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Unit 1

HUES AND VIEWS
Unit at a Glance

Hues and Views

Prose:
The Mysterious Picture (Charles De Coster)
The Boy who Drew Cats (Hasegawa Takejiro)

Poems:
Taj Mahal (Rabindranath Tagore)
We are the World (Michael Jackson and Lionel Richie Jr.)

Learning Outcomes

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

• read and understand a prose text.
• enrich vocabulary by identifying the meanings of words from contexts.
• refer to a dictionary or glossary to find out the meaning of unfamiliar words.
• read, enjoy and appreciate poems.
• communicate effectively in simple English.
• enhance creative and critical thinking.
• gather ideas on poetic craft and poetic devices.
• express opinions and share feelings with other learners.
• identify language elements like suffixes, noun phrases, question tags, etc. and use them in different situations.
• construct language discourses like narrative, conversation, character sketch, story map, etc.
• develop confidence through performance based activities.
Look at the picture carefully.

1. What do you see in this picture?
2. What are the details you notice when you look at it closely?
3. How did the artist hide minute details from our eyes at first sight?
The Mysterious Picture

Let’s read a story from *The Legend of the Glorious Adventures of Tyl Ulenspiegel*. It narrates an interesting episode from the life of an artist.

1 Tyl, in the course of his wanderings from court to court, rode to the palace of the Archduke of Battenburg on his donkey. His clothes and appearance attracted everyone’s attention. His cap was set smartly on his head and the three bright feathers on it danced in the breeze as he rode. At the main entrance to the palace, the Captain of the Guards called out to him, ‘Hei there! You fellow on the donkey! We don’t allow any loafers here. You and your donkey already look like skeletons.’

2 The Captain of the Guards was a tall, well-built, red-haired man of about twenty-five. He was handsomely dressed in his gold-braided uniform. Tyl looked at him coolly and then dismounted from his donkey. He bowed low and said, ‘May God bless you, Sir Captain! If I look like a skeleton, it is not my fault. I’m very hungry. I’ve come here because I’m forced to. If you will be so good as to give me a piece of the gold cord that you wear on your coat, I’ll go and hang myself by the teeth on that large leg of mutton that I see hanging in that butcher’s shop.’

3 The Captain was playing a game of chess with another officer. He looked curiously at Tyl. ‘Where do you come from?’ he asked.

1. Where do the events narrated in the story take place?
   
   ____________________________________________________________

2. Mention the two central characters you identify at this point?
   
   ____________________________________________________________

3. What do you understand about the character of Tyl? Is he a serious man or one with sense of humour? How do you know this?
   
   ____________________________________________________________
‘From Flanders,’ replied Tyl.

‘What do you want?’

‘I should like to show His Highness, the Archduke, one of my paintings. I’m a painter.’

‘Well, if you are a painter and if you come from Flanders, you may come in,’ said the Captain somewhat impressed.

The Captain knew that Flemish painters and their pictures were in great demand all over Europe. Tyl was presented to the Archduke. He saluted the Archduke three times and stood before him with his head bowed. ‘May, your Highness pardon me for my rashness in thinking that one of my paintings will please your Highness. I have brought a picture of Our Lady, the Virgin, in her royal robes. I have painted it specially so that I might lay it at your noble feet.’ Tyl paused a few moments for his words to sink in. Then he continued, ‘You must forgive me, Your Highness, if I’ve dared to hope that this picture will please you. Perhaps Your Highness might wish to offer me the chair of your court

4. Is there a change in the attitude of the Captain? What is the reason behind it?

5. The language used by Tyl when he speaks to the Archduke shows his respect for him. Pick out a few instances which show this.

Word Bank

You can find certain words given along with the reading texts. These words may not be known to you. Try to find the meaning of the words from the context. If you do not get the meaning, refer to the glossary given at the end of the Reader or to a dictionary and write the meaning in the space provided. This will help you enrich your vocabulary.

dismount:
painter who died recently. I can see the empty velvet chair waiting to be filled.’

The Virgin’s picture was a splendid painting and the Archduke made up his mind at once. He embraced and kissed him on both cheeks. He said, ‘I shall be delighted to make you my court painter.’ He directed him to the chair and made him sit on it. ‘Well, my dear fellow,’ he said, ‘you do have a tongue in your head and you certainly seem to know how to use it. You are a very talkative fellow, aren’t you?’

