/phrases underlined in the following sentence.

Then he put on his hat and ran up to the Professor's house.

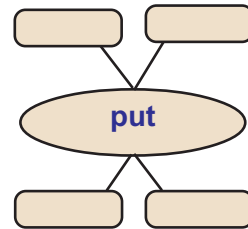
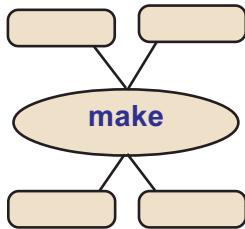
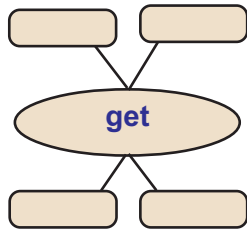
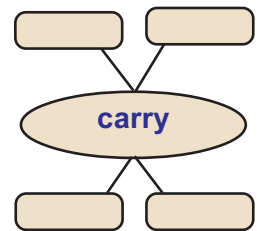
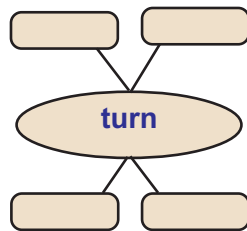
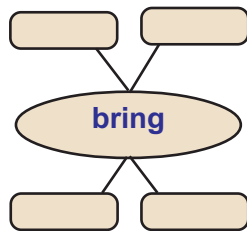
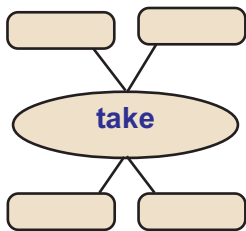
They are phrasal verbs. Phrasal verbs usually do not bear the meanings of the words used as such.

The meaning of 'put on' is 'to wear' and 'ran up' is 'to move quickly to where someone is'.

Find out such examples from the story and write them down.

-
-
-
-
-

Make a few phrasal verbs using the following verbs.



Now, frame sentences selecting one phrasal verb from each set.

Activity 3

Read the following sentences.

- But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no heed of me, and my heart will break.
- He buried his face in his hands, and wept.

The words underlined in the above sentences are words we use in the place of a noun. They are called **pronouns**. They have subject, object and possessive forms. We can categorise the above pronouns as shown in the table below.

| Subject | Object | Possessive |
|---------|--------|------------|
| I | me | my, mine |
| She | | |
| He | | his |

There are seven personal pronouns in English. Prepare a table of all the seven personal pronouns and their object and possessive forms.

| Subject | Object | Possessive |
|---------|--------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Let's edit

Aswin, a student of Class VIII, wrote a summary of the story 'The Nightingale and the Rose'. Read it. There are some errors which are underlined. Edit the errors.

A rich girl tells a young man, **which** (a) is a student, that she will **danced** (b) with him at the ball the next night if he brings her a red rose. However, **he no has** (c) red roses, and vocalises his despair when a nightingale hears **her** (d) . The nightingale **are** (e) touched by the soul of this student, and desires strongly to help him. The bird **flied** (f) around trying to find a red rose, but none are red. She **finallyly** (g) pierces her heart on a thorn to bleed onto a white rose, making it a brilliant red rose, and in the process dies. **A** (h) student finds the rose and is thrilled, so he plucks it and brings it to his love. The girl rejects the rose saying it won't match her dress; someone else has brought her **jewls** (i), which are much better. Angrily, the student walks away and throws the rose in the gutter where it is run over by a cart. He **conclude** (j) that love is ridiculous and logic is better.

Let's play with language

Read each sentence and fill in the blanks with an adverb from the box.

loudly, hard, angrily, happily, well, hopefully,
slowly, lightly, never, hungrily, there, finally, fast

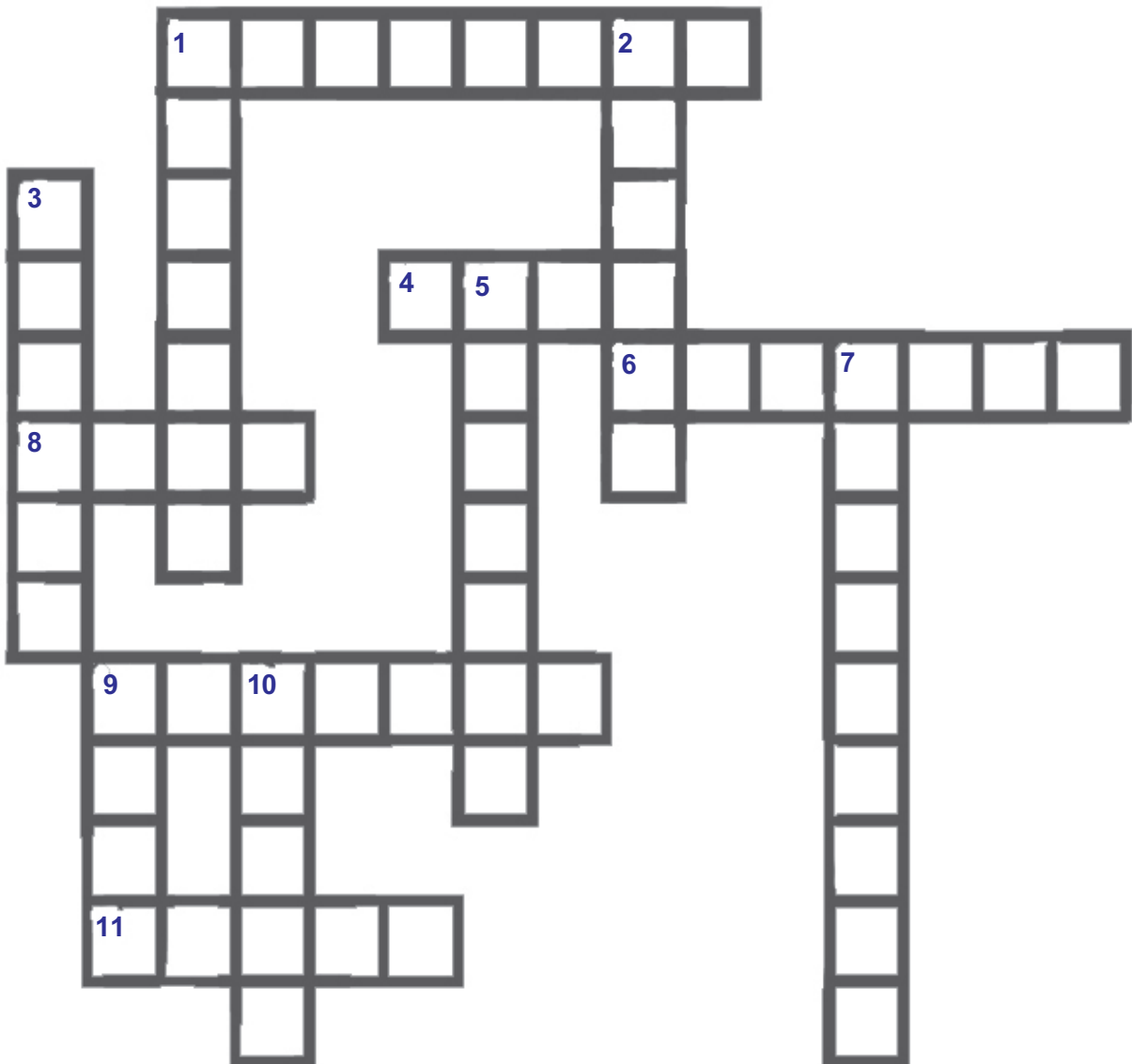
ACROSS

- Henry ate the soup _____.
- Malavika hit the ball _____ and ran.
- Durga brushed the canvas _____ with yellow paint.
- All the students did very _____ in the reading test.
- The twins couldn't believe their birthday had _____ arrived.
- I will sit here; you can sit _____.

DOWN

1. Naveen _____ agreed to join the game.
2. The crickets chirped _____ outside the window.
3. The tired children walked home from school _____ .
5. The cat hissed _____ when the dog walked by.
7. When I heard the announcer begin to name the winners, I looked up _____.
9. Lucia ran _____ enough to catch up with others.
10. Rita has _____ experienced snowfall before.

Now, write your answers in the crossword puzzle.



A Day in the Country

Nature has always been a motivator, guide, teacher and mentor for man. Read a story about how nature influences man.

Between eight and nine o'clock in the morning.

A dark leaden-coloured mass is creeping over the sky towards the sun. There is a sound of far-away rumbling. A warm wind frolics over the grass, bends the trees, and stirs up the dust. In a minute there will be rain and a real storm will begin.

Fyokla, a little girl of six, is running through the village, looking for Terenty the cobbler. The white-haired, barefoot child is pale. Her eyes are wide-open, her lips are trembling.

