

Kerala Reader

ENGLISH

IX

PART - II



Government of Kerala
Department of General Education

State Council of Educational Research and Training (SCERT)
Kerala
2019

The National Anthem

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

Pledge

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

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

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

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

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Typesetting and Layout : SCERT

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FOREWORD

My dear students,

The English Reader for Class IX has been designed and developed on the basis of Kerala School Curriculum and keeping abreast of the latest developments in language teaching. This textbook, prepared as a continuation of the class VIII English Reader (Part I and Part II), aims at improving your proficiency in the use of English language.

As far as possible we have tried to include meaningful, interesting, interactive and purposeful activities in this textbook. They will surely help you enjoy the learning of English. You are also given opportunities for the construction of various life-related language discourses, as well as the enrichment of your linguistic and literary skills. QR codes are given throughout the Textbooks to connect the printed version to the wealth of digital assets. Disaster risk reduction factors and various skills in association with National Skill Qualification Frame Work are incorporated in the Textbook. I am sure you will be more confident in using English with the help of the revised version of this Reader. The overall aim of the textbook is to make you proficient users of English.

I hope you will enjoy reading the textbook.

Wish you all success.

Dr. J. Prasad

Director, SCERT, Kerala

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

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

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

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-

CHILDREN'S RIGHTS

Dear Children,

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

Let's see what your rights are:

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

Major Responsibilities

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

Contact Address:



Kerala State Commission for Protection of Child Rights

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

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

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

Website : www.kescpcr.kerala.gov.in

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

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in

Unit
4

Dawn of Hope



*"Keep your face always toward the sunshine-
and the shadows will fall behind you."*

Walt Whitman

- Have you ever been inspired or motivated by someone in your life?
- What/who has inspired you in your life?
- What is the role of inspiration in shaping your personality?

Identify the personality in the picture.



She is Ira Singhal, the topper in the Civil Services Examinations, 2015. She has fought bravely against her disabilities in order to reach this prestigious position.

Let's see what she has to tell us:

"There are no problems in life except those that we choose to consider as problems. Life gives us challenges; it is up to us to take them as opportunities or problems. Everyone has different issues to handle, but how we handle them will define what impact we leave on the world."

Our life is full of uncertainties and challenges which can take any shape at anytime. It may be in the form of disabilities, disasters/accidents, etc.

- If you were in such challenging situations, what would you do?



I. Read and reflect

Now, let's read the survival story of a sixteen-year-old girl called Juliane Koepcke. The way she handled a dangerous situation exemplifies the matchless power of the human mind, the willpower to withstand all odds and the determination to succeed.

The Jungle Air Crash

Juliane Koepcke

I have always enjoyed flying. My mother and I boarded Lansa Airlines flight 508 as I had just finished secondary school in Lima, and we wanted to spend Christmas with my father in our jungle hut. Daddy, an ecologist, and Mother, an ornithologist, held professorships at San Marcos University in Lima, and we spent a lot of time in the jungle where they carried out research.

I was sitting in the third row of seats from the rear, next to the window. Mother sat beside me, and a man we didn't know on the aisle. Everything seemed quite normal -- the take off, the climb over the snow-covered Andes, breakfast, the smiling stewardesses, then the green jungle stretching east to the horizon. People were reading or chatting; everyone was in a holiday mood.

In clear weather, the flight from Lima to Pucallpa is one of the most beautiful in the world. But 30 minutes after take-off, when we were over the jungle, visibility diminished. And then, all of a sudden we hit a storm front. And this time, it was completely different from anything I had experienced before. Broad daylight turned to night around us. Lightning was flashing incessantly from all directions. At the same time, an invisible power began to shake our airplane as if it were a plaything. People cried out as objects fell on their heads. Bags, flowers, packages, toys, jackets and clothing rained down hard on us; sandwich trays and bags soared through the air. People were frightened; they screamed and started to cry. Outside, I saw a sort of bright yellow flame shooting from the right wing. I was blinded by that blazing light; while at the same

Read and respond

1. Why did the narrator spend a lot of time in the jungle?

.....
.....

2. Why was there a holiday mood in the plane?

.....
.....

3. What happened after the flight took off? Describe it in your own words.

.....
.....

time, I heard my mother saying quite calmly: "Now it's all over." An instant later, there was a violent shaking and I found myself outside the plane, flying apart from it, still strapped into my seat. But I was alone, alone and I was falling.

I can remember turning over and over in the air. I remember thinking that the jungle trees below looked like cauliflowers. Then I lost consciousness.

It was still light when the rain woke me up. I was lying under a section of three seats turned upside down. There was no sign of my mother, of any other passengers, or of the plane. All I could hear were frogs croaking -- and the rain. I had a bump on my head and a gash in my foot. I felt no pain, but I couldn't muster the energy to move and look round. Thus I spent the whole night lying under the seat half-asleep, in shock.

The next morning, I crawled out slowly because everything swam dizzily before me. I saw a small package and opened it. It contained some sweets and a Christmas cake. I tasted the cake and dropped it. It was soaking wet and revolting. Then I picked up a long stick with which to probe the ground to avoid snakes, poisonous spiders and ants. My parents had taught me about the perils of the jungle in the years we had lived in it -- that it is not the big animals that are the most dangerous, but the snakes and the insects.

Feeling ahead with the stick, I started looking for my mother. I was so dizzy that after each step I had to rest. After hours of poking around, I heard gentle splashing nearby, and discovered a tiny brook. My parents had impressed on me that when lost in the jungle one should always look for streams, and then follow them to larger streams. Rivers are what the roads are here, and the Indian tribes and the white plantation people live on their banks. Rivers in the tropical forest of Peru meander and circle. One can walk for kilometres along a bank and only advance a hundred metres toward one's destination.

4. Why did Juliane's mother say, "Now it's all over"?

.....

.....

5. What did the jungle trees look like from above?

.....

.....

6. What might have happened to Juliane?

.....

.....

7. Why was Juliane forced to spend the whole night lying under the seat "half-asleep"?

.....

.....

8. Why did she pick up a long stick?

.....

.....

9. According to the narrator, big animals are less dangerous than small ones in the jungle. Do you agree? Give reasons.

.....

.....



But I had to stay near or in the stream. Its banks were overgrown with tangled vines, making every step arduous; sometimes I had to wade through the water because huge, rotted tree trunks barred my way. It was slow going.

Nights in the jungle are attractive only in films. In real life they are frightening. There was always a rustling somewhere: snakes? Something was crawling over my legs: a tarantula. Even the air seemed poisoned by decaying trees. I slept fitfully.

On the third day, I heard vultures. Where there are vultures there are usually bodies. I came upon a piece of airplane fuselage and saw twisted cables. The place stank of burnt fuel. But I could find no survivors. During the afternoon, I heard the noise of aircraft engines. I knew it was senseless, but I yelled, "Hello! Help!" over and over again. They must have been quite near, though I never saw them and, of course, they didn't spot me. Then the noise of the planes faded and I was again alone. But I was not disheartened: I could walk. I wasn't hungry and I could drink from the clear stream.

On my fourth day, I finished the sweets, the only nourishment I had. I was swollen from the stings of mosquitoes and horseflies. Here and there, armies of

10. Why did she find every step in the jungle difficult?

.....
.....

11. Identify the expression that suggests the narrator had a disturbed sleep at night.

.....
.....

12. What did she find 'senseless' and why?

.....
.....

ants on the march blocked my path and struggling through the tangled undergrowth to avoid them, I covered only a miserable few hundred metres an hour. However, my stream did run into a larger river. As I pressed on downstream along its bank, I saw parrots, monkeys and humming birds, and many varieties of tiny orchids growing on tree trunks.

Amazingly, I wasn't hungry. I resisted delicious looking fruit because here many things that look beautiful and tempting are poisonous. The jungle is full of traps. And it is a battle field on which rot and growth march hand-in-hand. All the plants compete, steal sunlight from each other, choke each other and then hungrily consume the cadavers of their victims in order to live.

The open wound on my foot was getting worse due to infection by insects. Every time the flies stung, they were laying eggs in my wounds, out of which were hatching maggots. Helplessly I watched them emerge. Each one was about a centimetre long; they were eating me alive. "God, help me," I thought. "They will amputate – if I ever survive."

The river that I painstakingly followed was widening. Whenever I could get a good view ahead, I risked swimming. It was faster because the current carried me

13. How does she describe the 'jungle' here?

.....

14. When did she risk swimming in the river?

.....



along. On land, I picked my way, careful to watch where I put my feet because the rotting foliage could conceal a snake or a poisonous thorn – back crab. "If you tread on a crab," I told myself, "you're done for."



Walking had become progressively harder. The lack of food and the humid 45 degrees heat had made me weaker. The river was now so swift that I could no longer swim in it. Late one afternoon, I was looking for a spot to lie down for the night. It was the tenth day, as I later reconstructed it. Suddenly, I saw a boat moored on the river bank. And there was a path leading to a small hut. I entered and saw on the floor a small outboard motor carefully wrapped in plastic, and a can of petrol. Clearly, someone would be coming back. But when?

I lay down on the floor and slept badly, because I kept listening for human voices. But I heard only the screaming of monkeys and the screeching of parakeets. At other times, something seemed to be moving outside dangerously near.

The next morning I wanted to push on. It might be days, even weeks, before the people came for their boat. But I didn't want to take a boat which belonged to someone else. However, the rain was pouring down again, so I stayed in the hut. Then I heard voices, and three men plunged in from the downpour. "Well!" one of them exclaimed in Spanish, "What have we here?"

15. When did she feel that she could escape from the jungle?

.....
.....

16. 'The screaming of monkeys and the screeching of parakeets' disappointed her. Why?

.....
.....

17. Comment on the attitude of the narrator when she says, "But I didn't want to take the boat which belonged to someone else."

.....
.....

The men were mestizo -- half white, half-Indian hunters. They told me they kept several huts in the jungle for their expeditions. They knew about the crash and one of them had actually been in a search plane which flew over the jungle after the accident. "We could see nothing," he said, "no people, no wreckage." They washed me with salt water and put salve on my wounds. They made fruit mash for me, but I was unable to eat.

Early next morning, they got their boat ready and took me down river. My river, it was the Sheboya, became wider, swifter and more dangerous. I looked at the shore where I would have had to walk and saw that it became more and more impassable. It took us hours to get to the jungle settlement of Tournavista. People came running and shouting to stare at me. One of my rescuers explained why. My eyes were so bloodshot they looked entirely red and my face was disfigured and swollen out of shape from the insect bites. My arms and legs were pocked with worm lesions. I looked like a living nightmare.

Because Tournavista was an agricultural colony, it had a small dispensary where I was washed and my wounds treated. They used a special medicine to clean out all the worms, and gave me an injection to counteract inflammation.

Eleven and a half days after our crash, I again boarded a plane, a small twin-engined machine that took me to the U.S. mission base of the Summer Institute of Linguistics near Pucallpa, where an American doctor looked after me. With the help of my directions, search planes found the wreckage. Daddy arrived to stay by my side. He told me what I had suspected: my mother was dead.

(Searchers found the Electra scattered over 16 kilometres of jungle. The cause of the crash, and how Julianne got safely down, are unknown. One theory is that the plane exploded at 3,000 metres, that the fall of some pieces was cushioned by an enormous upward current of air in the storm.)

(Adapted)

18. Why did the men let out an exclamation on seeing her?

.....
.....

19. How did the men help her?

.....
.....

20. What was the bad news that she heard after her escape?

.....
.....



About the author



Juliane Diller (born on 10 October, 1954), alias **Juliane Margaret Koepcke**, is a German biologist, born in Peru. She is best known as the sole survivor among 92 passengers and crew in the 24 December 1971 crash of Lansa Flight 508 in the Peruvian rainforest. Her memoir *When I Fell from the Sky* is an international best seller and is "a gripping account of a harrowing adventure and an inspiring life."

Let's revisit and reflect

1. "I have always enjoyed flying," says the narrator. Would you like to fly? Give reasons.

.....

.....

2. One should always look for streams in the jungle. Why?

.....

.....

3. What might have saved Juliane's life?

.....

.....

Activity 1

- a) Juliane followed certain measures to save herself when she was alone in the jungle. List the measures and state the reasons.

Steps followed	Why?
Picked up a long stick	
	The rotting leaves could hide a snake or a poisonous thorn-back crab.

Activity 2

- a) We saw how Juliane survived a plane crash. Like plane crashes, accidents happen on roads and precious lives are lost everyday. What steps should we take to prevent accidents on roads?