‘Your Highness, may it please you to remember me and my donkey, Jeff, for just one more minute,’ Tyl replied. ‘My donkey has been feeding himself fairly well all along the way on the thorns in the hedges and the grass on the roadside. But I have had nothing to eat for the past three days. My stomach has been complaining very loudly. Perhaps Your Highness can even hear it now. I have been feeding myself with dreams of good food and drink at your royal table.’

The Archduke smiled and said, ‘Well, my dear fellow, you will certainly have something more solid than dreams to feed on. But where is your donkey?’

‘I left him outside, opposite the palace. I shall be most grateful if Jeff is looked after. He needs a little fodder and lodging at night,’ said Tyl.

The Archduke immediately ordered the donkey to be taken care of and he added, ‘Treat it like one of my own animals.’

Before long, supper was served and it was like a wedding feast. The tables were loaded with every kind of food and drink. Wine flowed like water. The courtiers stuffed themselves with the choicest dishes. The Archduke made Tyl eat and drink until his stomach was about to burst. The Archduke too ate heartily. His face was flushed with drink. But he seemed lost in thought. He suddenly looked up and said loudly, ‘Our court painter must paint our portrait, so that we will have the satisfaction of leaving our memory to our descendants. We too have to take our place in history along with our noble ancestors whose portraits adorn these walls. It is sad to think of death. We do not know when

6. What does Tyl wish to become?

________________________________________
________________________________________
________________________________________

7. Do you think Tyl and his donkey are hungry? Give reasons for your answer.

________________________________________
________________________________________
________________________________________

8. What does the Archduke want Tyl to do?

________________________________________
________________________________________
________________________________________

The Mysterious Picture

flush:___________________________________
________________________________________
________________________________________
descendant:_____________________________
________________________________________
________________________________________
send someone to summon Tyl:_____________________
________________________________________
________________________________________
God will think fit to summon us. But our portrait should be painted.’

6 Tyl quickly replied, ‘Your Lordship’s slightest wish is to me command. All the same I do feel rather unhappy about painting Your Lordship all by yourself. Is it not terrible to think of Your Lordship being lonely for ever and ever? Don’t you think, ladies and gentlemen, that His Highness should be accompanied at least by Her Highness, her ladies, the noble generals and captains who adorn this court? A court like this has few rivals in splendour, loveliness and chivalry. In the midst of such valour and beauty I will make my Lord and Lady shine forth like the moon surrounded by lanterns.’

7 The Archduke thought that it was a good idea.

‘Well, my friend, your painting will be a great piece of art. What reward do you expect for it?’
‘A hundred pieces of gold. You can pay me now or later just as you please.’
‘Here are the hundred pieces of gold in advance,’ said the Archduke, giving him the gold.

9. What does the sentence, 'We do not know when God will think fit to summon us,' mean?

10. Why does Tyl feel unhappy?

11. Who are compared to the moon and the lanterns?
‘My Lord, you are the most generous of masters. You have filled my lamp with oil. It will for ever burn in your honour.’

8 The next day Tyl asked the Archduke to allow him to see all the courtiers who were to be painted along with him. They came and saw him one by one. The first to come was the Commander-in-Chief of the Army. He was a short, fat, bald man with an enormous paunch. He whispered in Tyl’s ear, ‘When you paint my picture, remember you are to make me look handsome. If you do not make my stomach look flat, I’ll have you hanged. Remember I was once a very handsome soldier.’

9 An elderly lady came next. She had a large hump on her back. ‘Sir painter,’ she said softly, ‘make me look young and beautiful. If you don’t remove the hump on my back and supply what I lack in beauty, I will have you torn to pieces.’ A young lady, who was the companion of the Duchess, came in as soon as the old lady left. She was young and pretty, but had lost three of her front teeth in an accident. She warned Tyl that if in her picture she didn’t see herself smiling, with a perfect set of pearly teeth, she would have him cut into small bits by her lover. She pointed to the Captain of the Guards.

Similar requests and threats continued until he had finished with the last of the courtiers. Then the Archduke sent for him and said, ‘My dear fellow, I want your portrait to be perfect in every detail. You are to paint all my courtiers exactly as we see them. If you leave out a mole, a pimple, or a single grey hair, I’ll have you slaughtered like a pig.’

10 Tyl coolly thought things over and said to himself, ‘If I paint this picture, I shall certainly be killed. Either the Archduke will have me slaughtered like a pig for having disobeyed him or the courtiers will have me murdered for painting them as they really are. In either case I am to die. What am I to do? Perhaps it is wiser not to paint this picture at all.’