'Uncle, where is Terenty?' she asks every one she meets. No one answers. They are all preoccupied with the approaching storm and take refuge in their huts. At last she meets Terenty's bosom friend.

'Uncle, where is Terenty?'

'At the kitchen-gardens,' answers he.

The girl runs behind the huts to the kitchen-gardens and there finds Terenty; the tall old man with a thin, pock-marked face, very long legs, and bare feet, dressed in a woman's tattered jacket, is standing near the vegetable plots, looking with drowsy eyes at the dark storm-cloud. On his long crane-like legs he sways in the wind.

'Uncle Terenty!' the white-headed girl addresses him. 'Uncle, darling!'

Terenty bends down to Fyokla, and his grim face is overspread with a smile, such as come into people's faces when they look at something little, foolish, and absurd, but warmly loved.



Anton Pavlovich Chekhov (1860–1904) was a Russian physician and writer who is considered to be among the greatest writers of short stories. His career as a dramatist produced four classics and his best short stories are held in high esteem by writers and critics. Chekhov is often referred to as one of the three seminal figures of the early modern theatre.

1. Why is Fyokla worried? Pick out the expressions which show that she is worried.

2. How does the author describe Terenty?

A Day in the Country

‘Ah! Fyokla,’ he says, lisping tenderly, ‘where have you come from?’

‘Uncle Terenty,’ says Fyokla, with a sob. ‘Brother Danilka has had an accident! Come along!’

‘What sort of accident? Ough, what thunder! Holy, holy, holy.... What sort of accident?’

‘In the count’s copse Danilka stuck his hand into a hole in a tree, and he can’t get it out. Come along, uncle, do be kind and pull his hand out!’

‘How was it he put his hand in? What for?’

‘He wanted to get a cuckoo’s egg out of the hole for me.’

‘The day has hardly begun and already you are in trouble...’ Terenty shook his head.

Terenty comes out of the kitchen-garden and begins striding down the village street. He walks quickly without stopping or looking from side to side. Fyokla can hardly keep up with him.

The clouds have by now covered the sun, and soon afterwards there is not a speck of blue left in the sky. It grows dark.



‘Holy, holy, holy...’ whispers Fyokla, hurrying after Terenty. The first raindrops, big and heavy, lie, dark dots on the dusty road. A big drop falls on Fyokla’s cheek and glides like a tear down her chin.

‘The rain has begun,’ mutters the cobbler. ‘That’s fine, Fyokla, little girl. The grass and the trees are fed by the rain, as we are by bread. And as for the thunder, don’t you be frightened, little girl. Why should it kill a little thing like you?’

As soon as the rain begins, the wind drops. The only sound is the patter of rain dropping like fine shot on the young rye and the parched road.

3. What was the accident that Danilka met with?

4. Why does Terenty think that the thunder will not hurt the girl?

copse: _____

stride: _____

rye: _____

parched: _____

‘We shall get soaked, Fyokla,’ mutters Terenty. ‘There won’t be a dry spot left on us.... Ho-ho, my girl! It’s run down my neck! But don’t be frightened, silly.... The grass will be dry again, the earth will be dry again, and we shall be dry again. There is the same sun for us all.’

A flash of lightning, some fourteen feet long, gleams above their head. There is a loud peal of thunder, and it seems to Fyokla that something big, heavy, and round is rolling over the sky and tearing it open, exactly over her head.

‘Holy, holy, holy...’ says Terenty, ‘don’t be afraid, little girl! It is not from spite that it thunders.’

Terenty’s and Fyokla’s feet are covered with lumps of heavy, wet clay. It is slippery and difficult to walk, but Terenty strides on more and more rapidly. The weak little girl is breathless and ready to drop.

But at last they go into the count’s copse. The washed trees, stirred by a gust of wind, drop a perfect waterfall upon them. Terenty stumbles over stumps and begins to slacken his pace.

‘Whereabouts is Danilka?’ he asks. ‘Lead me to him.’

Fyokla leads him into a thicket, and, after going a quarter of a mile, points to Danilka. Her brother, a little fellow of eight, with hair as red as ochre and a pale sickly face, stands leaning against a tree, and, with his head on one side, looking



sideways at the sky. In one hand he holds his shabby old cap, the other is hidden in an old lime tree. The boy is gazing at the stormy sky, and apparently not thinking of his trouble.

Hearing footsteps and seeing the cobbler he gives sickly smile and says:

‘A terrible lot of thunder, Terenty....I’ve never heard so much thunder in all my life.’

‘And where is your hand?’

‘In the hole.... Pull it out, please, Terenty!’

5. How did Fyokla feel when she heard the thunder?

6. Why does the boy not think of his trouble while looking at the stormy sky?

peal: _____

slacken: _____

apparent: _____

thicket: _____

ochre: _____

A Day in the Country

The wood had broken at the edge of the hole and jammed Danilka's hand: he could push it farther in, but could not pull it out. Terenty snaps off the broken piece, and the boy's hand, red and crushed, is released.

'It's terrible how it's thundering,' the boy says again, rubbing his hand. 'What makes it thunder, Terenty?'

'One cloud runs against the other,' answers the cobbler. The party come out of the copse, and walk along the edge of it towards the darkened road. The thunder gradually abates, and its rumbling is heard far away beyond the village.

'The ducks flew by here the other day, Terenty,' says Danilka, still rubbing his hand. Fyokla, would you like me to show you a nightingale's nest?'

'Don't touch it, you might disturb them,' says Terenty, wringing the water out of his cap. 'The nightingale is a singing-bird. He has had a voice given him in his throat, to gladden the heart of man. It's a sin to disturb him.'

A bright patch of blue appears in the sky.

'And here are some bees,' cries Danilka, pointing to the branch of a young oak tree.

The drenched and chilled bees are huddled together on the branch. There are so many of them that neither bark nor leaf can be seen. Many of them are settled on one another.

'That's a swarm of bees,' Terenty informs them. 'They were flying looking for a home, and when the rain came down upon them they settled. If a swarm is flying, you need only sprinkle water on them to make them settle. Now if, say, you wanted to take the swarm, you would bend the branch with them into a sack and shake it, and they all fall in.'

Little Fyokla suddenly frowns and rubs her neck vigorously. Her brother looks at her neck, and sees a big swelling on it.

'Hey-hey!' laughs the cobbler. 'Do you know where you got that from, Fyokla, old girl? There are Spanish flies on some tree in the wood. The rain has trickled off them, and a drop has fallen on your neck—that's what has made the swelling.'

The sun appears from behind the clouds and floods the wood, the fields, and the three friends with its warm light. The dark menacing cloud has gone far away and taken the storm with it. The air is warm and fragrant.

7. Why couldn't Danilka pull his hand out of the hole?

8. Why does Terenty ask Danilka not to touch the nightingale's nest?

abate: _____

rumble: _____

wring: _____

swelling: _____

‘That herb is given when your nose bleeds,’ says Terenty, pointing to a woolly-looking flower. ‘It does good.’

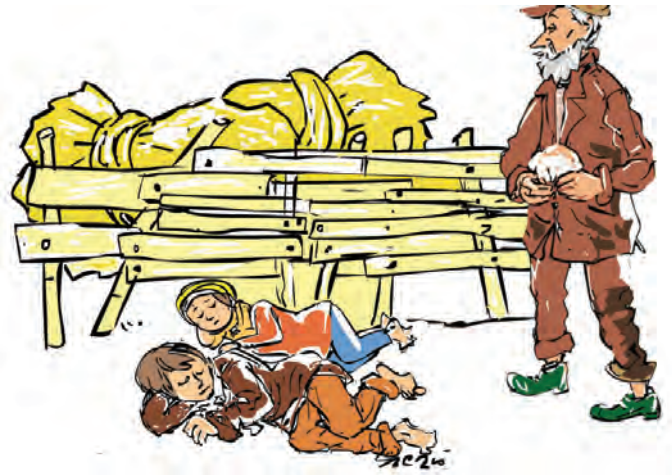
They cross the railway line, and, going down from the embankment, walk towards the river. They walk not with any object, but just at random, and talk all the way.... Danilka asks questions, Terenty answers them...

Terenty answers all his questions, and there is no secret in Nature which baffles him. He knows everything. Thus, for example, he knows the names of all the wild flowers, animals, and stones. He knows what herbs cure diseases, he has no difficulty in telling the age of a horse or a cow. Looking at the sunset, at the moon, or the birds, he can tell what sort of weather it will be next day. And indeed, it is not only Terenty who is so wise. Silanty Silitch, the innkeeper, the market-gardener, the shepherd, and all the villagers, generally speaking, know as much as he does. These people have learned not from books, but in the fields, in the wood, on the river bank. Their teachers have been the birds themselves,

when they sang to them, the sun when it left a glow of crimson behind it at setting, the very trees, and wild herbs.