Steps we should take	Why?
Always keep a safe distance from the vehicles in front of you.	Enables easy braking, avoids collision.
Always keep left on the roads when you drive.	Have a proper vision of the pedestrians.
Wear helmet and seatbelt.	Reduce the risk of injury.

Activity 3

One of the factors that helped Juliane survive the crash was her ability to swim.

Look at the picture from a flood affected area in Kerala.



While Kerala was facing the flood disaster, the fishermen proved to be real heroes rescuing many lives.

- a) List the various factors that helped the fishermen to become the saviours of flood victims.
- Ability to ride boats
 - Swimming skill
 -
 -
- b) The empathetic attitude of the fishermen saved many lives.

Prepare a write up on the topic 'Kerala Disaster Relief - Rise of the sons of the sea as superheroes in the ocean of humanity.'

- c) During a natural disaster like flood we should act intelligently to minimize damage to life and property. Hence, it is better to think of what to do and what not to do beforehand, so that we won't panic during such disasters.

Write Do or Don't against the statements given below.

	Do	Don't
1. Listen to all warnings and announcements carefully	☐	☐
2. Stay on river banks when the river is in flood.	☐	☐
3. Walk or drive across the flowing flood water.	☐	☐
4. Carry important documents, personal items and valuables upstairs or to a safer place during flood.	☐	☐
5. Seek help from others when you are in need.	☐	☐
6. Take as many things as possible from home while escaping from flood.	☐	☐

- d) Discuss in the class the other Do's and Don'ts we need to follow during a calamity.

.....

.....

.....

.....

- e) National Disaster Management Authority is conducting a 'webinar' on the topic "How to Stay Safe from Natural Disasters" Based on the points listed, prepare a paper for the webinar.

**A webinar is a seminar conducted on the internet.
(An online seminar)**

Activity 4

- a) Let's read the news report of Juliane's survival that appeared in one of the prominent newspapers.

Headline	←	Miracles Happen
Byline	←	Staff reporter
Dateline	←	January 4, 1971
Lead	←	Tournavista: Juliane Koepcke, a 16-year-old girl, miraculously survived after her plane hit a storm, went into a nose dive and crashed in the Amazon forest on Christmas Eve. She is the sole survivor of the Lansa flight 508 crash that killed 92 passengers, including her mother, and all the crew members. She somehow managed to drop two miles through the air and survived the dangerous terrains of the Amazon forest, all alone. Though shaken, she could recollect falling with the seat belt digging into her stomach after a thunderstorm ripped apart the plane.
Body	←	
Body	←	Yesterday, three hunters discovered and rescued Koepcke after 11 days of her ordeal in the rain forest. One of the hunters said, "We heard about the crash, but never expected to see a survivor. It was unbelievable." Necessary medication was given and then she was transported to the US mission base at Pucallpa for further treatment. The doctor who looks after her said, "The sheer grit and determination she showed reaffirms the invincibility of the human spirit."
Quote	←	

b) Let's now analyse the news report and fill in all its elements.

Elements	Function/Feature		Example
Headline	Catchy		Miracles Happen
Byline			
Dateline			
Lead	Answers the 5 w's	What	
Body	Theme of the report		She is ...
Quote	• • • Adds to the 'at-the-scene' feeling		

c) Fishermen who rescued the lives of thousands of flood victims were honoured by the Government of Kerala for their self-less brave deeds. You were one of the news reporters present at the event. Prepare a news report highlighting the service of the fishermen.

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I. Read and enjoy

"We've read the story of Juliane Koepcke, the sole survivor of a plane crash. Even nature plans its survival in spite of adversity." Let's read a poem.

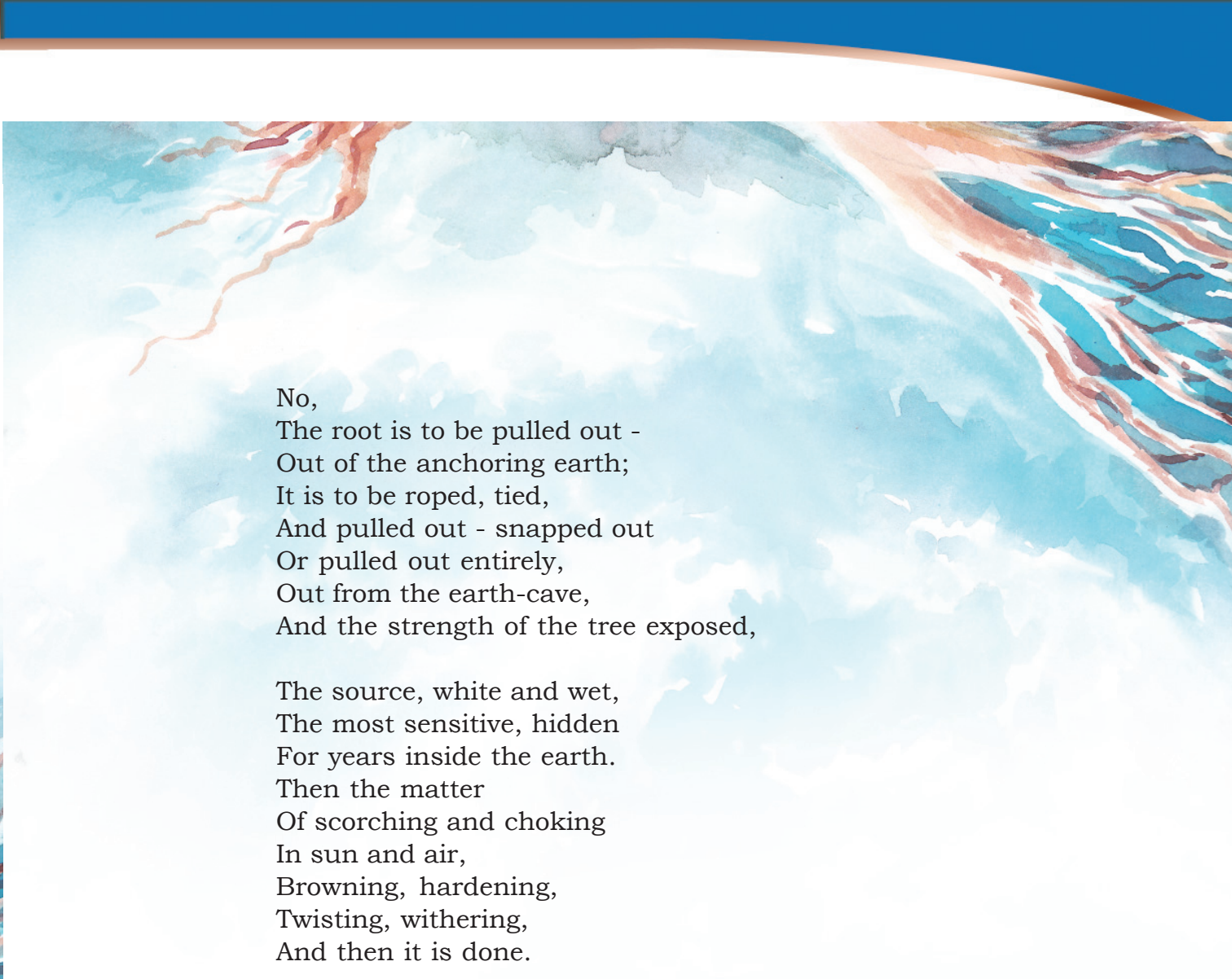
On Killing A Tree

Gieve Patel

It takes much time to kill a tree,
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leperous hide
Sprouting leaves.

So hack and chop
But this alone wont do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs
Which if unchecked will expand again
To former size.





No,
The root is to be pulled out -
Out of the anchoring earth;
It is to be roped, tied,
And pulled out - snapped out
Or pulled out entirely,
Out from the earth-cave,
And the strength of the tree exposed,

The source, white and wet,
The most sensitive, hidden
For years inside the earth.
Then the matter
Of scorching and choking
In sun and air,
Browning, hardening,
Twisting, withering,
And then it is done.



About the author



Gieve Patel (born on 18 August 1940) is an Indian poet, playwright, painter and physician. He is part of "Green Movement" which is involved in an effort to protect the environment. His poems expose man's cruelty to nature. His works include poems like 'How Do You Withstand', 'Body', 'Mirrored Mirroring' and three plays titled 'Princes', 'Savaska' and 'Mr. Behram.'

Let's revisit and enjoy the poem

1. What can you infer from the words 'bleeding bark'?

.....

2. What will happen if the boughs are unchecked?

.....

3. What was done to the roots at last?

.....

4. How does the poet describe the life-source of the tree?

.....

Activity 1

- a. What do you understand from the title “On Killing a Tree”? Is it to kill a tree?

Justify the title in your own words.

.....

.....

.....

- b. The poet presents the tree as a human being that has all the emotions such as pleasure and pain.

e.g. And out of its leperous hide.

It is an example of personification.

Pick out another example of personification from the poem.

.....

.....

.....

- c. The bleeding bark will heal.
(The words 'bleeding' and 'bark' begin with the same sound.)

It is an example of Alliteration.

Find out similar lines from the poem.

.....

.....

d. 'And from close to the ground

Will rise curled green twigs'. See how beautifully the poet visualises the image of curled green twigs.

List out other 'visual images' from the poem.

.....

.....

e. Do the expressions 'bleeding bark' and 'rise curled green twigs' have the same meaning in the poem ? Discuss how they contrast with each other.

.....

.....

Activity 2

The tree withstands even the hardest blow and gash. Fill the columns given below.

Words/actions which are associated with the growth and the survival of the tree.	Words/actions which are associated with the killing of a tree.
Consume	Kill
Rise	Jab
.....	
.....	
.....	
.....	

III. Read and reflect

"Every cloud has a silver lining," goes the proverb. Even in the most desperate moments of life, there will always be a ray of hope. It is the immense power of the mind that can work miracles in life. We can get over adverse circumstances by virtue of our mind-power. Read on.

The Last Leaf

O. Henry

To Greenwich Village, many people came who were interested in art. They liked the Bohemian life of the village, and they enjoyed living among so many artists. The buildings and apartments were often very old and dirty, but this only added to the interest of the place.

At the top of an old three-storey brick house, Sue and Joanna had their studio. "Johnsy" was the familiar name for Joanna. One of them was from the state of Maine, the other from California. They had met in the restaurant of an Eighth Street hotel. Both were artists who had recently come to New York to make their living.

That was in May. In November, a cold, unseen stranger, whom the doctors called pneumonia, stalked about the city, touching one here and one there with his icy finger. He touched Johnsy and she lay, scarcely moving, on her painted iron bed, looking through the small window at the blank wall of the opposite building.

One morning, the busy doctor invited Sue into the hall. "She has one chance in -- let us say, ten," he said as he shook down the mercury in his clinical thermometer. "And that chance is for her to want to live. But your little lady has made up her mind that she's not going to get well. Has she anything on her mind?"

"She -- she wanted to paint the Bay of Naples some day," said Sue.

"No, something more important - a man for instance?"

"No."

"Well, it is the weakness, then," said the doctor. "But

Read and respond

1. What added to the interest of Greenwich village?

.....
.....

2. Identify an instance of personification in the story. What effect does this have?

.....
.....

3. Do you think the doctor's medication would really help Johnsy? Give reasons.

.....
.....

whenever my patients begin to count their last few moments, I subtract 50 per cent from the curative power of medicines. If you can succeed in making her interested in something, in asking, for instance, about the latest styles in women's clothes, then I will promise you a one-in-five chance for her, instead of one-in-ten."

After the doctor had gone, Sue went into her own room and cried. Later, trying not to show her sadness, she went into Johnsy's room, whistling.

Johnsy lay under the bedclothes, with her face toward the window. Sue stopped whistling, thinking Johnsy was asleep. But soon Sue heard a low sound, several times repeated. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out of the window, and counting – counting backwards. "Twelve," she said, and a little later, "eleven," and then, "ten" and "nine" and then, "eight" and "seven," almost together.

Sue looked out of the window. What was there to count? There was only a gray backyard and the blank wall of the opposite house. An old, old ivy vine, dead at the roots, climbed halfway up the wall. The cold breath of autumn had blown almost all the leaves from the vine until its branches were almost bare.

"What is it, dear?" asked Sue.

"Six," said Johnsy very quietly. "They are falling faster now. Three days ago there were almost a hundred. It makes my head ache to count them. But now it's easy. There goes another one. There are only five left now."

"Five what, dear? Tell me!" said Sue.

"Leaves. On the ivy vine. When the last one falls I must go, too. I've known that for three days. Didn't the doctor tell you?"