11 The following day he asked the Archduke for the hall where he was to paint the picture. He was shown a large room with bare walls. Tyl asked for thick

12. What were the demands of the Archduke and the courtiers in painting their pictures?

13. Why did Tyl think that if he painted the picture, he would definitely be killed?’?

14. What will Tyl do to save himself from being killed?
curtains to be hung on the walls. He wanted his painting to be protected from the flies and the dust. He also asked for three assistants to help him in mixing colours. The Archduke gave him all that he asked for.

For thirty days Tyl and his assistants feasted themselves on the choicest dishes and drank the finest wines. On the thirty-first day the Archduke thrust his nose in through the door and said, ‘It is time that you finished the painting. I am eager to see it. Is it ready?’ Tyl said that the picture was being completed and that he needed some more days to finish it. The Archduke replied that as long as the painting was perfect in every detail, he was prepared to be patient. The delay of a week or two did not matter, he said.

Tyl and his companions continued their merry-making for another fortnight. On the forty-fifth day, once again the Archduke poked his nose in through the door. ‘Isn’t it time that the picture was completed?’ he asked. Tyl said that the portrait was being given the finishing touches. He begged for some more time. The Archduke said that his delay did not matter so long as he did an excellent job. But he added, ‘You should either complete the picture within fifteen days or you should show me the unfinished picture now.’ Tyl promised to complete the picture within fifteen days, saying that only a few minor details remained to be filled in. ‘Should Your Lordship see the painting now, you would not be satisfied with it,’ he said.

Tyl and his companions enjoyed themselves for yet another fortnight. On the sixtieth morning, the Archduke forced his way into the room and said, ‘I must see the picture at once. Where is the picture? Draw those curtains apart!’

‘The picture is ready, My Lord,’ announced Tyl.

‘Then why don’t you draw the curtains? What’s the matter?’ the Archduke asked.

‘I want you to grant me one last favour,’ said Tyl. ‘Please order all the courtiers to assemble in this room. When they are here
I want to say a few words to them and then I will draw the curtains.’

14 The Archduke ordered all the courtiers to assemble in the hall. Tyl addressed them, ‘My Lord, ladies and gentlemen, the picture is ready. You will now be able, as I draw the curtains, to see how well I have done my work. You can all admire my work. But I must warn you that there is something very special about this picture. Only those among you who have noble blood in your veins will be able to see this painting. All the rest, whatever their rank or position, will see nothing but a blank wall. Now I’ll draw the curtains.’ Tyl flung the curtains aside.

15 The courtiers outdid one another in showing their admiration for the picture. They praised Tyl for his splendid painting. They remarked how natural each one of them looked in the picture and eagerly pointed out their friends and acquaintances. All of a sudden the Duke’s jester leaped into the air and shouted, ‘All of you know that I am a fool and I’ve no blue blood in my veins. I can see no picture but only a blank wall.’ ‘When fools begin to talk,’ observed Tyl, ‘it’s time for wise men to walk.’ He calmly strode out of the hall and rode away on his donkey. The feathers in his cap danced in the gentle breeze.

16. What is special about the picture?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

17. Is the jester a mere fool? Why do you think so?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
You have read the story of Tyl, haven't you? Now, fill in the story map suitably.

### Activity 1

The courtiers did not want to be portrayed in the picture in the manner they really looked like. Complete the following table by revisiting the story.

<table>
<thead>
<tr>
<th>Courtier</th>
<th>Real appearance</th>
<th>The way they wanted to be portrayed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commander-in-Chief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elderly lady</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young lady</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following are the major events in the story. Some of them are false while some others are true. Mark them as True or False by a tick in the appropriate column.

<table>
<thead>
<tr>
<th>Statements</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyl arrives at the palace of the Archduke.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyl meets the Archduke.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He shows the picture of Infant Jesus to the Archduke.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Captain of the Guards allows Tyl to meet the Archduke at once.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archduke directs Tyl to paint their portrait.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archduke’s jester also praises Tyl’s painting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Archduke doesn’t like to appoint Tyl as the court painter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyl enjoys dinner with the Archduke.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyl and his companions spend a fortnight in the palace, merry making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The courtiers ask Tyl to paint them as they look like.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The courtiers praise Tyl for his splendid painting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyl calmly walks out of the palace.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correct the statements that are marked false and rewrite them below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Let's enrich our vocabulary

Activity 1

Look at this sentence from the story, ‘The Captain of the Guards was a tall, well-built, red-haired man of about twenty-five.’

Here the word, ‘well-built’ means ‘with a strong physique’.