The two of them, the cobbler and the boy, walk about the fields, talk unceasingly, and are not weary. They could wander about the world endlessly. They walk, and in their talk of the beauty of the earth do not notice the frail little girl tripping after them.

Towards midday, all three sit down on the river bank. Danilka takes out of his bag a piece of bread, soaked and reduced to a mash, and they begin to eat. Terenty says



9. ‘He knows everything.’ Why does the author say so?

10. ‘These people have learned not from books....’ How did they learn then?

11. Why are the cobbler and the boy not weary?

12. Do you think that Terenty loves children? Justify your answer.

frown: _____

vigorous: _____

menace: _____

A Day in the Country

a prayer when he has eaten the bread, then stretches himself on the sandy bank and falls asleep. While he is asleep, the boy gazes at the water, pondering. He has many different things to think of. He has just seen the storm, the bees, the ants.

Only towards the evening our wanderers return to the village. The children go for the night to a deserted barn.

The boy does not sleep. He gazes into the darkness, and it seems to him that he is seeing all that he has seen



in the day: the storm-clouds, the bright sunshine, the birds, the fish, lanky Terenty. He longs to tell someone all that is haunting him now, but there is no one to tell. Fyokla is too little and could not understand.

'I'll tell Terenty tomorrow,' thinks the boy.

The children fall asleep thinking of the homeless cobbler, and, in the night, Terenty comes to them, and puts bread under their heads. And no one sees his love. It is seen only by the moon which floats in the sky and peeps caressingly through the holes in the wall of the deserted barn.

(Slightly adapted)

13. 'The boy does not sleep.' Why?

14. 'And no one sees his love.' What is the love referred to here?

Activity 1

The following is the summary of the story 'A Day in the Country'. Some parts of it are missing. Complete it.

It was a stormy day. There was thunder and lightning.

A little girl _____

She asked everyone _____

The girl sobbed and told Terenty _____

She wanted Terenty to _____

She said that Danilka had put his hand _____

They both _____ and wet all through.

He saved the boy and _____

On the way they _____

Danilka wondered how Terenty _____

They shared their food and _____

The children _____

Terenty _____

The moon enjoyed the love of the homeless cobbler.

Now, retell the story in your own way.

Let's prepare a blog

In this unit, you have learnt poems and stories that depict the splendour of nature. Can you write poems, stories or articles describing the beauty and splendour of nature?

Develop a blog for the English Club of your school. Post your poems, stories and articles in the blog. You may ask your friends to comment on them.

I can



| I can | I can do it myself | I can do with the help of my friends | I need further improvement |
|---|--------------------|--------------------------------------|----------------------------|
| read and understand the theme of a poem or a story. | | | |
| identify poetic devices like simile and metaphor. | | | |
| write similes and metaphors on my own. | | | |
| analyse the theme of the poem with the help of a spider diagram. | | | |
| write critical appreciation of a poem. | | | |
| identify the features of a story and present them in the form of a story house. | | | |
| use appropriate words to describe character traits. | | | |
| express feelings through a diary entry. | | | |
| design a poster of my own | | | |
| write letters expressing feelings and narrating experiences. | | | |
| speak more confidently in the class. | | | |
| use appropriate language suitable for each discourse. | | | |
| use language more effectively by using phrasal verbs. | | | |
| edit a given passage. | | | |
| solve crossword puzzles. | | | |



UNIT 5
SHARE AND CARE

Unit at a Glance

Share and Care

Prose

The School for Sympathy (E.V Lucas)

The Merchant of Venice (William Shakespeare)

Poems

My Grandmother's House (Kamala Das)

Solitude (Ella Wheeler Wilcox)

Learning Outcomes

By learning this unit, the learner will be able to:

- read and comprehend texts in English.
- read, appreciate and analyse poems on the basis of their theme and structure.
- identify the main events of a story.
- compare and contrast two different situations.
- enrich vocabulary by forming words using suffixes.
- use describing words appropriately and effectively.
- construct discourses like notice, profile, etc.
- speak about people using appropriate expression relating to their character, appearance, etc.
- use tenses appropriately both in spoken and written language.
- understand the classes of words that appear in a sentence.

The School for Sympathy

Schools are centres of learning, where we acquire knowledge and share our experiences. Let's visit a school and find out how students learn and share their experiences.

1 I had heard a lot about Miss Beam's School, but I did not get the chance to visit it till last week.

When I arrived at the school, I saw a girl of about twelve with her eyes covered with a bandage being led carefully between the flowerbeds by a little boy of eight. She stopped and asked who it was that had come in and he seemed to be describing me to her. Then they passed on.

2 Miss Beam was all that I had expected - middle-aged, authoritative, kind and understanding. Her hair was beginning to turn grey, and her round figure was likely to be comforting to a homesick child.

3 We chatted for a while, and when I asked her some questions about her teaching methods, which I had heard were simple, she said:

'...We teach only those things that are simple and useful to pupils- spelling, adding, subtracting, multiplying, writing, etc. The rest is done by reading to them and giving them interesting tasks. There are practically no other lessons.'

'... I have heard so much,' I said, 'about the originality of your system.'

Miss Beam smiled. 'Ah, yes,' she said. 'I am coming to that.'



Edward Verrall Lucas (1868 – 1938) was a famous English humourist, essayist, playwright, biographer, publisher, poet, novelist, shortstory writer and editor. Born in London, Lucas began to work as an apprentice

to a bookseller at the age of sixteen. He was a prolific writer, most celebrated for his short essays, but he also produced verses, novels and plays.

1. Have you visited any other school? What all things did you find attractive in that school?

2. Why, do you think, the writer wanted to visit Miss Beam's school?

3. Do you think Miss Beam's school is different from other schools? How?



4 ‘The real aim of this school is not to teach thought but thoughtfulness, humanity, kindness and citizenship. That is the ideal I have always had, and happily there are parents good enough to trust me to try and put it into practice. Look out of the window a minute, will you?’

5 I went to the window, which looked out on a large garden and playground at the back.

‘What do you see?’ Miss Beam asked.

‘I see some very beautiful grounds,’ I said, ‘and a lot of jolly children. But what surprises me, and pains me too, is that they are not at all healthy and active. As I came in I saw one poor little thing being led about because of some trouble with her eyes. And now I can see two more in

4. Is there any hint suggesting that it is a residential school? Identify and write the sentence.

5. What according to Miss Beam, is the real aim of the school?

6. What surprised and pained the visitor when he looked out of the window?

homesick: _____

humanity: _____

the same condition, while there is a girl with a crutch just under the window watching the others at play. She seems to be a hopeless cripple.’

Miss Beam laughed.

6 ‘Oh, no,’ she said, ‘She is not lame really; this is only her lame day. Nor are those others blind, it is only their blind day.’

I must have looked very much astonished, for she laughed again.

‘There you have an essential part of our system in a nutshell. In order to get these young minds to appreciate and understand misfortune, we make them share in misfortune too. In the course of the term every child has one blind day, one lame day, one deaf day and one dumb day. During the blind day their eyes are bandaged, and it is a point of honour not to peep. The bandage is put on overnight, they wake up blind. This means that they need assistance in everything, and other children are told to help them and lead them about. It is educative to both of them - the blind and the helpers.’

7 ‘Everyone is very kind,’ Miss Beam continued, ‘and it is really something of a joke, although, of course, before the day is over the reality of the disability becomes clear even to the least thoughtful. The blind day is, of course, really the worst, but some of the children tell me that the dumb day is the most frightening. There, of course, the child must use will-power only because the mouth is not bandaged... But come down into the garden and see for yourself how the children like it.’

8 Miss Beam led me to one of the bandaged girls, a little merry thing.

‘Here’s a gentleman come to talk to you,’ said Miss Beam, and left us.

‘Don’t you ever peep?’ I asked, by way of an opening.

‘Oh, no,’ she exclaimed, ‘that would be cheating! But I had no idea it was so awful to be blind. You can’t see a thing. One feels one is going to be hit by something every moment. Sitting down is such a relief.’

7. ‘... we make them share in misfortune too.’ What does Miss Beam mean by this?

8. ‘It is educative to both of them.’ Explain how it helps the blind and the helpers.