"The doctor didn't say any such thing. That is pure foolishness," said Sue. "What have old ivy leaves to do with your getting well? And you used to love that old

4. What aspects other than medicines can help a patient recover from a serious illness ?

.....
.....

5. Why did Sue go to Johnsy's room whistling? What message does her action convey?

.....
.....

6. What does the expression 'counting backwards' reveal about Johnsy's state of mind?

.....
.....

vine so much. Please don't be silly! The doctor told me this morning that your chances of getting well soon were excellent. Now try to take some soup and let me get back to work so that I can make money to buy you some good port wine."

"You needn't get any more wine," said Johnsy, keeping her eyes fixed out of the window. "There goes another. That leaves just four. I want to see the last one fall before it gets dark. Then I'll go too."

"Johnsy, dear," said Sue, bending over her. "Will you promise me to keep your eyes closed and not look out of the window until I have finished working? I must deliver these drawings tomorrow. I need the light; otherwise I would pull down the curtain."

"Couldn't you draw in the other room?" asked Johnsy, coldly.

"I'd rather stay here with you," said Sue. "Besides, I don't want you to keep looking at those silly ivy leaves."

"Tell me as soon as you have finished," said Johnsy, closing her eyes and lying white and still. "Because I want to see the last leaf fall. I'm tired of waiting. I'm tired of thinking."

"Try to sleep," said Sue a little later. "I must go downstairs for a minute to get Mr. Behrman who is going to sit as my model. But I will be right back. And don't move, and also please promise me not to look out of the window."

7. "There goes another." How did Johnsy correlate the leaves with her own life?

.....
.....

8. "I'd rather stay here with you," says Sue to Johnsy. What does it tell us about their relationship?

.....
.....



Old Mr. Behrman was a painter who lived on the first floor beneath them. He was past sixty. Behrman was a failure in art. He had always wanted to paint a masterpiece, but he had never yet begun to paint it. For many years he had painted nothing, except now and then something in the line of commercial or advertising work. He earned a little money by serving as a model for those young artists who could not pay the price for a regular model. But he always talked about the great masterpiece he was going to paint. For the rest, he was a fierce little old man who regarded himself as a watch-dog and protector for the two young artists living above him, of whom he was very fond.

Sue found Behrman in his poorly-lighted studio. In one corner of the room stood a blank canvas which had been waiting for twenty-five years to receive the first line of the promised masterpiece. She told him of Johnsy's fancy, and how she feared she would, indeed, light and fragile as a leaf herself, float away, when her slight hold upon the world grew weaker.

Old Behrman shouted, "Are there people in the world who are foolish enough to die simply because leaves fall from an old vine? I have never heard of such a thing. Why do you permit such silly ideas to come into her mind? Oh, that poor little Miss Johnsy."

"She is very ill and very weak," explained Sue, "and the fever has left her mind full of strange ideas."

Johnsy was sleeping when they both went upstairs. Sue pulled down the curtain and motioned Behrman into the other room. There they looked out of the window fearfully at the vine. Then they looked at each other for a moment without speaking. A cold rain was falling, mixed with snow. Behrman took a seat and prepared himself to pose for Sue as a model.

When Sue woke up the next morning, she found Johnsy with dull, wide open eyes looking at the window.

"Pull up the curtain. I want to see," Johnsy said quietly. Sue obeyed.

9. Why do you think O. Henry portrayed Behrman as a pathetic, old, unsuccessful artist?

10. Identify the expression which suggests that Behrman loved Sue and Johnsy a lot.

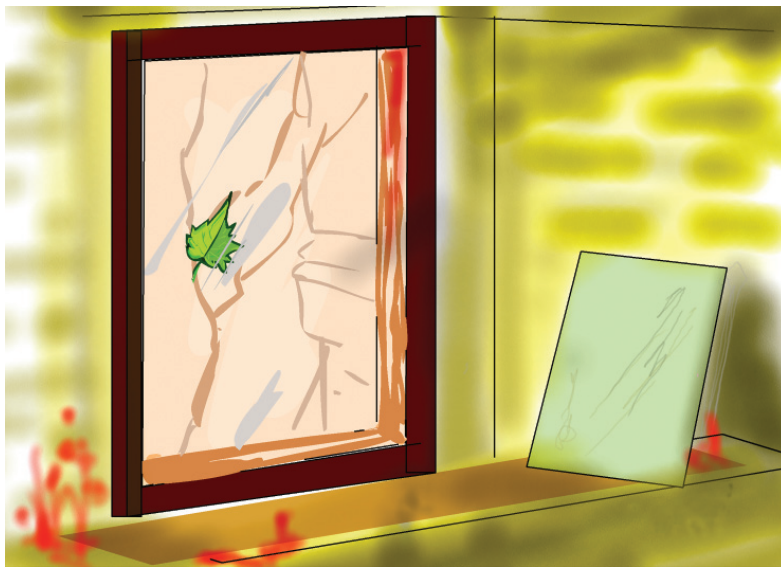
11. What was the blank canvas in Behrman's studio waiting for?

12. Why did Sue and Behrman look at the vine 'fearfully'?

But, oh, after the heavy rain and the strong wind, one leaf was still hanging on the vine. The last leaf. Still dark green, it hung bravely from a branch some twenty feet above the ground.

"It is the last one," said Johnsy, "I thought it would surely fall during the night. I heard the wind and the rain. It will fall today and I shall die at the same time."

"Dear Johnsy," said Sue, placing her face close to Johnsy's on the pillow. "Think of me if you won't think of yourself. What shall I do?"



The day wore away, and even through the twilight they could see the lone ivy leaf clinging to its stem against the wall. And then, with the coming of the night the north wind was again loosed, and the rain began to fall heavily.

When it was light enough Johnsy, the merciless, commanded that the curtain be raised. The ivy leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue. "I've been a bad girl, Sue," said Johnsy. "Something has made the last leaf stay there just to show me how bad I was. It is a sin to want to die. You may bring me a little soup now - and then put some pillows behind me and I will sit up and watch you cook."

13. Why does the author call Johnsy 'merciless'?

.....
.....

14. How did the last leaf on the vine affect Johnsy?

.....
.....

An hour later she said, "Sue, some day I hope to paint the Bay of Naples."

The doctor came in the afternoon. "Even chances," said the doctor, taking Sue's thin, shaking hand in his. "With good nursing you'll win. And now I must see another case I have downstairs. Behrman, his name is – some kind of an artist, I believe. Pneumonia, too. He is an old, weak man, and the attack is acute. There is no hope for him, but he goes to the hospital to-day to be made more comfortable."

The next day the doctor said to Sue: "She's out of danger. You won. Nutrition and care now – that's all."

And that afternoon Sue came to the bed where Johnsy lay, contentedly and put one arm around her, pillows and all.

"I have something to tell you," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only for two days. They found him the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colours mixed on it, and -- look out the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never fluttered or moved when the wind blew? Ah, darling, it's Behrman's masterpiece -- he painted it there the night that the last leaf fell."

15. Soon after Johnsy started showing signs of recovery, she expressed her wish to paint the Bay of Naples. What does it tell us about her?

.....
.....

16. Why didn't the last ivy leaf flutter or move?

.....
.....

About the author



O. Henry, pseudonym of William Sydney Porter, (1862-1910) was an American short-story writer whose tales romanticized the life of ordinary people in New York City. His stories express the effect of coincidence on character through humour, grim or irony. They often have surprise endings, which become identified with his name as the O. Henry twist.

Let's revisit and reflect

1. What is the role of a patient's conviction/willpower in the process of getting cured of a disease? Do you think it has a positive role? Why?
.....
.....
2. Do you think Behrman drew the leaf knowing well that he was risking his own life? Give reasons.
.....
.....
3. Do you think the painting was Behrman's masterpiece? Substantiate. What message does it convey?
.....
.....

Activity 1

- 1) Now that you have read the story **'The Last Leaf'**, complete the story map given below.

The story map is a template for the story 'The Last Leaf'. It features a bamboo border with leaves and flowers. The map is divided into several sections for students to fill in:

- Title :**
- Author:**
- Characters**
- Setting**
- Problem** (indicated by a large green leaf graphic)
- Main events**
- Solution**
- Themes**

Activity 2

Sue and Behrman have different character traits, yet they have something in common. Fill in the character indication maps given below, using words that describe the characters and their actions and then quote sentences from the story to justify your words.

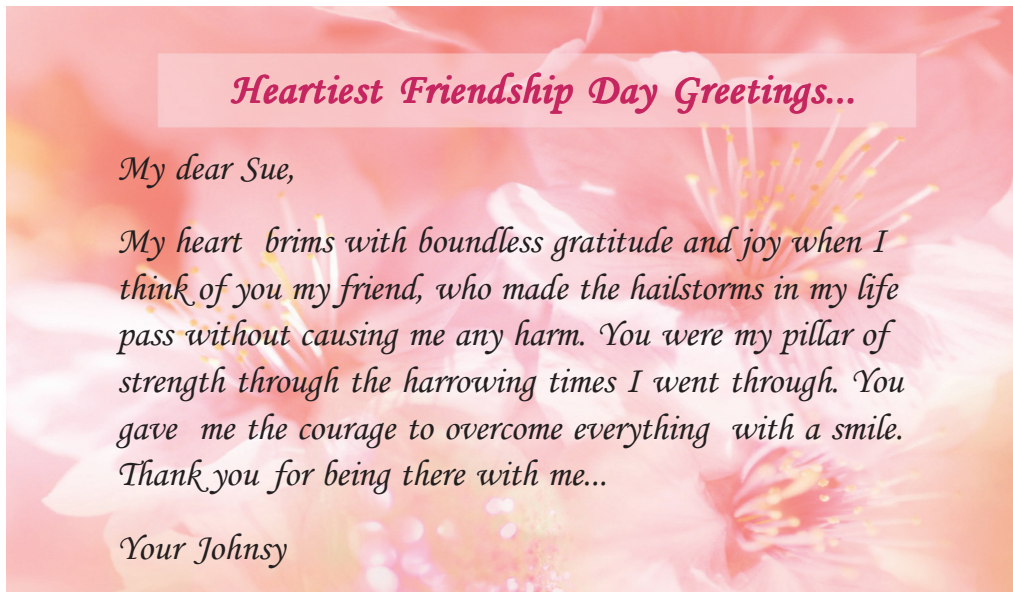
Sue		
word	action	quote
loyal	Decided to stay with Johnsy and cheer her up.	"I'd rather stay here with you."
kind and considerate		

Behrman		
word	action	quote

Now, write a paragraph comparing and contrasting the characters.

Activity 3

Johnsy was quite grateful to Sue for having stood with her during her difficult times. Look at the greeting card Johnsy sent to Sue on Friendship Day.



Make greeting cards with messages/quotes to be sent to your friends on Friendship Day.

Activity 4

- a) Select one of the scenes from the story 'The Last Leaf,' preferably conversation, and convert it into a comic strip.

A comic strip is a sequence of drawings arranged in interrelated panels to display humour or form a narrative, often serialized, with the text in balloons and captions.

You may follow the steps given below.

Complete the conversation between Sue and Johnsy.

- SUE : How are you? Have you been coughing a lot? Have you taken your medicine?
- JOHNSY : Oh! I think it's of no use. My cough is killing me.
- SUE : What are you looking at?
- JOHNSY :
- SUE :
- JOHNSY :
- SUE :
- JOHNSY :
- SUE : Stop having unnecessary thoughts. Sleep well.

Divide the conversation into panels, add necessary details to each panel and develop it into the script of a comic strip.

PANEL ONE

CAPTION : Returning home from work, Sue looks really tired.

PICTURE : Sue is looking very sad and tired. She is wearing a brown overcoat.



PANEL TWO

PICTURE :

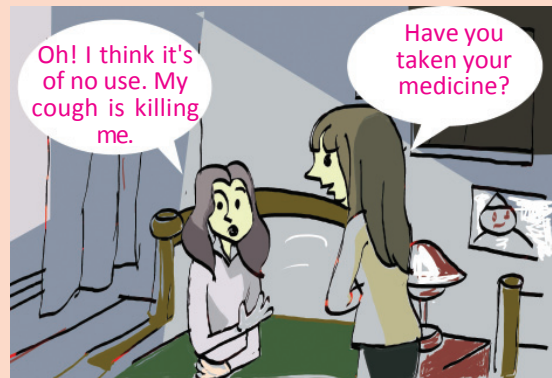
.....

.....

DIALOGUE

SUE : Have you taken your medicine?