Now, find out the meanings of the words given below with ‘well’ as the head word. You may refer to a dictionary, if necessary.

well-off : _____________________________________
well-known : _____________________________________
well-informed : _____________________________________
well-wisher : _____________________________________
well-read : _____________________________________

Now, write down five more words with ‘well’ as the head word, giving their meanings.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Activity 2

Look at some of the words used in the first three paragraphs of the story.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>feathers</td>
<td>attracted</td>
<td>smartly</td>
</tr>
<tr>
<td>guards</td>
<td>danced</td>
<td>handsomely</td>
</tr>
<tr>
<td>loafers</td>
<td>called</td>
<td>coolly</td>
</tr>
<tr>
<td>skeletons</td>
<td>dismounted</td>
<td>curiously</td>
</tr>
</tbody>
</table>

Here, the words in column 1 have ‘-s’ attached to their root forms to form their plural forms.
In column 2 '-ed' is used with the root words to get the past forms of the verbs. '-ly' is used in column 3 to show how something is done.

These are examples for suffixes in English.

Now, fill in the following table picking up suffixed words like those above, from the rest of the paragraphs of the story.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 3**

How does Tyll address the Archduke, the Queen, the painter and the Captain of Guards? Pick out the words used by him to address them. Complete the following table choosing appropriate words from those given below.

<table>
<thead>
<tr>
<th>Character</th>
<th>Words used to address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archduke</td>
<td></td>
</tr>
<tr>
<td>Queen</td>
<td></td>
</tr>
<tr>
<td>Captain of Guards</td>
<td></td>
</tr>
<tr>
<td>Painter</td>
<td></td>
</tr>
</tbody>
</table>

Mrs, Your Highness, Madam, My Lord, Her Highness, Ma’am, Your Lordship, Sir, Mr, Miss, My dear fellow

Which of the above words of address do we commonly use in our day-to-day conversation? Which are the words of address that we do not normally use?

**Words we commonly use**

**Words we do not use in common**
Let's write

Activity 1
Does the story remind you of any stories that you have read or heard before? Narrate the story briefly.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Activity 2
Imagine you were one of the courtiers present while Tyl invited the courtiers to have a look at his picture. What would be the likely conversation between Tyl and you?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
The main entrance of the Archduke of Battenburg. The Captain and another officer are playing a game of chess. The Captain’s sword is in the sheath. The guards have spears close to them placed against the wall. Tyl Ulenspiegel enters from the left, mounted on his donkey. He wears attractive dress and has a cap with three bright feathers on it. He makes a comical appearance.

Captain: Hey there! You fellow on the donkey! We don’t allow any loafers here. You and your donkey already look like skeletons.

(Tyl dismounts from his donkey.)

Tyl (bowing): May God bless you. May God bless you, Sir Captain! If I look like a skeleton, it is not my fault.

Captain: Why are you here?

Tyl: I’m very hungry. I’ve come here because I’m forced to. If you will be so good as to give me a piece of the gold cord that you wear on your coat, I’ll go and hang myself by the teeth on that large leg of mutton that I see hanging in that butcher’s shop.

Captain (looks at Tyl curiously): Where do you come from?

Tyl: From Flanders

Captain: What do you want?

Tyl: I should like to show His Highness, the Archduke, one of my pictures. I’m a painter.

Captain: Well, if you are a painter and if you come from Flanders, you may come in.

(The Captain opens the gate and lets Tyl in.)

Read the script again.

How is the script different from the story?

The script has

• a setting
• Stage directions
• Dialogues
• Costumes
• Gestures and actions
The following are some of the major events in the story, ‘The Mysterious Picture’.

- The meeting between Tyl and the Archduke and his appointment as the court painter.
- The meeting between Tyl and the courtiers.
- The progress of Tyl's painting.
- The exhibition of Tyl's painting and the reaction of others.

Work in four groups. Each group may take up one of the events for developing the script. Rehearse the script in groups and perform the skit before the class.

**Activity 4**

What are the words that the author uses to describe the Captain of the Guards?

The following is a character map of the Captain of the Guards.

```
- tall
- well-built
- red-haired
- likes painting
- twenty-five year old
- handsome
- gold-braided uniform
- does his duties well
```

Now, prepare character maps of Tyl and the Archduke.
Now using the concept maps prepare character sketches of Tyl and the Archduke.

You may begin like this:

**Tyl**

Tyl was a painter. He wandered from court to court on his donkey, Jeff __________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

**The Archduke**

The Archduke was the ruler of the country, Battenburg. He loved paintings and artists __________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

**Let's speak**

**Activity 1**

Which character did you like the most? Share your views with the class. Here is what Athira, a student like you, said when she was asked this question.