9. What makes the dumb day the most frightening for the children?

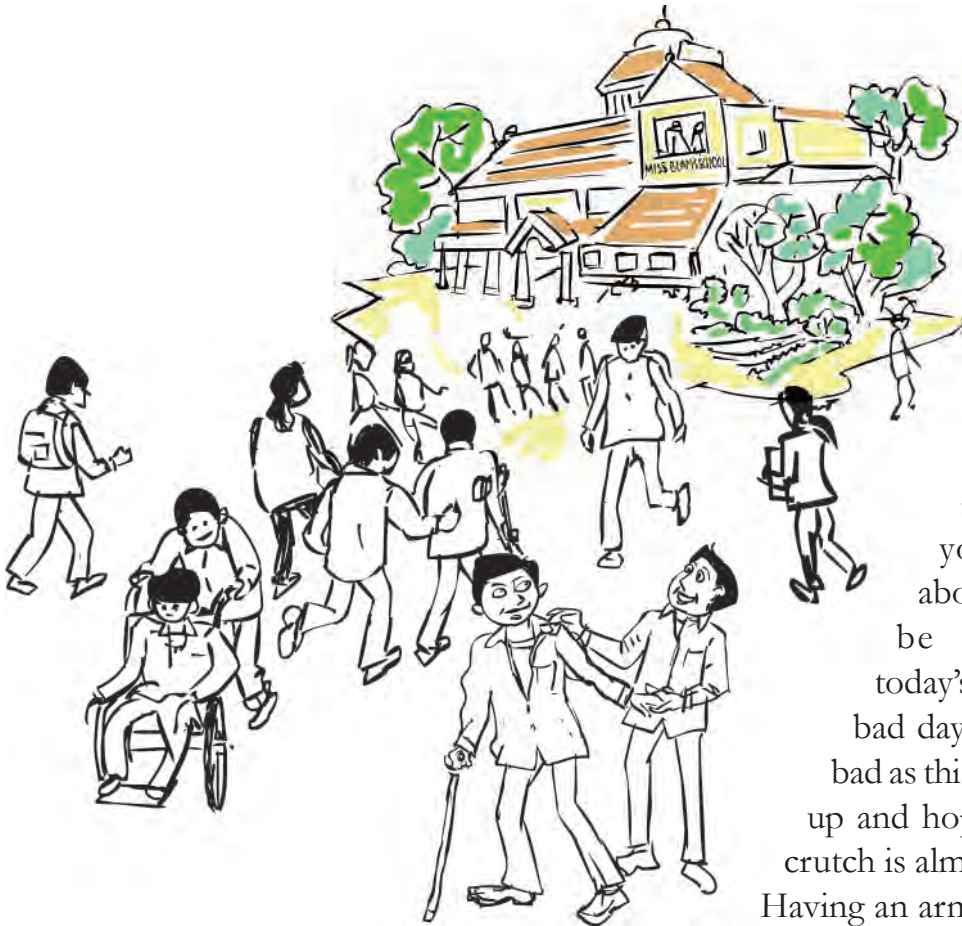
10. If you were to observe a day in this way which day, do you think, would be the most difficult? Why?

crutch: _____

cripple: _____

lame: _____

nutshell: _____



blind already are the best. It is terrible not to see. I wish you would try.'

'Shall I lead you anywhere?' I asked.

9 'Oh, yes,' she said, 'let's go for a little walk. Only you must tell me about things. I shall be so glad when today's over. The other bad days can't be half as bad as this. Having a leg tied up and hopping about on a crutch is almost a fun, I guess. Having an arm tied up is a little

'Are your guides kind to you?' I asked.

'Pretty good. Not as careful as I shall be when it is my turn. Those that have been

more troublesome, because you have to get your food cut up for you, and so on, but it doesn't really matter. And as for being deaf for a day, I shan't mind that -

11. 'I shall be so glad when today's over.' Why does the girl feel so?

12. Why does the girl think that having an arm tied up is a little more troublesome?

awful: _____

guess: _____

murmur: _____

at least, not much. But being blind is so frightening. My head aches all the time, just from avoiding things that probably aren't there. Where are we now?

'In the playground,' I said, 'going towards the house.'

10 Miss Beam is walking up and down the terrace with a tall girl.

'What has the girl got on?' my companion asked me.

'A blue skirt and a pink blouse.'

'I think it's Millie,' she said. 'What colour is her hair?'

'Very light,' I said.

'Yes, that's Millie. She is the head girl. She is very decent.'

'There's an old man tying up roses,' I said.

'Yes, that's Peter. He is the gardener. He's hundreds of years old!'

'And here comes a dark girl in red, on crutches.'

'Yes,' she said, 'that's Berryl.'

11 And so we walked on, and in guiding this little girl about I discovered that I was many times more thoughtful already than usual. I also realised that having to describe the surroundings to another, makes them more interesting.

When Miss Beam came to release me I was sorry to go. I walked back to the town murmuring (incorrectly as ever) the lines:

Can I see another's woe,
And not share their sorrow too?
O no, never can it be,
Never, never, can it be.

13. Which clues helped the little girl identify Millie?

14. Who are Peter and Berryl in the lesson?

15. E.V Lucas leaves Miss Beam's school a wiser man. Do you agree? Substantiate your answer with examples from the story.

Activity 1

Read the extracts given below and answer the questions that follow by choosing the correct option.

1. 'It pains me, though to see that they are not all so healthy and active looking.'
 - i. Who speaks these words?
 - (a) E V Lucas
 - (b) the girl
 - (c) Miss Beam
 - (d) one of the boys
 - ii. These words are spoken to _____.
 - (a) the blind girl
 - (b) the dumb girl
 - (c) Miss Beam
 - (d) the author
 - iii. How does the listener react to the statement?
 - (a) The listener agrees with it.
 - (b) The listener becomes sad.
 - (c) The listener gets angry.
 - (d) The listener laughs and tells the truth.
2. 'And so we walked on. Gradually I discovered that I was ten times more thoughtful than I ever thought I could be.'
 - i. Who are the 'we' referred to here?
 - (a) the children of Miss Beam's school
 - (b) the author and his friends
 - (c) the author and Miss Beam
 - (d) the author and the girl
 - ii. Who is the 'I' in the above sentence?
 - (a) the blind girl
 - (b) the dumb girl
 - (c) the author
 - (d) Miss Beam

iii. What change came over the author after his visit to Miss Beam's school?

- (a) became more careful
- (b) became more helpful
- (c) became more proud
- (d) became more thoughtful

Activity 2

Say whether the following sentences are true or false. If false, rewrite them.

1. The author had been to Miss Beam's school several times.
2. In Miss Beam's school all subjects are taught in detail.
3. The children in Miss Beam's school are taught to appreciate and understand misfortunes.
4. The author saw a blind girl being led out by others.
5. On the dumb day the mouths of the children are bandaged.
6. Peter is very old, but not hundreds of years old.

Activity 3

Some of the features of a normal school are given below: Read them.

1. Many subjects are taught.
2. Most parents expect their children to learn subjects like Mathematics, Science, etc.
3. Different methods of teaching are adopted.

Now, write about Miss Beam's school, based on your reading of the text.

Let's enrich our vocabulary

Activity 1

In 'The School for Sympathy', EV Lucas describes Miss Beam as 'middle-aged, authoritative, kind and understanding'. The author uses words to describe her age, appearance and character. The table given below contains words describing the physical features and character of people. Match the items given in the columns.

| Describing Words | Physical features/Character |
|--|-----------------------------|
| tall, short, medium | eyes |
| frail, stocky, slim, thin, plump, fatty, skinny, well-built | character |
| young, elderly, middle-aged, teenager | build |
| round, oval, square, wrinkled | height |
| grey, straight, curly, black, blonde, wavy, bushy | age |
| big, round, small, bright, narrow | hair |
| cheerful, aggressive, sensitive, serious, energetic, confident | face |

Now, describe the following personalities using the words given in the above box.



1. Sherlock Holmes 2. Amitabh Bachchan 3. Sachin Tendulkar 4. Mohammed Rafi

One has been done for you.

1. Sherlock Holmes is a tall, middle-aged man. He has black hair, a long nose, bright eyes and an oval shaped face.

Activity 1

Read the following notice.

THE NIGHTINGALE AND THE ROSE A PLAY PRESENTED BY THE ENGLISH CLUB OF G G H S S, CHALAPURAM

20.01.2016

Dear friends,

The English Club of GGHSS Chalapuram has decided to stage the one act play based on the story '**The Nightingale and the Rose**' by Oscar Wilde as part of the Annual Day celebrations of the school. The members of the English Club have prepared the script and directed the play. Sri. Kavalam Narayana Panicker, renowned poet and theatre personality has consented to inaugurate the staging of the play.

All are welcome.

Secretary
English Club
GG HSS Chalapuram

Programme Details

Date : 25-1-2016

Time : 04:00 PM

Venue : School auditorium

| | | |
|----------------------|---|----------------------------------|
| Welcome speech | : | Secretary, English Club |
| Presidential Address | : | Headmistress |
| Inauguration | : | Sri. Kavalam Narayana Panicker |
| Felicitations | : | School Leader Staff Secretary |
| Vote of thanks | : | Joint Secretary, English Club |

The Health Club of your school has decided to observe the International Day for the Differently Abled on December 3, 2016. As the Convener of the Club, you have been asked to prepare a notice including all the relevant details of the programme. Draft the **notice**.