JOHNSY : Oh! I think it's of no use. My cough is killing me.



PANEL THREE

CAPTION :

.....

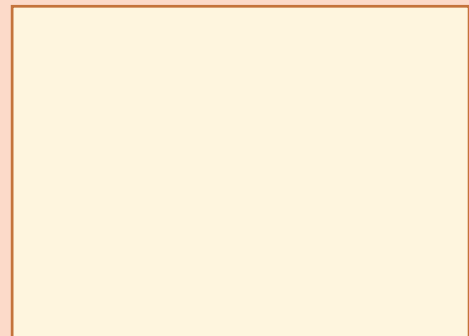
PICTURE :

.....

DIALOGUE:

.....

Comic strip



Activity 5

- a. We have now read the story 'The Last Leaf' by O. Henry, and become quite familiar with the characters and the plot. Now, let's see how an event from the story can be developed into a Radio Play.

"They (Sue and Johnsy) had met in the restaurant of an Eighth Street hotel."

Here is a sample script based on the meeting between Sue and Johnsy at a restaurant.

CAST OF THE RADIO PLAY

NARRATOR

JOHNSY

SUE

SCENE ONE

NARRATOR : (MUSIC)

Greenwich Village was a section of New York City. Many people who came to stay there were interested in art. They liked the Bohemian life of the village, and they enjoyed living among many artists. The buildings and apartments were often very old and dirty, but this only added to the interest of the place.

[RESTAURANT SOUNDS]

It's an evening in late spring, and the dinner hour finds the little restaurant busy as usual. Most of the customers this evening are the village old-timers. Johnsy is one of them. Alone in the crowd, she looks totally out of place.

She pays for her food, then stands for a moment looking around. Finally, she crosses the room to a tiny table with two chairs and only one diner.

JOHNSY : Excuse me! All the other tables seem to be engaged. May I sit here?

SUE : Of course! I'd love your company. Please join me.

JOHNSY : Thank you! My name is Joanna.

SUE : Hello, Joanna, I'm Susan Cross. Friends call me Sue.

JOHNSY : Hi, Sue. My friends call me Johnsy.

SUE : Johnsy! I like it.

JOHNSY : It's really busy here at this time of the day, isn't it? Do you eat here often?

SUE : Almost every day. It's the cheapest and the best place around. I haven't seen you here before, have I?

JOHNSY : No, this is the first time. I just got here three days ago.
This place is quite different.

SUE : Why have you come here?

JOHNSY : To work and study. I'm an artist.

SUE : Oh! Wonderful! So am I.

JOHNSY : How long have you been in the village?

SUE : About four months.

NARRATOR : That's how Sue and Johnsy met. Soon they found that they had similar tastes in art and they could get along with each other really well. They decided to set up a studio together at the top of an old three-storied brick house.

That was in May.



- b. Based on the script, perform and record a radio play with appropriate sound effects using suitable software. Upload it on YouTube.
- c. Now let's analyse a radio play.

1. What are the features of a Radio Play? Discuss.

- Can only be heard.
-
-
-

2. Which of the following elements are related to a radio play?
Put a tick mark against the appropriate ones.

Visual appeal	☐	Good facial expressions	☐	Effective narration	☐
Sound effects	☐	Sound modulation	☐	Good eye contact	☐
Clear storyline	☐	Background music	☐	Catchy introduction	☐
Crisp dialogues	☐	Descriptive script	☐	Impressive body language	☐

Radio play (or audio drama, audio play, radio drama, radio theatre, or audio theatre) is a dramatized, purely acoustic performance, broadcast on radio or published on audio media, such as a tape or CD.

d. Prepare the script of a radio play for the following event and perform it.

- Imaginary conversation between Johnsy and Pneumonia.

Movie time

Watch the cartoon animation of the story 'The Last Leaf' on YouTube.

Language activities

Activity 1

a. Read the following sentences.

- I can walk hundreds of kilometers without being tired.
- I walked through the jungle without being tired.



What difference do you notice between these two sentences?

Write your ideas here:

.....

.....

.....

- In the first sentence, the speaker talks about her ability to walk kilometers without being tired.
- In the second sentence, the speaker states that she walked through the jungle without being tired.

'Can' implies possibility or ability.

b. Study the conversation between Julianne and her mother carefully.

Juliane : Mother, shall we go now? It's already late. We may miss the flight.

Mother : The baggage is very heavy, Julianne. Could you help me?

Juliane : Don't worry, mom. I can carry the baggage.

Mother : It might rain today. You had better take two umbrellas.

Juliane : I'll do that. Anything else?

Mother : May I ask John also to join us at Pucallpa? He can cook quite well.

Juliane : We mustn't disturb John. I can manage that. We must report at the reception at 11 a.m. Please hurry up.

Mother : OK, let's leave.

Now, pick out suitable sentences from the conversation and write according to the pattern given below. One is done for you.

Function	Sentence	Modal	Verb
Ability	I can carry the baggage.	Can	Carry
Permission			
Request			
Offer			
Predicting			
Obligation/compulsion			

We use **modal auxiliaries** to express ability, certainty, probability or possibility (or not). Modals are also used for asking permission, making requests and offers, giving advice, and so on.

c. Sue meets the doctor who treats Johnsy and asks about her illness and the doctor gives her some suggestions. Certain instructions and questions from their conversation are given below.

- Shall I meet Johnsy, doctor?
- She thinks that she is not going to get well.
- Johnsy can recover soon.
- Can I give her some milk?
- She needs rest.
- She may like your company.
- I can give her medicines at the right time.
- She likes to draw pictures.
- She might be ready now.
- May I take her for a walk?

Now, write these sentences under these headings. One is done for you.

Sentences stating a fact	Sentences indicating ability	Sentences showing possibility	Sentences seeking permission
She needs rest.			

We use modal auxiliaries can, may and might to express ability, possibility, permission etc.

- d. The pictures given below have two possible interpretations. Guess what the pictures are. Use **may, might, can, could**.



e.g. The first picture might be that of a duck, but it could also be a rabbit.

-
-
-
-
-
-

Activity 2

- a. Look at the sentence from the story 'The Last Leaf.'

"I'd rather stay here with you," said Sue.

What does Sue mean by the statement?

- b. Now, read the conversation given below.

Mary : Hi, John! Welcome to my house. What would you like to have, tea or coffee?

John : I would rather have a cup of coffee.

- John prefers coffee to tea.

Would rather is used to convey that someone prefers one thing/situation to another.

- c. Now, study the sentences given below and note the changes.

I would rather have apple juice.

I would prefer to have cold coffee.

- After **would rather**, 'to' is not used.
- **Would prefer** is followed by 'to'.

- d. Some options are given in the box. Which of them would you prefer to do? Express your ideas using would rather... / would prefer...

(eat at home, hire a taxi, go alone, wait a few minutes, watch a film, go for a swim, stand, wait till later)

e.g. Do you want to eat now?

I would prefer to eat at home.

I would rather wait till later.

1. Would you like to watch TV?

.....
.....

2. Shall we play football?

.....

3. Would you like to sit for a while?

.....

4.?

.....

e. Write a few things that you prefer to do during a weekend. Use 'would rather' / 'prefer.'

-
-
-
-
-

Activity 3

a. Read the sentence from the story 'The Last Leaf.'

"She was looking out of the window, and counting-counting backwards."

The sentence can be divided into two simple sentences as below.

She was looking out of the window.	She was counting backwards.
------------------------------------	-----------------------------

- Here **and** is used to connect two simple sentences.

b. Study the use of 'and', 'but', & 'or' in the sentences given below.

1) John and Mary are writing a book.

2) Your book is on the table or in the drawer.

3) Mohan is poor but honest.

4) She danced beautifully but not very energetically.

5) Roy went to the beach but Irfan stayed at home.

In the first sentence, two noun phrases are linked using **and**.

Two prepositional phrases are linked using **or** in the second sentence.

Examine the use of 'but' in the last three sentences. Discuss your findings.

c. Now, construct sentences using 'and', 'but' or 'or' using the pattern below.

1. Noun phrase + Noun phrase

2. Prepositional phrase + Prepositional phrase

3. Adjective + Adjective

4. Adverbial + Adverbial

5. Sentence + Sentence

d. Now, read the passage given below and study the use of 'and' 'but' & 'or.' Convert the sentence into simple sentences. One is done for you.

Granny could hear the distant roar of the river and smell the pine needles beneath her feet, and feel the presence of her grandson, Mani, but she couldn't see the river or the trees; and of her grandson she could only make out his fuzzy hair, and sometimes, when he was very close, his blackberry eyes and the gleam of his teeth when he smiled.

- Granny could hear the distant roar of the river.

-
-
-
-
-
-
-

- e. Read the passage given below and study the phrases given in bold.

Both Mr and Mrs John watch television regularly. So do their two children. They enjoy cartoons and wild life programmes. But both parents think that the children watch too much TV. Both children watch television for over four hours a day. Neither child reads very much. If Mrs John asks **either of the children** to turn off the television, an argument will result. **Neither Mr John nor his wife** knows what to do about their behaviour. They can either ask the children to watch television less often or they can take away the television itself.

- **Both Mr and Mrs John** watch television regularly.
- They can **either** ask the children to watch television less often **or** they can take away the television itself.
- **Neither Mr John nor his wife** knows what to do.

1. Now split the sentences into two.

Mr John watches television regularly.	Mrs John watches television regularly.

Neither...nor, both and **either...or** are used to connect two persons or things.

- 2) Look at the table given below where the likes and dislikes of Ashok, Abraham and Ashraf are given. Connect and compare them using **and, but, neither...nor, either...or, or both**.

Ashok		Abraham		Ashraf	
likes	dislikes	likes	dislikes	likes	dislikes
swimming	cycling	football	cycling	fried chicken	fried rice
fried chicken	gobi manchurian	fried fish	fried rice	swimming	volleyball
football	tennis	boxing	volleyball	tennis	wrestling
ice cream	fish curry	swimming	cricket	fish curry	gobi manchurian
boxing	volleyball	ice cream	vegetable soup	ice cream	vegetable soup

- Both Ashok and Abraham like swimming.
- Neither Ashok nor Abraham likes cycling.
-
-
-
-

Activity 4

Read the sentence from the narrative 'The Jungle Air Crash.'

"I was so dizzy that after each step I had to rest."

- a. Can you guess the meaning of the sentence? Write your ideas below.

.....

.....

The narrator was dizzy. What happens as a result of that?

.....

If we split the sentence, we get:

- I was very dizzy.
- After each step I had to rest.

The narrator felt very dizzy and as a result, she had to rest after each step.

So... that is used here to combine the two sentences. It brings out the meaning that one is the result of the other.

Cause/reason	Result
• I was very dizzy.	• After each step I had to rest.

- b. Now, read the following sentences.

The exam was so difficult that most of the students failed.

He was so weak that he had to be rushed to a hospital.

The tea is so hot that we cannot drink it.

He drove so fast that no one could overtake him.

Write them in the table as shown below.

Cause/reason	Result
• The exam was difficult.	• Most of the students failed.

c. Now, combine the following sentences using 'so... that.'

- The air was very turbulent. The plane started to move up and down.
- Jungles are quite attractive. You forget the dangers lurking in them.
- The men were extremely helpful. Juliane's life was saved.
- Behrman's painting was absolutely realistic. It saved Johnsy's life.

Activity 5

a. Read the sentence from the narrative 'The Jungle Air Crash.'

"I was sitting **in** the third row of seats **from** the rear, **next to** the window. Mother sat **beside** me, and a man we didn't know **on** the aisle."

What is the function of the words given in bold?

.....

.....

.....

.....

The words **in**, **from**, **next to**, **beside** and **on** are prepositions. They are usually placed before (pre) a noun or noun phrase.

b. Read the following passage:

I was travelling by train. As the weather was too hot, I was dressed in white. The person who sat next to me was reading a book. I asked him where he lived. He replied that he was an actor and returning after a stage performance.

Now, let's analyse the first sentence "I was travelling by train."
 The preposition 'by' in the sentence comes before the noun 'train.'
 List the prepositions and write down the word classes that follow them.

Prepositions	Followed by	Word Class
by	train	Noun

Let's sum up.

A preposition can come before a noun (train), a pronoun (me), an adjective used as a noun (white), or a noun phrase (a stage performance).

- c. Shanker is from Kannur. Last week, he went to Thiruvananthapuram. It was his first visit. Fill in the blanks with suitable words given in brackets.