Dear friends,

This is indeed an interesting question. Of course, we all like Tyl very much for his intelligence and ability to speak cleverly. Still, I like Duke's jester the most. Without him, the folly of the courtiers would never have been revealed. His honesty and intelligence helped them to understand the foolishness of their reaction. We think that just like a circus clown, he showed the real wisdom. And the others who were the honourable members of the illustrious court proved to be mere fools. For all these reasons I like the jester the most.

Now, you may present your views before the class.

**Activity 2**

Did the story make you feel: happy, angry, tired, bored? Why?

Share your feeling with your friends.
Let's discover how grammar works

Activity 1

Look at the sentence from the story, 'You are a very talkative fellow, aren't you?'

A short question put at the end of a sentence is a question tag. A question tag is generally used in a conversation to confirm a statement made.

The following ten sentences are about a friend of yours in the class. You may seek her confirmation on the statements made. Some hints are provided for you.

1. You …………… Sandra, aren't you?

2. Venu and Reshma ………………your parents, …………………?

3. Your father works in a bank, ……………………….?  

4. Your mother is a house wife,…………………..?  

5. Syam and Sayanth ………………………., ………………..?

6. Your hobby……………………………………………………………?  

7. You wake up……………………………………, ………………….?

8. You have been studying ……………………………………………?  

9. You studied at …………………………… before coming here, …………………?

10……………………………………………………, ……………………………?

Choose a friend of yours and present ten statements about him/her and seek his/her confirmation. You may do this as a pair activity. Don't forget to reverse your roles.

Activity 2

While speaking to the Archduke, Tyl always uses highly respectful language. For example, ‘May, Your Highness pardon me for my rashness in thinking that one of my paintings will please Your Highness.’

How would this be said in day-to-day conversation?
Now, match the following. One is done for you.

<table>
<thead>
<tr>
<th>What Tyl says (highly formal)</th>
<th>What we might say (less formal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 May, Your Highness pardon me for my rashness in thinking that one of my paintings will please Your Highness.</td>
<td>I hope that this picture will please you</td>
</tr>
<tr>
<td>2 I have painted it specially so that I might lay it at your noble feet.</td>
<td>I wish you will make me the court painter.</td>
</tr>
<tr>
<td>3 I’ve dared to hope that this picture will please you.</td>
<td>Please pardon me for thinking that one of my paintings will please you</td>
</tr>
<tr>
<td>4 Perhaps Your Highness might wish to offer me the chair of your court painter who died recently.</td>
<td>I have been dreaming of dining with you.</td>
</tr>
<tr>
<td>5 Your Highness, may it please you to remember me and my donkey.</td>
<td>I have painted it specially for you.</td>
</tr>
<tr>
<td>6 I have been feeding myself with dreams of good food and drink at your royal table.</td>
<td>Sir, you’re very generous.</td>
</tr>
<tr>
<td>7 My Lord, you are the most generous of masters.</td>
<td>Sir, please remember me and my donkey.</td>
</tr>
</tbody>
</table>

Now, write the sentences you have matched in the space below.

1. May, Your Highness pardon me for my rashness in thinking that one of my paintings will please Your Highness.
   
   Please pardon me for thinking that one of my paintings will please you.

2. 

3. 

4. 

5. 

6. 

7. 

I have read the ___________ ‘The Mysterious Picture’. I like the character ___________ in the story very much. He is a ___________. One day he visited ___________ of the Archduke of ___________. He was stopped at ___________ to the palace by the Captian of the Guards. Later ___________ was allowed to meet the Archduke. Tyl and his companions enjoyed their life in the palace. Everybody praised his ___________. But ___________ could see only ___________.

The word/words you have used to fill in the above write-up are either nouns/ pronouns or noun phrases. A noun phrase is a word or group of words containing a noun. In the above example, ‘the duke's jester’, jester is the head word or head noun.

Nouns/pronouns have the following properties:

• Most of them have singular and plural forms (story- stories, I - we).
• They can express gender (duke - duchess, he - she).
• They can be used as the subject (Tyl, I, he, it) of a sentence and the object of a sentence ( the story, me, him, it).
• They have possessive forms (duke's, my, his, her).
• They show if someone/something is speaking (I, we) or being spoken to (you) or is being spoken about (he, she, they, it).
Activity 4

Read the following paragraph and fill in the table below.

The Archduke ordered all the courtiers to assemble in the hall. Tyl addressed them, 'My Lord, ladies and gentlemen, the picture is ready. You will now be able, as I draw the curtains, to see how well I have done my work. You can all admire my work. But I must warn you that there is something very special about this picture. Only those among you who have noble blood in your veins will be able to see this painting.