Activity 2

Most of us take our lives for granted. Despite being physically fit, we keep complaining and making excuses. And here they are – the differently-abled people, who prove that you do not need two hands, legs or eyes to be successful in life. All you need is the will-power and determination. Here are a few people, who by means of confidence, faith and courage were able to overcome their physical obstacles and achieve success in their lives, which the healthy people find difficult to do.

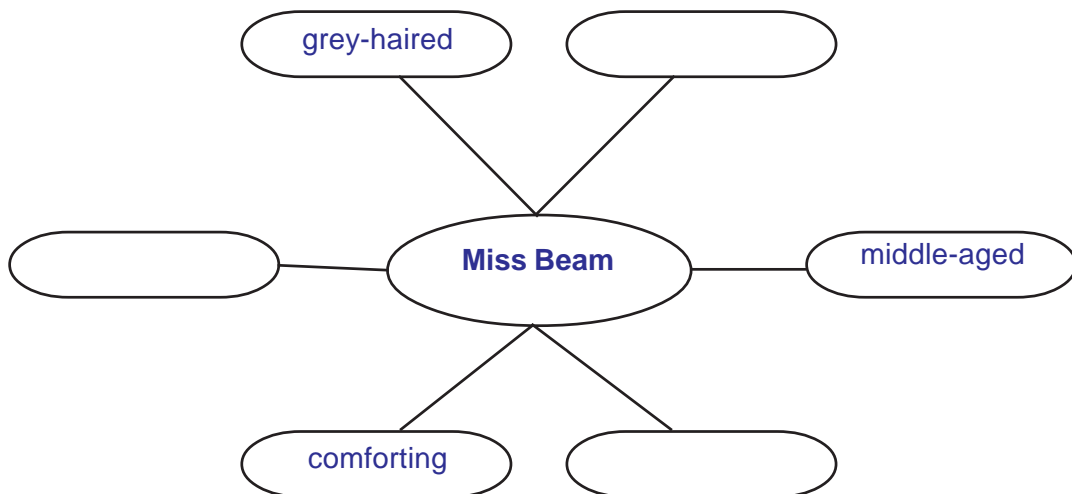
- John Milton
- Nick Vujicic
- Sudha Chandran
- Helen Keller
- Stephen Hawking
- Mahakavi Vallathol

Read books or browse related websites to get more information about them. Prepare their profiles.

Let's speak

Activity 1

Fill in the bubbles using the words or phrases which show quality, appearance and personality of Miss Beam.



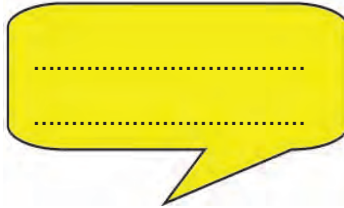
Now, speak about Miss Beam using the words or phrases identified.

1

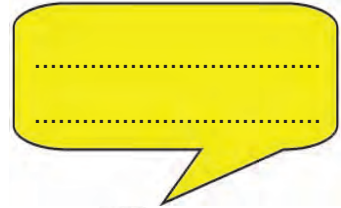
Miss Beam is very comforting to homesick children.



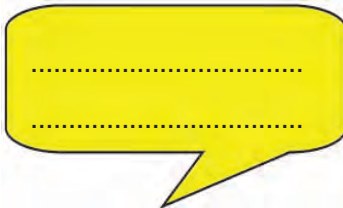
2



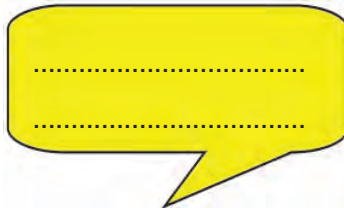
3



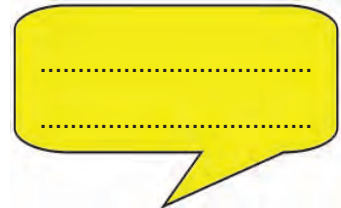
4



5



6



Now develop a character sketch of Miss Beam using the above sentences and present it in the class.

Activity 2

In Activity 2 of 'Let's Write', you have prepared profiles of people who in spite of their disabilities were able to achieve success in life. Prepare a presentation about these differently-abled people. Describe their life, contributions and other details. Use appropriate photos and posters to support your presentation. Present it before the class.

Let's discover how grammar works

Activity 1

Look at the following sentences.

We **teach** only those things that **are** simple.

The real aim of this school **is** not to teach thought but thoughtfulness.

The verbs in the above sentences are in the **simple present** tense.

Usually, the simple present tense is used to describe actions that are **universal** or **habitual**.

The earth **revolves** around the sun.

They **play** cricket every Sunday.

Simple present can also be used to show **planned future actions**.

The train from Alappuzha **arrives** at 5 p. m.

Now, identify the functions of the simple present tense in the following sentences. One has been done for you.

1. I use my bike to reach school. habitual
2. It rains a lot in Chirapunjee. _____
3. Sruthi wakes up early. _____
4. The President visits Srilanka next week. _____
5. Iron gets rusted easily. _____
6. They leave the city tomorrow. _____

Activity 2

Look at the following sentences.

I **am reading** a book.

Miss Beam **is walking** up and down the terrace.

An old man **is plucking** roses.

They **are playing** football.

He **is leaving** shortly.

Are the verbs in the above sentences similar to those given in Activity 1?

What difference do you notice?

These verbs are in the **present progressive** tense.

What are the major functions of the present progressive tense?

Frame two sentences each showing any two major functions of the present progressive.

Activity 3

You have already learnt how a head noun in the noun phrase is expanded by adding certain words/phrases before and after it. You also know the category of words that can be added before and after the head noun, don't you?

Look how a head noun is expanded by adding these categories of words:

girl

a girl

a smart girl

a smart girl in the school

a smart girl in the school who tied her eyes

Now, expand the following nouns in the above manner.

a) garden

b) teacher

Let's play with language

Read the following sentence.

The author went round the school to **observe** how it functions.

In the word 'observe', another small word is hidden. The word is 'see'.

Look at the word 'chicken'. Let us write it as cHickEN, and put together the letters in capital. What do we get? HEN. So we have a shorter word 'hen' within the word 'chicken'.

You have seen the picture of a kangaroo, haven't you?

Have you seen its baby?

Where does the mother kangaroo carry its baby? - In a pouch in its body.

'Kangaroo words' are like this animal. They are marsupial words that carry smaller versions of themselves (joey words) within their spellings. They are words that contain other smaller words within them that have the same meaning.

Look at the word 'Exhilaration' which means 'to make someone feel very happy and excited'. Elation is a word that can be formed from this word. What does the word 'elation' mean?

Look at some other words too: regulate (rule), indolent (idle), encourage (urge), destruction (ruin), devilish (evil), and masculine (male).

Let's see how good you are with kangaroo words. Can you spot the joey (baby kangaroo) word hidden in each of these words? Remember, the letters of the smaller words should occur in the same sequence as in the parent word, though they need not come consecutively.

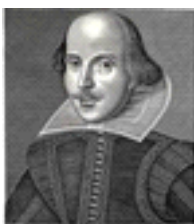
| | |
|---------------|--|
| 1. recline | |
| 2. rotund | |
| 3. inheritor | |
| 4. container | |
| 5. supervisor | |
| 6. alone | |
| 7. salvage | |
| 8. feasted | |
| 9. chariot | |
| 10. routine | |

The Merchant of Venice

This is a story that tells the world that the divine quality of mercy is always better than justice. The play is about the aftermath of the rivalry between Shylock, the Jew and Antonio, the young Christian merchant of Venice. Read on and find how good finally triumphs over evil.

Antonio was a young and honest merchant in the town of Venice. He was the kindest man ever lived. He always came to the help of the people in trouble. He was greatly loved by all his fellow-citizens. Antonio had a bosom friend, Bassanio. He was a noble Venetian. He was not very rich. He had lived a luxurious life and squandered all the little money he had. Whenever he wanted money, Antonio helped him. It seemed they had but one heart and one purse between them.

Bassanio loved a girl named Portia, a very wealthy lady living in Belmont. Her father died some time ago and she was the only heiress to a large estate. Portia too loved Bassanio. Now he thought of improving his fortune by marrying her. One day Bassanio came to Antonio and told him about his love for Portia and that he must go very soon to Belmont as a suitor to Portia. But he did not have any money even to dress himself suitably as the lover of so rich an heiress. So he asked Antonio to help him. Bassanio wanted his friend to lend him three thousand ducats. But it



William Shakespeare (1564 – 1616) was an English poet, playwright and actor, widely regarded as the greatest writer in the English language and as the world's pre-eminent dramatist. He is often called the *Bard of Avon*. His works consist of 37 plays, 154 sonnets, two narrative poems, and a few other verses, the authorship of some of which is uncertain. His plays have been translated into every major living language and are performed more often than those of any other playwright. Written sometime between 1596 and 1598, *The Merchant of Venice* is classified as an early Shakespearean comedy.