(along, across, from, onto, to, round, in)

Shanker travelled_____ Kannur to Thiruvananthapuram ____ Janshatabhdi train. On the first day, he travelled _____ Thiruvananthapuram in a double decker bus. Then he went _____ the Puthen Street looking at the shops. After that, he walked _____ the bridge to see the Padmanabha Swamy Temple. In the evening, he got _____ a speed boat at Veli. He returned_____ Kannur the next day.

- d. Read the description given below and draw a picture.

Reema's family consists of her father, mother, two sisters and a brother. Today is Reema's birthday. The members of the family are sitting at the dining table. There are a variety of dishes on the table and the room is decorated with balloons and festoons. Reema's mother is sitting next to her husband. Reema is sitting opposite her mother. Her brother Arun is standing behind his mother with a cake in his hand. It has a big candle on it. There are a few presents beside the table. Radhika, Reema's sister is standing near the door to switch off the lights.

e. Write a description of the room in the picture using suitable prepositions.



f. Fill in the blanks with suitable prepositions.

'Send Me An Angel'

The wise man said just walk this way
..... the dawn of the light
The wind will blow your face
As the years pass you by

Hear this voice deep inside
It's the call your heart
Close your eyes and you will find
The passage out of the dark

Here I am
Will you send me an angel?
Here I am
..... the land of the morning star

The wise man said just find your place
In the eye the storm
Seek the roses the way
Just beware the thorns
Here I am

Will you send me an angel?
Here I am
In the land of the morning star

The wise man said just raise your hand
And reach out the spell
Find the door the promised land
Just believe yourself

Hear this voice from deep inside
It's the call of your heart
Close your eyes and you will find
The way out of the dark

Here I am
Will you send me an angel?
Here I am
In the land of the morning star

Now, listen to the song 'Send Me An Angel' by
'Scorpions'.



Activity 6

Let's edit

Read and edit the passage given below. The errors are given in bold letters. Juliane, along with her friends, **board** Lansa Flight 508 again to visit the **crash site**. In the plane, she **sees** two young men talking quite loudly. They **talk** very loudly that they **disturb** the other passengers. Neither the passengers nor the airhostess **like** their behaviour. The air hostess politely said, "You would rather **kept** quiet and fasten your seat belts so that the plane can take off."

Activity 7

- a. Read the sentences from the narrative 'The Jungle Air Crash' and look at the words given in bold letters.

"It was the tenth day, as I later **reconstructed** it."

"I knew it was **senseless**, but I yelled, "Hello! Help!" over and over again."

Let's examine the words given in bold.

- The word 'reconstruct' can be split into 're-' and 'construct'.

Can you guess the meaning of 're-'?

'Re-' means 'again'.

'Re-' is added at the beginning of the word 'construct' to form a new word. Such additions to the beginning of words are called prefixes.

- b. Can we add any other prefix to the word 'construct'?

- deconstruct

- c. Find other words beginning with 're-' and split them into two.

rebuild re + build

- d. Here is a list of prefixes. Refer to a dictionary to find the meaning of each and write at least two words with each prefix.

im-	un-	intro-	extro-	ambi-	
mono-	bi-	de -	in-	equi-	over-

- e. Read the following sentences.

- Ravi has a keen **sense** of taste.
- John and Mary had a **senseless** argument.

In the first sentence, 'sense' is used to name one of Ravi's abilities to react to something.

- **Senseless** which means 'without sense' or 'not having sense' describes 'argument' in the second sentence.
- **Sense** is a noun and **senseless** is a describing word or an adjective.
- Some nouns can be changed into adjectives by adding **-less**.

Here, '-less' is added at the end of the root word 'sense'. It is known as a **suffix**.

Here, a root word 'sense' is changed into a different word class by adding the suffix '-less'. Now, complete the table below, analyse and examine how one word class can be changed into another by using a suffix.

Root word	Suffix	New Word	Word class
work	-er	worker	
sense	-less	senseless	adjective
like	-able	likeable	
child	-ish	childish	
idol	-ize	idolize	

NOTE:

The addition of a suffix often changes a word from one word class to another. In the table above, the verb *work* becomes a noun by adding *-er*, the verb *like* becomes the adjective *likeable*, the noun *idol* becomes the verb *idolize*, and the noun *child* becomes the adjective *childish*.

- f. Complete the table by adding suitable prefixes and suffixes to the root word. Examine the changes in word class by referring to a good dictionary.

Prefix	Root word	Suffix
	happy	
	work	
	grace	
	earth	
	advantage	
	agree	

Activity 8

- a. Read the sentence given below from the narrative 'The Jungle Air Crash' and look at the words given in bold letters.

"Daddy, an **ecologist**, and Mother, an **ornithologist**, held professorships at San Marcos University in Lima, and we spent a lot of time in the jungle where they carried out research."

Let's analyse the words.

- ornith/ornitho means bird.
- -ology means a subject of study
- -ist denotes a person who believes or practises something.

So an ornithologist is a person who studies about birds.

The word 'eco' means 'connected' with the environment.

You may guess the meaning of the word **ecologist**.

- b. Now, read the following words and try to find their meanings, from a good dictionary.

anthropologist

dermatologist

cardiologist

entomologist

neurologist

ophthalmologist

psychologist

graphologist

biologist

- c. Fill in the blanks, using the hints given.

1. Ravi has a special interest in insects and he is engaged in an in-depth study of the different varieties of insects. He is an _____.
2. John treats heart disorders. He is a _____.
3. Shruti is engaged in research with respect to the development of the human race. She is an _____.
4. Mary takes care of diseases of the eye. She sometimes performs surgeries. Mary is an _____.
5. People with skin diseases flock to Dr Varun's clinic. He is a _____.
6. Rohan is an expert in the mysteries of the human mind. He is a _____.
7. Rahul specialises in diseases related to the nervous system and the brain. He is a _____.

8. Anil analyses the handwriting of people to determine their character or aptitudes. He is often consulted to verify the authenticity of signatures. He is a _____.
9. From a one-celled amoeba to the highly complex human being, Dilip always wants to know more about them. So he became a _____.

Activity 9

- a) Read the following sentence from 'The Jungle Air Crash' and look at the word given in bold.

"Everything seemed quite normal — the take off, the climb over the snow-covered Andes, breakfast, the smiling **stewardesses**...."

A stewardess is a lady who serves passengers on a ship or an aircraft.

Who am I?



I work in a museum.



My job is to write dictionaries.



I earn a living by mending shoes.



I work with maps.



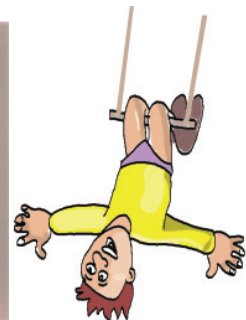
I examine and cut precious stones.



I deal with flowers.



I spend my time with books.



I work for a circus.

b) Unscramble the words to identify the names of the profession.

1. Ravi is in charge of a museum. He is a c _ _ a _ _ r (**ratorcu**).
2. Mohan is interested in words and their meanings. He is now employed as a l _ _ _ _ _ g _ _ _ _ _ r (**xicographeher**).
3. Map-making is Ramu's Job. He is a c _ _ _ _ _ g _ _ _ _ _ r (**togracarpher**).
4. Srinath makes a living by making and repairing shoes. He is a c _ _ _ _ _ r (**blercob**).
5. Radhika likes to spend time with books. She got a job as a l _ _ _ _ _ n (**riabnarli**).
6. John captures the audience's attention by doing difficult and skillful things. He is an a _ _ o _ _ t (**batacro**).
7. Cutting precious stones is Thomas' profession. He is a l _ p _ d _ _ y (**apliryda**).
8. Rohan sells flowers. He is a f _ _ _ _ _ t (**istrolf**).



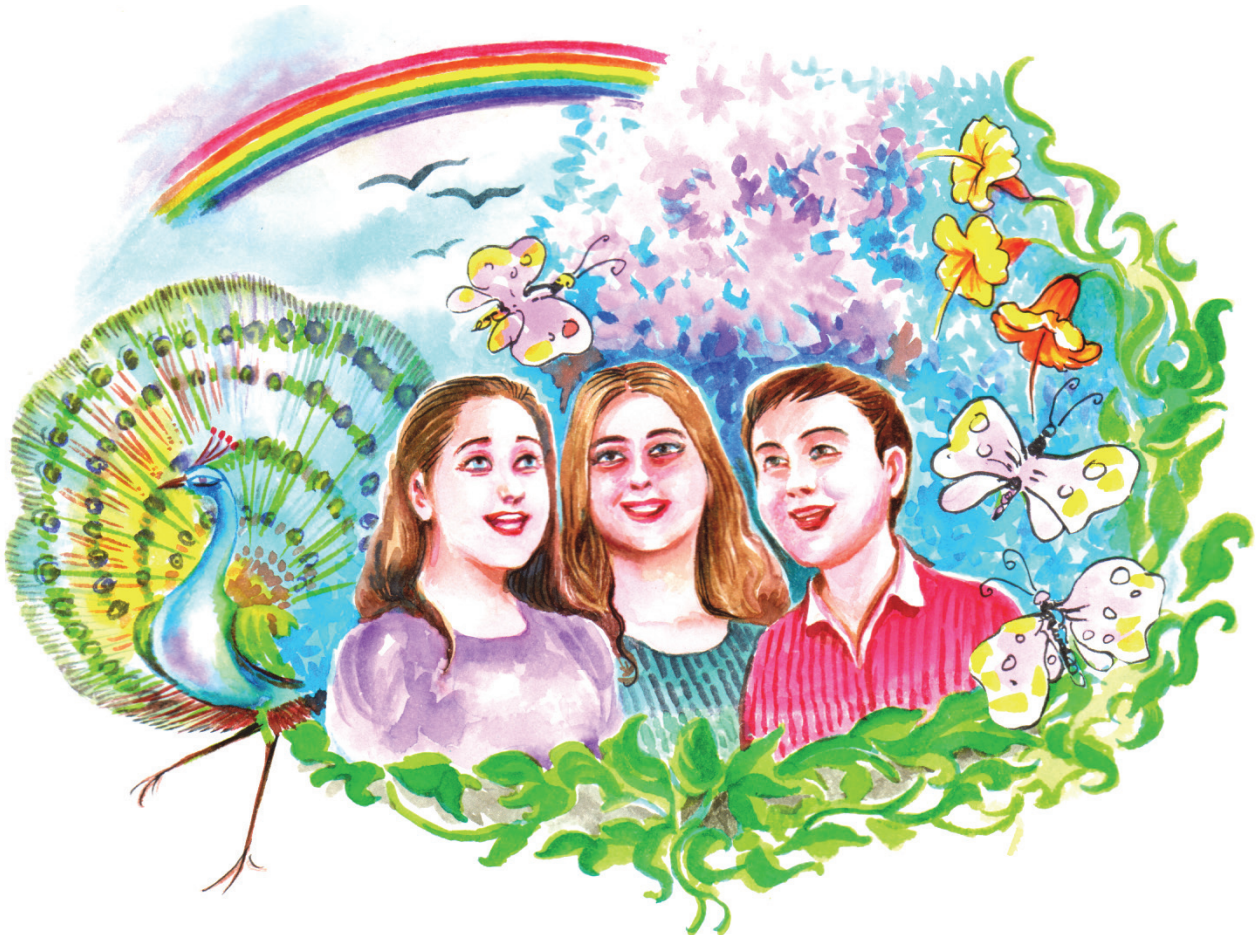


aisle (n)	: a long narrow space between rows of seats
amputate (v)	: to cut off a part of the body
arduous (adj.)	: difficult, needing a lot of effort and energy
bare (adj.)	: not covered by anything
bar (v)	: to prevent someone from doing something
bloodshot (adj.)	: eyes which are red on the part which is usually white
Bohemian (n)	: a person who is interested in art, music and/or literature and lives in a very informal way, ignoring the usually accepted ways of behaviour
brook (n)	: a small stream
cadaver (n)	: a dead body
diminish (v)	: to reduce
dizzy (adj.)	: unable to balance and about to fall down
downstream (adv.)	: in the direction of a flowing river or stream
ecologist (n)	: a person who studies the natural relationship between the air, land, water and animals
fierce (adj.)	: angry and aggressive
fitfully (adv.)	: often stopping and starting, not happening in a regular or continuous way
foliage (n)	: the leaves of a plant or tree
fuselage (n)	: the main body of an aircraft
gash (n)	: a long deep cut, especially on the skin
horizon (n)	: the line where the sky seems to touch the land or sea
horsefly (n)	: any of various large flying insects that bite horses, cattle and sometimes people
humid (adj.)	: containing extremely small drops of water in the air
impassable (adj.)	: that cannot be travelled on
jab(v)	: a sudden rough blow
lantern(n)	: light inside a container
leperous(adj.)	: covered with scales or scurf
lesion (n)	: an injury
Lima (n)	: capital of Peru
maggot (n)	: a very small worm
masterpiece (n)	: greatest work
meander (v)	: to follow a route which is not straight or direct
moor (v)	: to tie a boat
nightmare (n)	: an extremely unpleasant event or experience

ornithologist (n)	: a person who studies ornithology - the branch of science devoted to birds
outboard (motor) (n)	: a motor with a propeller, affixed to the outside of a boat
palette (n)	: a thin board with curved edges and a hole for your thumb, used by artists to mix their paints while they are painting
peril (n)	: great danger
pocked (adj.)	: having holes or hollow marks on the surface
probe (v)	: to examine something with a tool
Pucallpa (n)	: a city in Peru
revolting (adj.)	: extremely unpleasant
rustling (n)	: the sound that paper or leaves make when they move
stalk (v)	: to follow an animal or person as closely as possible without being seen or heard, usually in order to catch or kill them
stink (v)	: to smell very unpleasant
strap (v)	: to fasten something in position
tangle (v)	: to make something into an untidy disorganized mass
tarantula (n)	: a large hairy spider which is poisonous
Tournavista (n)	: one of five districts of the province Puerto Inca in Peru
tread (v)	: to put your foot on something and walk on
turbulent (adj.)	: air or water which moves very strongly and suddenly
wither(v)	: dry
wreckage (n)	: a badly damaged object

Unit
5

Enlightening Souls



What do you see in the picture?