A.

<table>
<thead>
<tr>
<th>Singular nouns used in the paragraph</th>
<th>their plural forms</th>
<th>Plural nouns used in the paragraph</th>
<th>their singular forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Now, write down your observations on how plural forms are derived from singular nouns. Can you classify them into different categories? Which are they?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

C. Classify the nouns in the passage as nouns/noun phrases in the subject position and nouns/noun phrases in the object position and fill in the table. One is done for you.

<table>
<thead>
<tr>
<th>Noun phrases in the subject position</th>
<th>Noun phrases in the object position</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Archduke</td>
<td>all the courtiers</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let’s edit

Read the paragraph written by Sunil, a student of Class 8. There are some errors in it which are underlined. Help Sunil to edit the errors.

Tyl reach (a) the palace of the Archduke of Battenburg. He had to wait there for sometime. the (b) Captain of the Gaurds (c) was play (d) chess with his friends. He stopped Tyl on (e) the gate and asked why he came over there. Tyl showed the captain a pitcure (f) he had drawn and asked to let him into the palace.

Let’s play with language

Here are a few funny questions. Try to answer them. If you cannot, guess the answer from the jumbled word given against each of them.

What can you catch but not throw? odlc

What kind of room has no doors or windows? smomurho

What is orange in colour and sounds like a parrot? rtraoc

What has four fingers and a thumb, but is not living? elogv

What loses its head in the morning and gets it back at night? lopwil
The Boy Who Drew Cats

Hope you enjoyed the story, ‘The Mysterious Picture’. You came across Tyl, the painter in the story. In this story you will see a boy who is a painter, who knows to draw only cats. It’s a Japanese folk tale. Read it and enjoy.

A LONG, long time ago, in a small country-village in Japan, there lived a poor farmer and his wife, who were very good people. They had a number of children, and found it very hard to feed them all. The elder son was strong enough when only fourteen years old to help his father; and the little girls learned to help their mother almost as soon as they could walk. But the youngest child, a little boy, did not seem to be fit for hard work. He was very clever, cleverer than all his brothers and sisters; but he was quite weak and small, and people said he could never grow very big. So his parents thought it would be better for him to become a priest than to become a farmer. They took him with them to the village-temple, one day, and asked the good old priest who lived there, if he would have their little boy for his acolyte, and teach him all that a priest ought to know.

The old man spoke kindly to the lad, and asked him some hard questions. So clever were the answers that the priest agreed to take the little fellow into the temple as an acolyte, and to educate him for the priest hood.

The boy learned quickly what the old priest taught him, and was very obedient in most things. But he had one fault. He liked to draw cats during study hours, and to draw cats even where cats ought not to have been drawn at all.

1. How is the youngest child introduced in the story?

________________________________________________________________________________

2. Why did the parents take the boy to the priest?

________________________________________________________________________________

acolyte: ________________________________________________________________________

Hasegawa Takejiro (1853–1938) was an innovative Japanese publisher specializing in books in European languages on Japanese subjects. He employed leading foreign residents as translators and noted Japanese artists as illustrators, and became a leading purveyor of export books and publications for foreign residents in Japan.
Whenever he found himself alone, he drew cats. He drew them on the margins of the priest’s books, and on all the screens of the temple, and on the walls, and on the pillars. Several times the priest told him this was not right; but he did not stop drawing cats. He drew them because he could not really help it. He had what is called ‘the genius of an artist,’ and just for that reason he was not quite fit to be an acolyte - a good acolyte should study books.

One day after he had drawn some very clever pictures of cats upon a paper screen, the old priest said to him severely: ‘My boy, you must go away from this temple at once. You will never make a good priest, but perhaps you will become a great artist. Now, let me give you a last piece of advice, and be sure you never forget it. Avoid large places at night, keep to small!’

The boy did not know what the priest meant by saying, ‘Avoid large places keep to small.’ He thought and thought, while he was tying up his little bundle of clothes to go away; but he could not understand those words, and he was afraid to speak to the priest any more, except to say good-bye.

3. ‘... but perhaps you will become a great artist.’ Do you think the opinion of the priest about the boy is appropriate? Why?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4. What was the advice of the priest to the boy?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

The Boy who Drew Cats
He left the temple very sorrowfully, and began to wonder what he should do. If he went straight home he felt sure his father would punish him for having been disobedient to the priest, so he was afraid to go home. All at once he remembered that at the next village, twelve miles away, there was a very big temple. He had heard there were several priests at that temple; and he made up his mind to go to them and ask them to take him for their acolyte.