1. Why did Bassanio approach Antonio?

squander: _____

luxurious: _____

abuse: _____

so happened that Antonio had spent all his money on his ships and so had no money with him. But he expected some of his ships to come home soon laden with merchandise. Hence, he decided to borrow the amount from Shylock who was a money lender.

Shylock had become very rich by lending money at a very high interest to merchants. He was a hard-hearted man and was very severe with his customers. So, he was much disliked by all good men. Antonio also disliked Shylock for being so ambitious and greedy for money. He used to lend money to the needy people without taking any interest. Therefore there was great enmity between the greedy Shylock and Antonio.

Antonio and Bassanio went to Shylock. Antonio asked the Jew to lend him three thousand ducats at any interest. He would pay it back as soon as his ships returned from the sea. Shylock thought deeply. He took this as a golden opportunity to take revenge on the Venetian who had insulted him many times.

‘Yes, I will lend you the money and I will take no interest,’ said the greedy money lender.

Antonio was surprised at this kind offer. Shylock still pretended to be generous. He again said he would lend him the three thousand ducats and take no interest for his money if repaid in time. His only condition was that Antonio should go with him to a lawyer and sign a bond in merry sport stating that if he did not repay the money in time he would forfeit a pound of flesh, to be cut off from any part of his body.

‘No,’ cried Bassanio, ‘you shall run no such risk for me.’

But Antonio insisted that he would sign it, for he was sure that his ships would return with money before the day of payment. Antonio signed the bond and got the money which he handed over to Bassanio who immediately set off to Belmont with a splendid train to possess Portia as his partner of life.

2. Who was Shylock and how did he become rich?

3. Why did Shylock hate Antonio?

4. What was Antonio’s attitude towards Shylock?

heiress: _____

ducats: _____

laden with merchandise: _____

merry sport: _____

train: _____

The Merchant of Venice

When Bassanio arrived in Belmont, Portia was very much worried whether he might be successful in the challenge raised by her father before his death, in order to save his daughter from fortune hunters. He had arranged three caskets—gold, silver and leaden - for her suitors to try. The person who chose the right casket in which her picture was deposited could win her. Bassanio did not choose either the gold or the silver casket. He said that things that glittered outside were often ugly inside. He then chose the leaden casket on which it was written: 'Whoever chooses me must risk all that he has.' It was a moment of joy for everyone because there was the lovely picture of Portia in it. Thus Bassanio proved successful in his suit and Portia consented to marry him.

Before the marriage Bassanio confessed to Portia that he was not very rich. His high birth and noble ancestry was all that he could be proud of. Now when her turn came, Portia prettily said that she was an unschooled girl. She loved him for his

good qualities. She had enough riches. 'I give them to you with this ring,' saying so she presented a ring to Bassanio.

Then a messenger arrived there. He was sent by Antonio. He had brought a letter from Antonio containing a sad news. When Bassanio read the letter, Portia found his face turn pale. She inquired what the sad news was.

He replied, 'O sweet Portia, here are a few of the most unpleasant words that have ever been written.'

He then told all about Antonio and about his strange bond with Shylock to help him.

Bassanio read Antonio's letter. 'Sweet Bassanio, my ships are all lost. My bond to the Jew is forfeited. In paying it I shall lose my life. I wish to see you at my death; but it is your pleasure.'

'O, my dear love,' said Portia, 'be quick; You shall have gold to pay the money twenty times over, before this kind friend Antonio shall lose a hair by my Bassanio's

5. What were the conditions in the bond signed between Antonio and Shylock?

6. 'No,' cried Bassanio, 'you shall run no such risk for me.' What is the risk referred to here?

caskets: _____

consent: _____

fault.’ Portia then said she would be married to Bassanio before he set out, in order to give him a legal right to her money.

The day of payment being past, the cruel money lender would not accept the money which Bassanio offered him. He insisted upon having a pound of Antonio’s flesh. A day was fixed to try this strange case before the Duke of Venice, and Bassanio awaited in dreadful suspense the result of the trial.

II

The day of the trial arrived. Antonio did not ask for mercy, because he knew well that Shylock was unlikely to grant him any mercy. In a way he was willing to accept punishment. At the court, the Duke himself pleaded with Shylock to be merciful. He bluntly refused. Bassanio offered the Jew twice the sum owed by Antonio. But he replied that he wanted justice and so he would ask for his pound of flesh even if he was offered six thousand times the amount. When the

Duke asked Shylock how he could hope for mercy from god if he himself showed no mercy to his fellow beings, Shylock replied that he wanted no mercy if god grants him justice. So saying he began to sharpen the long knife.

Portia who had decided to come to Venice and to speak in Antonio’s defence reached there on the day of the trial with her friend Nerissa. They disguised themselves. Portia appeared in a lawyer’s gown and Nerissa followed her as her clerk. The case was just going to be heard before the Duke. Portia entered the High Court of justice and presented a letter from Bellario who was a lawyer and relative of Portia. In that letter the learned counsellor had written that the bearer of the letter Belthasar (so he called Portia) could be permitted to plead for Antonio as he was sick and unable to come by himself. The Duke granted this, wondering at the youthful appearance of the stranger, who was well disguised in her counsellor’s robes and large wig.

7. What were the caskets made of?

8. Why did Portia arrive in Venice disguised as a lawyer?

dreadful: _____

suspense: _____

plead: _____

defence: _____

bluntly: _____

The Merchant of Venice



And now began the important trial. Portia looked around and saw the merciless money lender. She saw Bassanio too. But he knew her not in her disguise. She read the bond and turned towards Shylock and told him that he had the right to his pound of flesh. Hearing it Shylock felt happy. She then spoke eloquently of the noble

quality of mercy. It would have softened the hearts of all except that of Shylock. She said that mercy dropped as the gentle rain from heaven upon the place beneath. Mercy was a double blessing. It blessed him that gave; and him that received it. Great kings have always shown mercy. It was an attribute of God himself. She

9. Why did Shylock insist on having the pound of flesh?

disguised: _____

counsellor: _____

trial: _____

eloquently: _____

attribute: _____

asked Shylock to remember that as we all prayed for mercy from God, we were bound to be merciful to our fellow beings.

But, Shylock insisted on getting the penalty stated in the bond.

‘Is he not able to pay the money?’ asked the young lawyer Balthasar.

Bassanio then offered him the three thousand ducats as many times over as he should desire. Yet, Shylock refused it. He still insisted upon having a pound of Antonio’s flesh. The young counsellor now wanted Shylock to let her have a look at the bond once again. When she had read it, she said, ‘This bond is forfeited, and by this, the money lender lawfully claims a pound of flesh, to be cut off by him nearest Antonio’s heart.’

Then he said to Shylock, ‘Be merciful: take the money, and bid me tear the bond.’

But no mercy would the cruel Shylock show. He said, ‘By my soul I swear, no man can persuade me to change my mind.’

‘Now Antonio,’ said Belthasar, ‘you must prepare your bosom for the knife.’

While Shylock was sharpening the long knife and feeling its sharp edge Belthasar asked Antonio, ‘Have you got anything to say?’ Antonio calmly said, ‘I have but little to say. I have prepared my mind to die.’

Then he turned to Bassanio and said, ‘Give me your hand, Bassanio! Fare you well. Grieve not that I have fallen into this misfortune for your sake. Tell my regards to your honourable wife and how I had loved you.’

In the deepest agony Bassanio replied, ‘Antonio, I am married to a wife, who is as dear to me as life itself. But life itself, my wife, and all the world are not considered by me above your life. I am willing to lose all. I would sacrifice everything to this devil here, to save you.’

Shylock now cried out impatiently, ‘We are wasting time. I pray pronounce the sentence.’ Every heart was full of grief for Antonio.

As the judgment was going to be announced the young lawyer asked Shylock if there were balances to weigh

10. Why did Shylock refuse the money offered by Bassanio?

persuade: _____

agony: _____

sentence: _____

The Merchant of Venice



the flesh. Shylock said that he had them ready. The lawyer also asked him if he had called a doctor lest Antonio bleeds to death. Shylock said no, and added that it was not written in the bond.

Belthasar replied, 'It is not so named in the bond, but what of that? It was good if you did so much for the sake of charity.' To this Shylock answered, 'I cannot find it; it is not in the bond.'