Comment on the mood of the children.

What would be the reason for their happiness?

Are you happy?



Write true or false against each statement given below.

1. (T) (F) I am basically happy for being what I am.
2. (T) (F) I enjoy the company of my friends.
3. (T) (F) I am happy with my studies.
4. (T) (F) I have an aim.
5. (T) (F) I admire myself in the mirror often.
6. (T) (F) I am making progress toward my dreams.
7. (T) (F) I enjoy good relationships with my family members.
8. (T) (F) I always try to learn from my experience.
9. (T) (F) Although I am not perfect, I respect myself.
10. (T) (F) I do not blame others for my failures.

Now, add the total number of responses that are marked true and compare your total to the scoring chart.

Scoring Chart

- 09 - 10 items true – you are happy and contented
- 06 - 08 items true – you are happy
- 04 - 05 items true – you are sometimes happy
- Less than 4 items true – need more happiness



I. Read and reflect

Happiness is a person's most cherished goal. But where do we find true happiness? Can a machine serve the purpose? Let's see what happens in this story when a man seeks to bring happiness to all around him by constructing a happiness machine.

The Happiness Machine

Ray Douglas Bradbury

One day Leo Auffman moved slowly through his garage which he has changed into a workshop for his master-craft and novel invention, 'The Happiness Machine'. He started searching for some wood, a curl of wire, a hammer, spanners and the like. A perplexing question was forming in his mind. Should the machine be something you carry in your pocket or something that carries you in its pocket? Anyway the machine should make one happy.

"How can you make one happy?"

"How can you find happiness in your life?"

"What are the feelings associated with happiness?"

He went into the house with his dictionary and sat on the table where his wife was ironing the clothes. "Lena? are you pleased, contented, joyful or delighted?"

She stopped the work. "Read out the list again, please."

Closing the book he said: "Say yes or no. Aren't you happy, joyful or delighted?"

"Our domestic ones are contented. Our babies and people of second childhood here are delighted. Do you think whether I am happy doing all these household chores?"

"I know. I am trying to solve all your complaints."

"I am not complaining Lee, and never complain. But please don't ask such crazy questions for which you may not get the answer."

Read and respond

1. What according to Auffman, is the novel invention?

.....
.....

2. What was the perplexing question forming in his mind?

.....
.....

3. Leo Auffman was carrying a dictionary when he went to talk to his wife. What is his intention behind it?

.....
.....

4. "Do you think whether I am happy by doing all these household works." What did Lena mean by that? Do you think she is really happy?

.....
.....

Suddenly, Lena Auffman froze and sniffed the air. "Oh, my God, look at what you have done!"

She pulled the oven door open. A thick cloud of smoke whirled through the kitchen.

"And that's happiness. You talked to me for the first time in six months and for the first time in twenty years our supper bread has turned into charcoal."

Leo Auffman evaded from the kitchen when the smoke subdued.

Clings, clangs, rings, beeps; sounds of toil echoed rhythmically from the garage. He peered into to see even the slightest happiness on any face and any nook and corner. Those days were without food, rest and sleep. But he was thrilled to see the machine in shape.

"The happiness machine is ready," husked Leo Auffman sneaking into the kitchen.

"Lee, you lost your pounds and our children were lacking your care. But you say the machine is ready. Please leave off with what you are making. Man can't make such changes."

He was awakened the next morning by the vague sounds of birds, dogs and people. The birds were fluttering around the roof and the dogs were near the door of the garage. People peered over the fence to the garage.

The sound of the Happiness Machine! It was the sort of sound with all kinds of hummings in varied frequencies.

"Tell me," Lena said quietly, standing by his side looking into the garage, "could that make old men young or I be happy in that box if you died of overwork? I would be left alone by you and children with all those tedious household tasks. Can the machine get all things done for the house, the kitchen and the children?"

5. What made Lena freeze? What led to such a mishap?

.....
.....

6. Pick out the expressions which suggest Leo Auffman worked hard.

.....
.....

7. How did Lena respond when she heard that the Happiness Machine was ready?

.....
.....

8. The garage grabbed the attention of even the birds and dogs. Why were they attracted to it?

.....
.....

9. What made Lena think that the machine was worthless? How should the happiness machine be according to Lena?

.....
.....

"That's not how it's made!"

"Then I have got no time to look, I'm sorry." She kissed his cheek and left the room.

'This is not the right time,' he thought. 'Let's try the machine tomorrow'.

Late that night he heard someone crying. He entered the children's room and saw Saul weeping bitterly, burying his face in the pillow. "Saul, you had a nightmare?" The boy wept. Then in the moonlight he saw the opened door of the garage. He went down, entered the garage and found the Happiness Machine terribly hot. So, he was inside. Couldn't the machine make him happy?

The next day Leo succeeded in leading his wife to the eight-foot-tall, orange-coloured machine.

"OK. You test your damn thing with me and spare my children. Don't give them nightmares."

All the children gathered around the box.

"Which button do I need to press to make myself overjoyed, contented and delighted?"

"Mama," said Saul, "don't!"

"We need to check it out, Saul." She got into the machine, sat and looked at her husband. "Not for me, dear, it's for you, nervous wreck."

"Please," he said, "press the button and you'll see!"

The door was shut. There was a click and the machine shivered and growled like a wild dog.

"Papa!" Saul hugged his father from behind. "Is Mama all right?" asked Naomi. The machine continued making strange sounds.

"All right, she is fine! Listen!"

From inside the box they could hear Lena's excited yells. "Oh!" "Ah!" "look at that!" "Paris! Rome! The Pyramids!" "Perfume!"

'The Blue Danube' was heard from inside.

10. Who was the first to test the machine? What was the effect of it?

.....
.....

11. Why was Lena ready to try the machine?

.....
.....

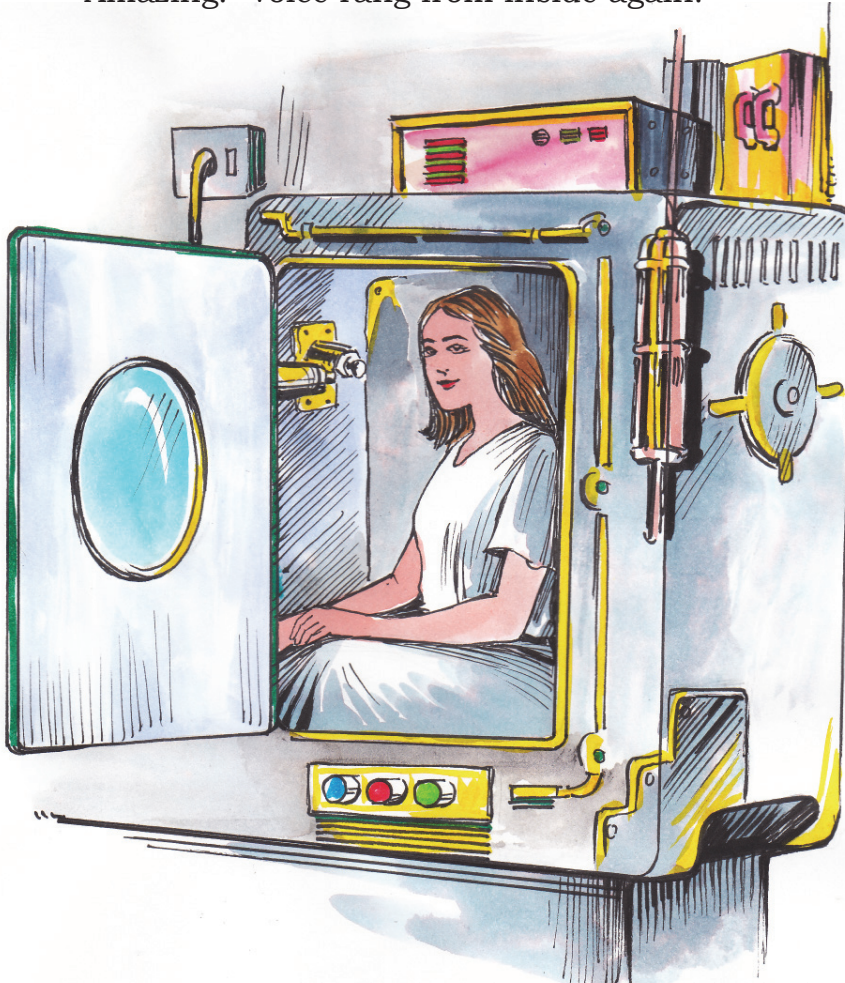
12. How did the machine behave when the button was pressed?

.....
.....

"Music! I'm dancing"

"Only she thinks she is dancing!" He announced to the world.

"Amazing!" voice rang from inside again.



Leo Auffman blushed with pride. Suddenly his smile faded when he heard someone crying inside.

"She is crying!" said Naomi.

"She can't be!"

"She is, like a baby!" said Saul.

"No! She simply can't be!" He opened the door.

"Please, Lee! Let me finish!" She cried for some more.

Stunned, he turned off the machine.

"It is the saddest thing in the world." she said.

13. 'Blue Danube' stands for

.....
.....

14. "Only she thinks she is dancing!" What did Leo Auffman mean by this?

.....
.....

“First, there was Paris.”

“What is wrong with Paris?”

“You made me feel that I'm in Paris. But I know I'm not and I could never be.” “You made me dance on the dance floor. But we haven't danced for twenty years.”

“I'll take you to dance-house tomorrow morning.” Leo tried to console her.

“No! No! It is not important, even though your machine thinks it is important!”

“What else?” Leo Auffman became gloomy.

“What else! The machine says I'm young but I know that I'm not.” “Your machine makes a sunset lasts forever, the air fragrant and the temperature fine.”

“Then what is sad in it?”

“Who wants a sunset to last forever? We always like sunset when it comes and goes. How long can I watch the sunset when our children wait for lunch, dishes to be washed and beds to be made? You made the quick things go slow and brought far away things come close. It shouldn't be. We like quick things for they are quick and far away things as they are not easily reachable.”

“I still do not understand what's wrong with the machine. Let me check it.” He sat down inside the machine and shut the door. The machine started quivering and growling again. When he just began to float with colours and music in great relaxation, he heard someone screaming. “Fire, Papa! The machine is on fire!”

The boys dragged him out when someone broke the door open. A muffled explosion was heard from behind.

Lena Auffman ensured the machine burning very well, then yelled out, “Saul, call the fire department!”

Lena Auffman, Grandpa Spaulding, Douglas and Tom gazed at the flame swallowing the garage. Most of the boarders, old men across the ravine and all the

15.How did Paris make Lena sad?

.....
.....

16.What all things did the machine do to make Lena happy?

.....
.....

17.Why couldn't Lena enjoy the sunset which lasted long?

.....
.....

18.In the words of Lena, what was the mistake Leo Auffman made in the making of the Happiness Machine?

.....
.....

19.How could Leo Auffman escape from the burning machine?