Now that big temple was closed up but the boy did not know this fact. The reason it had been closed up was that a goblin had frightened the priests away, and had taken possession of the place. Some brave warriors had afterward gone to the temple at night to kill the goblin; but they had never been seen alive again. Nobody had ever told these things to the boy - so he walked all the way to the village hoping to be kindly treated by the priests!

When he got to the village it was already dark, and all the people were in bed, but he saw the big temple on a hill at the other end of the principal street, and he saw there was a light in the temple. People who tell the story say the goblin used to make that light, in order to tempt lonely travellers to ask for shelter. The boy went at once to the temple, and knocked. There was no sound inside. He knocked and knocked again; but still nobody came. At last he pushed gently at the door, and was quite glad to find that it had not been fastened. So he went in, and saw a lamp burning, but no priest.

He thought some priest would be sure to come very soon, and he sat down and waited. Then, he noticed that everything in the temple was gray with dust, and thickly spun over with cobwebs. So he thought to himself that the priests would certainly like to have an acolyte, to keep the place clean. He wondered why they had allowed everything to get so dusty. What most pleased him, however, were some big white screens, good to paint cats upon. Though he was tired, he looked at once for a writing-box, and found one, and ground some ink, and began to paint cats.

He painted a great many cats upon the screens; and then he began to feel very very sleepy. He was just on the point of lying down to sleep beside one of the

5. Why didn’t the boy go home after he left the temple?

6. When the boy entered the temple he did not see anyone. What could be the reason?
screens, when he suddenly remembered the words, ‘Avoid large places keep to small!’

The temple was very large, he was all alone; and as he thought of these words, though he could not quite understand them - he began to feel for the first time a little afraid; and he resolved to look for a small place in which to sleep. He found a little cabinet, with a sliding door, and went into it, and shut himself up. Then he lay down and fell fast asleep.

7. Why did he choose a small place to sleep?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. Where did the boy find a safe place to sleep on?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Very late in the night, he was awakened by a most terrible noise, a noise of fighting and screaming. It was so dreadful that he was afraid even to look through a chink of the little cabinet: he lay very still, holding his breath for fright.

The light that had been in the temple went out; but the awful sounds continued, and became more awful, and all the temple shook. After a long time silence came; but the boy was still afraid to move. He did not move until the light of the morning sun shone into the cabinet through the chinks of the little door.

Then he got out of his hiding place very cautiously, and looked about. The first thing he saw was that all the floor of the temple was covered with blood. And then he saw, lying dead in the middle of it, an enormous, monstrous rat, a goblin rat, bigger than a cow!

But who or what could have killed it? There was no man or other creature to be seen. Suddenly the boy observed that the mouths of all the cats he had drawn the night before, were red and wet with blood. Then he knew that the goblin had been killed by the cats which he had drawn. And then also, for the first time, he understood why the wise old priest had said to him, ‘Avoid large places at night, keep to small.’

Afterward that boy became a very famous artist. Some of the cats which he drew are still shown to travellers in Japan.

9. What was the dreadful voice that the boy heard?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

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________________________________________

________________________________________

________________________________________

________________________________________

monstrous: _______________________________

________________________________________

possession: ______________________________

________________________________________

cabinet: ________________________________

________________________________________

10. How do you think the goblin rat was killed?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

11. Was the advice of the priest helpful to the boy? Why?

________________________________________

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________________________________________
Activity 1

Did you enjoy the story, ‘The Boy who Drew Cats’? If you were the young boy, how would you tell the story?

You may begin like this.

I was the youngest child of a poor Japanese family. ____________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Activity 2

How was the goblin rat killed?

Write the events that led to the death of the goblin rat to complete the flow-chart given below.

A goblin rat frightened the priests away and took possession of the temple.

[Diagram of flow-chart with boxes and arrows]
You knew, Emperor of India, Shah Jahan,
That life, youth, wealth, renown
All float away down the stream of time.
Your only dream
Was to preserve forever your heart's pain.
The harsh thunder of imperial power
Would fade into sleep
Like a sunset's crimson splendour,
But it was your hope
That at least a single, eternally-heaved sigh would stay
To grieve the sky.