'Then,' said Belthasar, 'a pound of Antonio's flesh is yours. The law allows it, and the court awards it. And you may

cut this flesh from off his chest. But this bond here gives you no drop of blood. The words clearly are 'a pound of flesh'. If in cutting off the pound of flesh you shed one drop of Antonio's blood, your lands and goods are by the law to be confiscated to the state of Venice.'

Hearing this, Shylock was totally confused. It was utterly impossible for Shylock to cut off the pound of flesh without shedding some of Antonio's blood. This wise discovery of Belthasar, saved the life of Antonio.

11. 'Hearing this, Shylock was totally confused.' Why was Shylock confused?

confiscated: _____

sagacity: _____

III

All admired the wonderful sagacity of the young counsellor. Finding himself defeated in his cruel intent, Shylock said with a disappointed look that he was ready to take the money. Rejoiced beyond measure at Antonio's unexpected deliverance Bassanio cried out, 'Here is the money!' But Portia stopped him saying, 'Slowly, there is no haste; the money lender shall have nothing but the penalty. Therefore prepare, Shylock, cut off the flesh, but mind you, shed not a drop of blood. If you make a mistake you are condemned by the laws of Venice to die, and all your wealth is forfeited to the State.'

'Give me my money, and let me go,' said Shylock.

'I have it ready here,' said Bassanio.

Shylock was going to take the money. Portia again stopped him, saying, 'Wait. I have yet another hold upon you. By the laws of Venice, your wealth is forfeited to the state for having conspired against the life of one of its citizens, and your life lies at the mercy of the Duke.'

Therefore, down on your knees, and ask him to pardon you.'

The Duke then said to Shylock, 'You may see the difference of our belief in god, I pardon you your life before you ask it. Half of your wealth belongs to Antonio, the other half comes to the state.' The Duke now released Antonio, and dismissed the court. He then highly praised the wisdom and ingenuity of the young counsellor, and invited him home to dinner. But Portia, who meant to return to Belmont before her husband refused the invitation politely.

When the Duke left the court, Bassanio said to Belthasar, 'Most worthy gentleman, I and my friend Antonio have been acquitted of grievous penalties by your wisdom, and I beg you to accept the three thousand ducats due to Shylock.'

But Portia was not ready to accept the money. Bassanio again pressed Belthasar to accept some reward. It came into Portia's mind to play a trick upon her husband.

She said, 'Give me your ring. I will wear it for your sake.'

12. Why was Shylock ready to take the money?

deliverance: _____

condemn: _____

conspire: _____

12. What did the young lawyer ask as a reward?

ingenuity: _____

acquitted of: _____

Bassanio was distressed when the counsellor asked him the only thing he could not part with. He replied that he could not give him the ring because it was his wife's gift. He had promised her never to part with it. At this, Portia pretended to be offended and left the court.

'Dear Bassanio,' said Antonio, 'let him have the ring. Let my love and the great service he had done for me be valued against your wife's displeasure.' Ashamed to seem ungrateful, Bassanio yielded and sent the ring to Belthasar.

Portia returned home happily having performed a good action. At Belmont, she waited for her husband. When Bassanio arrived accompanied by Antonio, her eyes immediately fell upon his empty fingers and she asked him about his wedding ring. 'I gave it to the lawyer who saved Antonio's life,' Bassanio said.

Hearing this Portia looked very angry, and reproached Bassanio. She said 'No, you lie. You gave it to some other woman.' He said with great earnestness, 'No, no woman had it. The young lawyer who refused three thousand ducats of me begged for the ring. What could I do, sweet Portia?'

Hearing the quarrel between the couple Antonio said, 'Ah! I am the unhappy cause of these quarrels.'

Portia consoled Antonio not to grieve. Then Antonio said 'I once did lend my body for Bassanio's sake. But for him to whom your husband gave the ring, I should have now been dead. I swear your lord will never more break his word with you.'

'Then you shall be his surety,' said Portia to Antonio. 'Give him this ring, and bid him keep it better than the other.' So saying, she gave a ring to him.

When Bassanio looked at the ring he was strangely surprised to find it was the same he had given away. Then Portia told him how she had been the young counsellor, and Nerissa her clerk. Portia then gave him a letter which contained the happy message of Antonio's ships supposed to be lost, safely arriving in the harbour. So the tragical beginnings of this rich merchant's story were all forgotten in this unexpected good fortune which followed. There was leisure to laugh at the comical adventure of the ring and also at the husband who did not know his own wife.

(Slightly adapted)

14. How does the play become a comical adventure at the end?

distress: _____

offended: _____

yielded: _____

reproach: _____

earnestness: _____

Let's revisit

Activity 1

The following events are in a jumbled order. Put them in the correct order as a paragraph.

- A
1. Shylock lends Antonio three thousand ducats.
 2. Portia married Bassanio.
 3. Antonio failed to pay the debt.
 4. Shylock hated Antonio because he used to lend money without interest.
 5. Shylock wanted Antonio's flesh.
 6. Portia rescued Antonio from the punishment.

- B
1. Portia arrived disguised as a young lawyer.
 2. Shylock was not ready to be merciful.
 3. The young lawyer saved the life of Antonio.
 4. The day of the trial arrived.
 5. Antonio was prepared to die.
 6. The Duke pleaded with him to be kind.

My Grandmother's House

Do you remember the help your grandmother did for you when you were a child? What memories do you have of the time you spent with her? Now, let's read the poem 'My Grandmother's House' by Kamala Das.



I received love... That woman died,
The house withdrew into silence, snakes moved
Among books, I was then too young
To read, and my blood turned cold like the moon.
How often I think of going
There, to peer through blind eyes of windows or
Just listen to the frozen air,
Or in wild despair pick an armful of
Darkness to bring it here to lie
Behind my bedroom door like a brooding
Dog... you cannot believe, darling
Can you, that I lived in such a house and
Was proud and loved... I who have lost
My way and beg now at strangers' doors to receive love,
at least in small change?



Kamala Surayya
(1934-2009) known
by the names
Madhavikutty and
Kamala Das, was a

gifted bilingual writer who could delight her readers with her inimitable style in both English and Malayalam. She is popular as a poet and short story writer. She was the recipient of awards like *Ezhuthachan Puraskaram*, *Vayalar Award*, *Sahitya Academy Award*, etc. *My Story*, *The Old Playhouse and Other Poems*, *Padmavati the Harlot and Other Stories*, *My Mother at Sixty-six*, etc. are some of her works in English.

1. '....That woman died,...' Who is the woman referred to here? How is she related to the poet?

2. What happened to the house after the death of the grandmother?

3. '... to lie

Behind my bedroom door like a brooding

Dog...' – means that

- (i) the memories will always remain with the poet.
- (ii) the memories will lie uncared for in a corner.
- (iii) the memories are as important as a dog.

4. The poet wants to go back to the house

- (i) to peer
- (ii) to listen
- (iii) to pick

5. Identify the most appropriate meaning for the expression, 'an armful of darkness.'

- (i) sad days.
- (ii) darkness of the past.
- (iii) memories of the grandmother's house.

6. In the last three lines of the poem, the poet thinks of herself as a beggar.

- (a) What is she begging for?
 - (b) What does she mean by 'small change'?
-
-

7. Why are the eyes of the windows described as blind?

8. The air in the grandmother's house is frozen. Why?

9. Which words tell you that the poet is talking to someone? What is she talking about?

10. How does the house itself share the grief of grandmother's death?

Let's revisit

Activity 1

The poet thinks of her past. How is her present different from the past?

Find hints/phrases from the poem which give you the idea that the house was deserted after the death of the grandmother?

Activity 2

Look at the phrase 'blind eyes of windows'.

- (i) Do you think that windows have eyes? _____
- (ii) Aren't 'eyes' a feature of living beings? _____
- (iii) Is the poet attributing human qualities to 'windows'? How? _____

Here the poet uses 'personification'. Personification is a figure of speech where a thing, an idea or an animal is given human attributes. E.g. The flowers danced in the breeze.

Pick out another example of personification from the poem.

Activity 3

'...my blood turned cold like the moon' is an example of simile. Pick out another simile from the poem.

Activity 4

'... blood turned cold' is an instance of a tactile image. Find out other images from the poem.

Solitude

Don't you wish to have someone beside you when you are sad or in distress? Do you readily help others when they are in need? Now, let's read what the poet has taken notice of about the world we live in. Read on....

Laugh, and the world laughs with you:
Weep, and you weep alone.
For the sad old earth must borrow its mirth,
But has trouble enough of its own.
Sing, and the hills will answer:
Sigh, it is lost on the air.
The echoes bound to a joyful sound,
But shrink from voicing care.

Rejoice, and men will seek you;
Grieve, and they turn and go.
They want full measure of all your pleasure,
But they do not need your woe.
Be glad and your friends are many,
Be sad, and you lose them all.
There are none to decline your nectared wine,
But alone you must drink your life's gall.