.....
.....

children from six blocks around watched the firemen striving to put the soaring flames out. Auffman's children felt proud of the giant flames coming out from their garage which became a visual treat for everyone. Grandfather Spaulding keenly studied the smoke ball making mysterious patterns in the sky.

“Was that your Happiness Machine?”

“Let me figure out later and I'll tell you.”

“Leo”, Lena said, “I hope it won't take a year to figure them out. I'll be there in the house putting things back to normal. You know it's in absolute chaos by the commotion you made with the machine these days. Come children, help Mama.”

Leo Auffman left with grandfather and his children when all the firemen and people had gone. He stirred his boot through the wet ashes and ruins and said, “The first real thing you learn in life is you are a fool. You want to see the Happiness Machine? It got patented more than thousand years ago and still there, even though not good all the time. But it runs on and on.”

“But the fire --” said Douglas.

“Don't count. It doesn't take a year to figure out what has been burned. Leave that worthless bauble. Look! The Happiness Machine! You'll see it through the front window.”

They all looked through the large window pane. Every sense of the body was inspired by the big and tiny ripples over there. Saul and Marshall were playing chess at the coffee table and Rebecca laying out the silver in the dining room. Naomi was cutting paper-doll dresses and Ruth painting water colours. Joseph was running his electric train and Lena was sliding a pot roast from the steaming oven. You could hear far

20. What changed the house into total disarray?

.....
.....

21. Did Leo Auffman realise his mistake in his attempt to make others happy with a machine?

.....
.....

away voices and someone singing in a high sweet voice. You could feel the aroma of the baking bread and the tempting butter. Everything seemed to be working fine and Leo Auffman gazed serenely through the window.

“There it is.” Feeling the healing touch of all the bits and pieces of his house and in sheer ecstasy, he said, “ the Happiness Machine.”

“The Happiness Machine.”

(Adapted)

22. According to Leo Auffman, what is the real Happiness Machine? What made him realise that?

.....
.....

About the author



Ray Douglas Bradbury (August 22, 1920 – June 5, 2012) was an American author and screenwriter. He worked in a variety of genres, including fantasy, science fiction, horror, and mystery fiction.

He is the recipient of numerous awards, including a 2007 Pulitzer Citation. Many of his works were adapted to comic book, television, and film formats.

Let's revisit and reflect

Let's quote what Mr. Leo Auffman and Lena Auffman said about the machine. The following quotes of Leo Auffman suggest that he is very confident about the machine which creates happy situations. Now pick out the comments of Lena Auffman about the machine.

Leo Auffman	Lena Auffman
• I am trying to get a way to solve all your complaints. • That's not how it's built! • Press the button and you will see! • She only thinks she is dancing! • I still do not understand what's wrong with the machine.	

Now we have gone through the different perspectives of Leo and Lena Auffman towards happiness. Let's discuss to what extent the story supports or refutes the following statements.

- Machines and devices make our life easy and happy.
- Real happiness comes from our relationships rather than from material things.

.....

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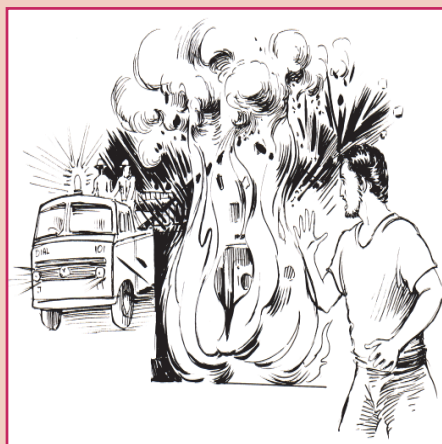
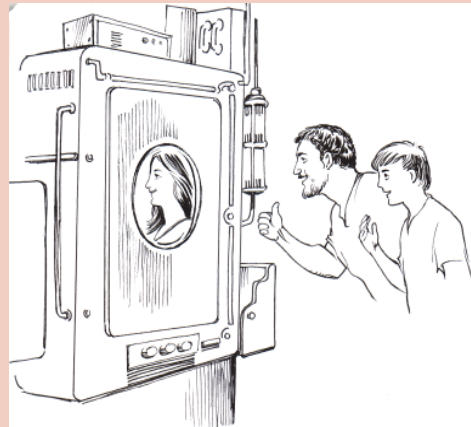
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Activity 1

- a) Given below is the story board of the film 'The Happiness Machine'. Study the pictures carefully and write the appropriate events from the story in the space provided. One has been done for you.



Leo Auffman is with his wife. Wife is ironing the clothes. He asks his wife whether she is happy or not.



- b) Now select any scene from the given story board and complete the worksheet. Sample is given.

Title of the scene	House scene (Indoor)
Key ideas	Introducing the concept of happiness machine.
Appearance/ features of the characters	Leo Auffman, his wife (middle aged)
Settings and back-ground information	Work space inside the house, ironed clothes can be seen, Leo Auffman with a dictionary in his hand. Lena Auffman ironing the clothes.
Plot (problems and solutions)	Leo Auffman asks whether his wife is happy or not. She expresses her view.
Props you may need	Iron box . clothes Ironing table
Likely Conversation	Leo : Lena, are you pleased, contented, joyful or delighted? Lena : Read me the list again, please. Leo (after closing the dictionary) : Say yes or no. Aren't you happy, joyful or delighted? Lena: Our domestic ones are contented. Our babies and people of second childhood here are delighted. And happiness, for me, do you think I couldn't stop laughing scrubbing this sink? Leo : I know. I am trying to get a way to solve all your complaints. Lena : I am not complaining, Lee, and never complain. But please don't ask such crazy questions for which you may not get the answer.

Worksheet

Title of the scene	
Key ideas	
Appearance/ features of the characters	
Settings and background information	
Plot (problems and solutions)	
Props you may need	
Likely Conversation	

- c) Now watch the film 'The Happiness Machine' and evaluate the completed worksheet using the check list provided.



	Needs improvement	Satisfactory	Well done
• Background information and settings were proper.	☐	☐	☐
• I succeeded in presenting the key ideas.	☐	☐	☐
• The appearance and features of characters were presented well.	☐	☐	☐
• I drafted the plot well.	☐	☐	☐
• I succeeded in mentioning the necessary properties.	☐	☐	☐
• The conversations were in tune with the actual conversation of the characters.	☐	☐	☐

- d) Given below is the dialogue of the characters from a particular scene of the film 'The Happiness Machine'. Scan the QR code to see the particular scene. Watch the scene carefully and complete the dialogue.

Leo : Why am I in bed so late?
 Lena : Stay there or I will give you such a hit.
 Leo : What's this?
 Lena :
 Leo :

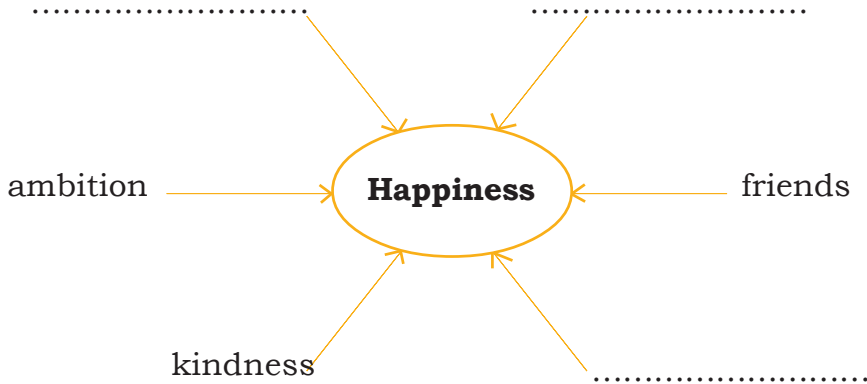


- e) Let's now draft a subtitle for this scene.

Subtitle is the caption displayed at the bottom of a cinema or television screen that translates or transcribes the dialogue or narrative.

Activity 2

- How can we be happy?



By making use of these words, write a paragraph on the topic, 'How can we be happy?'

Activity 3

- a) Leo Auffmann tries to find happiness from a machine. The present generation tries to seek happiness from mobile phones. Now, look at this cartoon strip.



- b) What idea does this cartoon strip convey?

.....

- c) Based on the discussion on the cartoon, conduct a debate on the topic, 'Mobile phone - boon or bane.'

.....

Language activity

Study the given sentences:

- Leo consoled Lena.
- Lena was consoled by Leo.
 - Do the above two sentences express the same meaning?
 - What did Leo do?
 - Hence is the doer of the action.

Activity 1

Read the following sentences and identify the doer of the action in each sentence.

- The oven door was pulled open by Lena.
- Leo forced Lena to stop her work.
- Leo was awakened by vague sounds.
- Leo makes a new machine.
- The clothes have been ironed by Lena.
- Naomi was cutting paper doll dress.

When do we begin a sentence with the doer of the action? Tick the correct option.

- (a) When the doer of the action is emphasised. ☐
- (b) When the receiver of the action is emphasised. ☐

a) Observe the sentence patterns given in column A and column B and complete the missing rows.

A	B
1. Leo made a new machine.	1. A new machine was made by Leo.
2. Naomi was cutting paper doll dress.	2.
3.	3. The oven was pulled open by Lena.
4.	4. The clothes have been ironed by Lena.
5. Joseph is running his electric train.	5.
6. Lena had pressed the button.	6.

- When the doer of the action is the subject, we say that the sentence is in the active form.
- The verb under goes corresponding changes.
- When the doer of the action is not known, not important or not too obvious, we use passive sentences (emphasizing the receiver/object).

b) Some events from the lesson The Happiness Machine are given below. Read them.

Leo completed the work of the happiness machine.



Lena checked the function of the happiness machine.



Leo did not care for their children.



Lena looked after their children.



They could hear a muffled explosion.



The boys dragged him out.



They called the fire force.



Children were watching the firemen.

In the above sentences, the doers are emphasised. Now rewrite the sentences giving emphasise to the receiver. One has been done for you.

- The work of the happiness machine was completed.

.....

.....

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.....

II. Read and enjoy

*True happiness is to enjoy the present without being too anxious about the future. When it comes to seeking happiness in the present, can nature help us? Here is a poem where the poet urges the reader to experience joy and pleasure that the natural spring time delights offer....
Now read and enjoy the poem.*

A Prayer in Spring

Robert Frost

Oh, give us pleasure in the flowers to-day;
And give us not to think so far away
As the uncertain harvest; keep us here
All simply in the springing of the year.

Oh, give us pleasure in the orchard white,
Like nothing else by day, like ghosts by night;
And make us happy in the happy bees,
The swarm dilating round the perfect trees.

And make us happy in the darting bird
That suddenly above the bees is heard,
The meteor that thrusts in with needle bill,
And off a blossom in mid air stands still.

For this is love and nothing else is love,
The which it is reserved for God above
To sanctify to what far ends He will,
But which it only needs that we fulfil.



About the author



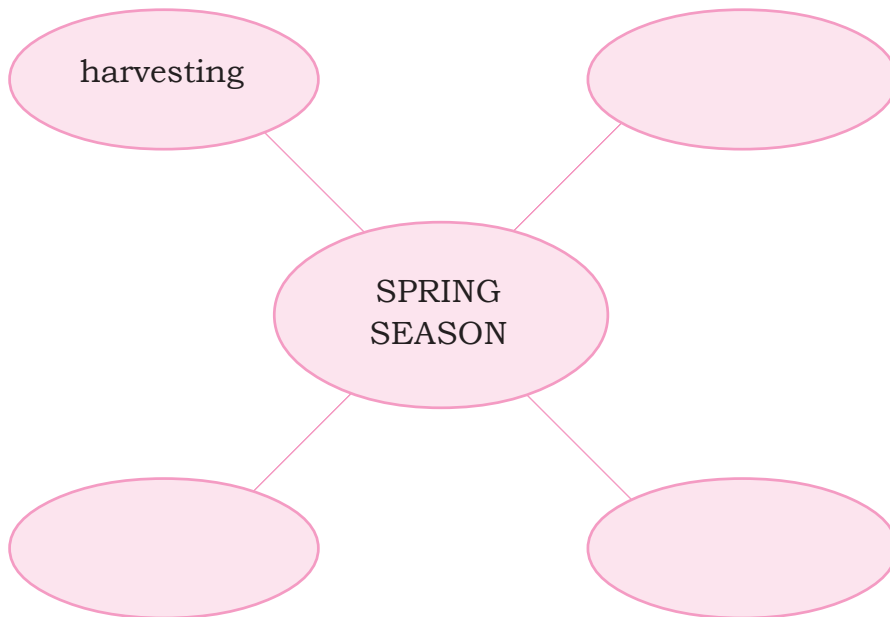
Robert Frost, (1874-1963) an American poet is much admired for his realistic verse that depicts the rural life of New England. Some of his most notable works are 'The Road not Taken', 'Stopping by Woods on a Snowy Evening', 'A Boy's Will' and 'After Apple-Picking'. He won Pulitzer Prize four times and was nominated for the Nobel Prize in Literature 31 times.