1. What, in the poet's view, are the things that would float away down the stream of time?

2. What do you think was Shah Jahan's ‘heart’s pain’?

**Rabindranath Tagore** (1861 – 1941) was a Bengali writer who reshaped Bengali literature and music as well as Indian art in the late 19th and early 20th centuries. Author of *Gitanjali* and its ‘profoundly sensitive, fresh and beautiful verse’, he became the first non-European to win the Nobel Prize in Literature in 1913. In translation, his poetry was viewed as spiritual and influential.
Taj Mahal

Though emeralds, rubies, pearls are all
But as the glitter of a rainbow trickling out empty air
And must pass away,
Yet still one solitary tear
Would hang on the cheek of time
In the form
Of this white and gleaming Taj Mahal.

3. Why is ‘imperial power’ compared to the splendour of sunset?

renown: ___________________________________________________________________

__________________________________________________________________________

imperial: __________________________________________________________________

__________________________________________________________________________

4. Pick out the lines which mean emeralds, rubies and pearls are transient.

heave: __________________________________________________________________

__________________________________________________________________________

emerald: __________________________________________________________________

__________________________________________________________________________

5. ‘All float away down the stream of time’. What image do you get from this line?

solitary: __________________________________________________________________

__________________________________________________________________________

6. Pick out two instances of simile from the poem.

gleam: __________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Activity 1

In this poem the poet uses similes and metaphors. A simile is a figure of speech that draws comparison between two things using the words 'like' or 'as'.

Pick out instances of similes from the poem.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Activity 2

Poets use various images to lead the readers to a sensory experience. Images often give us mental pictures that appeal to our senses of sight, sound, taste, touch and smell.

Pick out instances of visual and auditory (sound) images from the poem. One is done for you.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
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</thead>
<tbody>
<tr>
<td>•</td>
<td>• harsh thunder</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
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<td>•</td>
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</tbody>
</table>

Activity 3

Write down words from the poem related to transients and eternity.

<table>
<thead>
<tr>
<th>Transient</th>
<th>Eternity</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
We're the World

Can art save the world? Let’s go through the following lyric composed by M. Jackson and Lionel Richie Jr. These lines immortalise art which plays a vital role in changing the world.

There comes a time when we heed a certain call
When the world must come together as one
There are people dying
And it’s time to lend a hand to life
The greatest gift of all
We can’t go on pretending day by day
That someone, somewhere will soon make a change
We all are a part of God’s great big family
And the truth, you know,
Love is all we need
(Chorus)

1. What, according to the lyricists, is the greatest gift of all?
   __________________________________________
   __________________________________________
   __________________________________________

2. Why do you think that we can’t go on pretending forever?
   __________________________________________
   __________________________________________
   __________________________________________
   heed: ____________________________________
   __________________________________________
We are the world, we are the children
We are the ones who make a brighter day
So let’s start giving
There’s a choice we’re making
We’re saving our own lives
It’s true we’ll make a better day
Just you and me
Send them your heart so they’ll know that someone cares
And their lives will be stronger and free
As God has shown us by turning stone to bread
So we all must lend a helping hand
(Chorus)
When you’re down and out, there seems no hope at all
But if you just believe there’s no way we can fall
“Well...well...well...”
Let’s realise that a change can only come
When we stand together as one.
(Chorus x 2)

3. ‘It’s true we’ll make a better day just you and me.’ How?

_________________________________________________________________________
_________________________________________________________________________

4. When will a change really come according to the lyricists?

_________________________________________________________________________
_________________________________________________________________________

5. What might have prompted the lyricists to sing a song like this?

_________________________________________________________________________
_________________________________________________________________________

Compose a tune for the song and present it in a group at the music concert organised in your school or in a leading radio channel.
### I can

<table>
<thead>
<tr>
<th>I can</th>
<th>I can do it myself</th>
<th>I can do with the help of my friends</th>
<th>I need further improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>read and understand simple stories.</td>
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</tr>
<tr>
<td>analyse the story critically.</td>
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<tr>
<td>answer the interaction questions posed by the teacher.</td>
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<tr>
<td>share my feelings orally with my friends and teachers.</td>
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<tr>
<td>identify the meanings of unfamiliar words by referring to a dictionary or glossary.</td>
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<tr>
<td>participate in classroom performances like skit, oral presentations, etc.</td>
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<tr>
<td>construct narratives and character sketches.</td>
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<tr>
<td>use the main ideas of a text to prepare a story map.</td>
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<tr>
<td>enjoy listening to poems, read aloud and recite them.</td>
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<tr>
<td>appreciate poems based on the poetic crafts used in them.</td>
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<tr>
<td>identify and use language elements in different situations.</td>
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<tr>
<td>identify and edit errors in a passage.</td>
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<tr>
<td>engage in activities related to language games.</td>
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