Feast, and your halls are crowded;
Fast, and the world goes by.
Succeed and give, and it helps you live,
But no man can help you die.
There is room in the halls of pleasure
For a long and loudly train.
But one by one we must all file on
Through the narrow aisles of pain.



Ella Wheeler Wilcox (1850-1919) was an American author and poet. Her best known work is *Poems of Passion*. Her most enduring work is *Solitude* which contains some oft quoted lines. Her autobiography *The Worlds and Eye* was published in 1918, a year before her death.

Solitude

1. What does the opening lines tell us about the present day world?

2. 'Life is a mixture of joy and sorrow.' How differently do people react to each of them?

3. Even the earth is indifferent to human suffering. Identify lines that hint this idea.

4. 'Succeed and give and it helps you live.' Is this line an exhortation to help and support others in need?

5. Every human being must undergo pain as a part of life. Which lines give you this idea?

6. The poem throws light on the need to be 'self-reliant'. Do you agree? Why?

7. Does the poem establish the idea that this is essentially a pleasure-seeking world? How?

8. What does the poet mean by the expressions 'nected wine' and 'life's gall'?

Let's revisit

Activity 1

1. The theme of the poem is:

- a. If you stay positive, you will become successful.
- b. If you seclude yourself, you will have lots of friends.
- c. If you weep, you weep alone.
- d. If you stay positive, people will be with you.

2. The tone of the poem is:

- a. optimistic
- b. pessimistic
- c. indifferent
- d. frustrated

3. Which line in the poem describes the speaker's outlook on life?

- a. 'There is room in the halls of pleasure.'
- b. 'Rejoice, and men will seek you.'
- c. 'The echoes bound to a joyful sound.'
- d. 'For the sad old earth must borrow its mirth.'

I can



| I can | I can do it myself | I can do with the help of my friends | I need further improvement |
|--|--------------------|--------------------------------------|----------------------------|
| read and comprehend simple stories. | | | |
| describe people, their appearance and character. | | | |
| prepare the profile of a distinguished person. | | | |
| draft a notice for a programme. | | | |
| Identify the meanings of unfamiliar words referring to a dictionary. | | | |
| use a dictionary and form words by adding suffixes. | | | |
| speak confidently using adequate vocabulary. | | | |
| respond to questions and interact confidently. | | | |
| enjoy listening to poems, reading aloud and reciting them. | | | |
| identify the tone and poetic devices used in a poem. | | | |
| use language elements in different contexts. | | | |
| engage in language games with confidence. | | | |
| write articles with confidence in good English. | | | |

Glossary



acquit (v): to decide and state officially in a court of law that somebody is not guilty of a crime

The jury *acquitted* him of murder.

agony (n): an extreme physical or mental pain. She sat in *agony* hearing the news of the accident.

aisle (n): a passage between rows of seats in a theatre or between rows of shelves in a super market

ancestry (n): the family or the race of people that one comes from

His family name dates back to his *ancestry*.

appreciate (v): to recognise the good qualities of somebody or something

His talents were not fully *appreciated* by his company.

authoritative (adj): showing that you expect others to obey and respect you

The principal spoke in an *authoritative* tone.

awful (adj): very bad or unpleasant

Last summer, the weather was *awful*.

bond (n): a legal written agreement of promise

They signed a *bond* for the payment of money.

bound (v): (here) to run

The dogs *bounded* ahead.

brooding (adj): sad or mysterious

A *brooding* silence spread across the room.

casket (n): a small decorated box for holding jewels or other valuables

The shop keeper arranged all the *caskets* on the shelf.

citizenship (n): the state of being a citizen and accepting the responsibilities of it

To become a US citizen, you have to pass the *citizenship* test.

comforting (adj): making one feel calmer and less worried or unhappy

The *comforting* words of the teacher made her feel at ease.

confess (v): (here) to admit something that you feel ashamed about

She was reluctant to *confess* her ignorance.

confiscate (v): to take something away from someone as a punishment

The teacher threatened to *confiscate* the novel if she kept reading it in the class.

consent (v): to agree to do something or give your permission

She finally *consented* to answer our questions.

conspire (v): to secretly plan with other people to do something illegal or harmful.

They were accused of *conspiring* against the king.

counsellor (n): (here) a lawyer

cripple (n): a person who is unable to walk or move normally because of a disease or injury

He was *crippled* by the disease when he was a child.

crutch (n): one of the two long sticks that you put under your arms to help you walk

After the accident I spent six months on *crutches*.

decline (v): to refuse politely to do something

I offered to give them a lift but they *declined*.



defence (n): the act of protecting somebody or something from attack, criticism etc.

When her father was criticised, she came to his *defence*.

despair (n): the feeling of having lost all hope

He gave up the struggle in *despair*.

distress (adj): upset and anxious

He was too *distressed* to answer their questions.

dreadful (adj): very bad or unpleasant

It is *dreadful* to see how they treat their staff.

earnest (adj): very serious and sincere

In spite of her *earnest* efforts, she was unable to find a job.

exclaim (v): to say something suddenly and loudly, because of strong emotion or pain

She opened her eyes and *exclaimed* in delight at the sight before her.

forfeit (v): to lose something or have something taken away from you because you have done something wrong

If you cancel your trip, you will *forfeit* the amount you have paid.

gall (n): a bitter feeling full of hatred

generous (adj): giving or willing to give freely

The king was very *generous* and helped everyone in his country.

grieve (v): to feel very sad

It *grieved* her to leave the school, where she had worked for 20 years.

grievous (adj): very serious and often causing great pain or suffering

He has been the victim of *grievous* injustice.

homesick (adj): sad because you are away from home and you miss your family and friends

She felt so *homesick* at the hostel that she had to discontinue her studies.

humanity (n): the quality of being kind to people and animals by making sure that they do not suffer

The judge was praised for his *humanity* and courage.

ingenuity (n): the quality of being clever, original and inventive

laden (adj): heavily loaded or weighed down

The trees were *laden* with mangoes.

leisure (n): the time when one is not working or occupied

He used his *leisure* time to pursue his hobby.

luxurious (adj): extremely comfortable or elegant especially when involving great expense

He maintained a *luxurious* lifestyle.

merchandise (n): goods to be bought and sold

mirth (n): delight, amusement, especially as expressed in laughter, high spirits

The joke that the teacher told left the whole class in *mirth*.

misfortune (n): bad luck

His life seemed to be full of *misfortunes*.

in a nutshell (idiom): in the fewest possible words

She explained the details of the incident *in a nutshell*.

Glossary



offended (adj): resentful or annoyed, typically as a result of a perceived insult

He sounded rather *offended* by what she said.

originality (n): the ability to think independently and creatively

She is a writer of great *originality*.

peer (v): to look closely or carefully at someone or something

Mother *peered* at her son with suspicion.

penalty (n): a punishment enforced for breaking a law, rule or contract

The convict was given a maximum *penalty* of ten years imprisonment.

plead (v): to make an emotional appeal

She *pleaded* with them not to harm the dog.

pretend (v): to behave so as to make it appear that something is the case when in fact it is not
I closed my eyes and *pretended* to be asleep.

rejoice (v): to feel or show great joy or delight

We spend the day *rejoicing* at our victory.

relief (n): a feeling of release from distress

She felt a sense of *relief* when her husband arrived at the hospital.

reproach (v): to express to someone one's disapproval of or disappointment in their actions
Her friends *reproached* her for not thinking enough of her family.

revenge (n): an act of hurting or harming someone in return for an injury or wrong suffered

The boy promised that he would take *revenge* for the insult meted out to him.

sagacity (n): the ability to make good judgments

sentence (n): the punishment given by a court

The murderer was *sentenced* to life imprisonment.

shrink (v): to become or make smaller in size or amount

The fruits were *shrunk* because of extreme heat.

slacken (v): to make or become less active, vigorous, intense, etc.

She *slackened* her pace a little.

sly (adj): cunning and crafty in a secret way

It was a *sly* political move.

soar (v): to rise quickly and smoothly into the air

The eagle *soared* high over the mountains.

squander (v): to waste something, especially money or time in a foolish manner

The man *squandered* all the money on gambling.

stain (v): to leave a mark that is difficult to remove

Their tongues were *stained* with the colour of the fruit they ate.

suit (n): a petition or entreaty made to a person in authority

thoughtful (adj): showing consideration for the needs of other people

It was very *thoughtful* of her to help those people in need.

train (n): (here) a group of attendants following an important person

The minister and his *train* of attendants left the court.

trial (n): a formal examination of evidence by a judge, typically before a jury

The newspaper reports of the *trial* attracted a lot of readers.

woe (n): great sorrow or distress