Let's revisit and enjoy the poem

1. Who does the poet address in the first line?
.....
2. Who are referred to as 'us' here?
.....
3. Why does the poet use 'to-day' instead of 'today'?
.....
4. Where is the poet and what is happening around him?
.....
5. What is the first pleasurable sight?
.....
6. Which habit of human beings stands as an obstacle in enjoying the pleasures in nature? Pick out the lines that indicate this habit.
.....
7. Identify the enjoyable sight mentioned in the second stanza. What is it compared to?
.....
8. The poet says that bees are happy. How does the poet justify his claim?
.....
9. Explain the idea in the line 'And off a blossom in mid air stands still'.
.....
10. The poet mentions love in the fourth stanza. Is it human love or divine love? Give reasons.
.....
11. According to Robert Frost, what is man's duty while living in this world?
.....

Activity 1

The poem 'A Prayer in Spring' depicts the beauty of nature in the Spring season. Fill in the bubbles with the shades of nature that attracted the poet in the Spring time.



Now, write a paragraph on the poet's treatment of nature in the poem 'A Prayer in Spring'.

Activity 2

- The expression 'springing of the year' refers to the beginning of the season of planting and tending- a season of new birth. Robert Frost tells us that we should live in the moment and learn not to focus on the harvest. What message does the poet convey in the first stanza? Express your views.
- The bees play an inevitable role in nature. What function do they perform and how does the poet describe it?

Activity 3

In the first stanza, Robert Frost tells us that we should learn to get rid of our anxieties about future and enjoy living in the moment gifted to us. How does the poet reinforce this message in the last stanza? Explain.

Activity 4

Read the lines and identify the poetic device from the box given below. Briefly describe the idea conveyed by these lines.

[alliteration, simile, metaphor]

1. And off a blossom in mid air stands still

Poetic device -

Explanation:

2. Like nothing else by day, like ghosts by night

Poetic device -

Explanation:

3. The meteor that thrusts in with needle bill

Poetic device -

Explanation:

Find more examples for each from the poem, if any.

Activity 5

Robert Frost mentions the enjoyable sights in nature in the Spring season. However, he understands that there are several factors that prevent man from enjoying the simple pleasures of life. The poet's pleasure and its sources are quite different from those of modern man. What gives pleasure to man in the modern world? Do these pleasures satisfy him? Express your views in a paragraph.

.....

.....

.....

.....

.....

.....

III. Read and reflect

The story 'Happiness Machine' conveys that happiness cannot be materialistic. It is a state of mind. It comes from our relationships with other people, rather than from material things. Won't we feel happy if our relationships are smooth and mind is at peace? Let's read a story...

The Trio

R K Narayan

River Sarayu was the pride of Malgudi. It was ten minutes walk from Ellaman Street, the last street of the town, chiefly occupied by oilmongers. Its sand-banks were the evening resort of all the people of the town. The municipal resident took any distinguished visitor to the top of the Town Hall and proudly pointed to him Sarayu in moonlight, glistening like a silver belt across the North.

The usual evening crowd was on the sand. Swaminathan and Mani sat aloof on a river-step, with their legs dangling in water. The peepul branches overhanging the river rustled pleasantly. A light breeze played about the boughs and scattered stray leaves on the gliding stream below. Birds filled the air with their cries. Far away, near Nallappa's Mango Grove, a little downstream, a herd of cattle was crossing the river. And then a country cart drawn by bullocks passed, the cart-man humming a low tune. It was some fifteen minutes past sunset and there was a soft red in the west.

'The water runs very deep here, doesn't it?' Mani asked. 'Yes, why?'

'I am going to bring Rajam here, bundle him up, and throw him into the river.'

Rajam was a fresh arrival in the first A. He had sauntered into the class on the reopening day of the second term, walked up to the last bench, sat beside Mani, and felt very comfortable indeed till Mani gave him a jab in the ribs, which he returned. He had impressed the whole class on the very first day. He was

Read and respond

1. What was the major occupation of people in Ellaman Street?

.....
.....

2. How was river Sarayu in the moonlight?

.....
.....

3. How is the evening at the river described here?

.....
.....

4. Rajam had a heroic entry into the class. Discuss.

.....
.....

a new-comer; he dressed very well - he was the only boy in the class who wore socks and shoes, fur cap and tie, and a wonderful coat and knickers.

He came to the school in a car. As well as all this, he proved to be a very good student too. There were vague rumours that he had come from some English boys' school somewhere in Madras. He spoke very good English, 'Exactly like a "European"'; which meant that few in the school could make out what he said. Many of his class-mates could not trust themselves to speak to him, their fund of broken English being small. Only Sankar, the genius of the class, had the courage to face him, though his English sounded halting and weak before that of Rajam.

This Rajam was a rival to Mani. In his manner to Mani he assumed a certain nonchalance to which Mani was not accustomed. If Mani jabbed, Rajam jabbed; if Mani clouted, he clouted; if Mani kicked, he kicked. If Mani was the overload of the class, Rajam seemed to be nothing less.

And add to all this the fact that Rajam was a regular seventy percenter, second only to Sankar. There were sure indications that Rajam was the new power in the class. Day by day as Mani looked in, it was becoming increasingly clear that a new menace had appeared in his life.

All this lay behind his decision on the river-step to bundle up Rajam and throw him into the river. Swaminathan expressed a slight fear: "you forget that his father is the police superintendent." Mani remained silent for a while and said, "What do I care? Some night I am going to crack his shoulders with my clubs."

"If I were you, I would keep out of the way of policemen. They are an awful lot," said Swaminathan.

If you were me! Huh! But thank God I am not you, a milk-toothed coward like you."

Swaminathan bit his lips and sighed.

5. How was the dress of Rajam different from that of others?

.....

.....

6. Why were the boys not confident to speak to Rajam in English?

.....

.....

7. How did Rajam turn out to be a power in the class and a rival to Mani?

.....

.....

8. What was Swaminathan's fear when he was told about Mani's intentions?

.....

.....

"And that reminds me," said the other, "you are in need of a little warning. I find you hanging about that Rajam a bit too much. Well, have a care for your limbs. That is all I can say."

Swaminathan broke into loud protestations. Did Mani think that Swaminathan could respect anyone but him, Mani the dear old friend and guide? What made him think so? As far as Swaminathan could remember, he had never been within three yards of Rajam. Oh, how he hated him!

That vile upstart! When had Mani seen him with Rajam? Oh, yes, it must have been during the Drawing period on Monday. It was Rajam who had come and talked to him in spite of the cold face that Swaminathan had turned to him.

That devil had wanted a pencil sharpener, which he did not get, as he was promptly directed to go to a shop and buy it if he needed it so urgently. Oh, there was no comparison between Rajam and Mani.

This pleased Mani greatly. For the first time that evening he laughed, and laughed heartily too. He shook Swaminathan and gave such an affectionate twist to his ear that Swaminathan gave a long howl. And then suddenly asked, "Did you bring the thing that I wanted?"

"Oh, Mani! I beg a hundred pardons of you. My mother was all the time in the kitchen. I could not get it." ('It' referred to lime pickles.)

"You are a nasty little coward- Oh, this riverbank and the fine evening. How splendid it would have been! ..."

Swaminathan was to act as a cord of communication between Rajam and Mani. They were sitting in the last bench with their backs against the yellow wall. Swaminathan sat between Rajam and Mani. Their books were before them on the desks; but their minds were busy.

Mani wrote on a piece of paper "Are you a man?" and gave it to Swaminathan, who pushed it across to

9. What did Mani call Swaminathan for being afraid of policemen?

.....

10. 'How splendid it would have been!' According to Mani, what is missing in that fine evening?

.....

11. Why did Rajam and Mani need a cord of communication between them? Who was it?

.....

Rajam, putting on as offensive a look as possible. Rajam read it, crumpled it, and threw it away. At which Mani wrote another note repeating the question with an offensive addition and Rajam returned the same amount of offence with his reply.

Further progress was stopped. "Swaminathan, stand up," said the teacher. Swaminathan stood up faithfully. "What is Lisbon famous for?" asked the teacher.

Swaminathan hesitated and ventured, "For being the capital of Spain." The teacher bit his moustache and fired a second question, "What do you know about the Indian climate?"

"It is hot in summer and cold in winter."

"Stand up on the bench! Roared the teacher. And Swaminathan stood up without a protest. He was glad that he was given this supposedly degrading punishment instead of the cane.

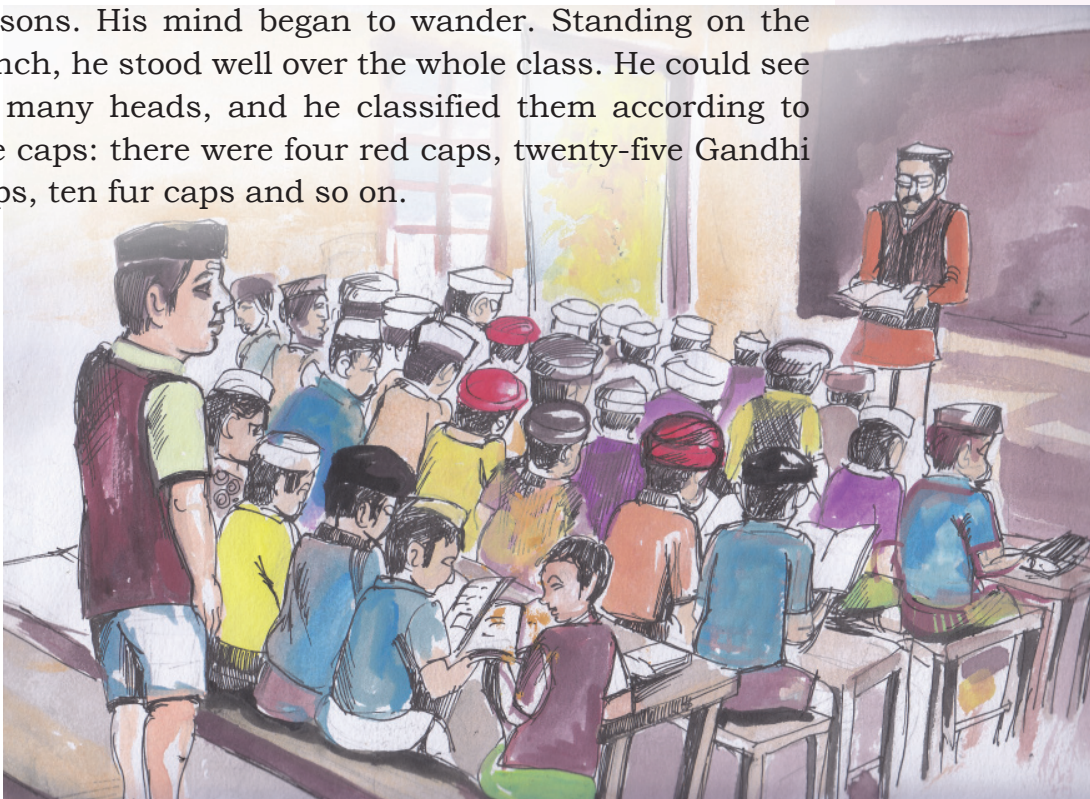
The teacher resumed his lessons: Africa was a land of forests. Nile was the most important river there. But Swaminathan paid no attention to the rest of the lessons. His mind began to wander. Standing on the bench, he stood well over the whole class. He could see so many heads, and he classified them according to the caps: there were four red caps, twenty-five Gandhi caps, ten fur caps and so on.

12. What made the teacher call Swaminathan?

.....
.....

13. What was the punishment Swami got from the teacher?

.....
.....



When the work for the day was over, Swaminathan, Mani, and Rajam, adjourned to a secluded spot to say what was in their minds. Swaminathan stood between them and acted as the medium of communication. They were so close that they could have heard each other even if they had spoken in whispers. But it was a matter of form between enemies to communicate through a medium. Mani faced Swaminathan steadily and asked, "Are you a man?"

Swaminathan turned to Rajam and repeated, "Are you a man?" Rajam flared up and shouted, "Which dog doubts it?"

Swaminathan turned to Mani and said ferociously, "Which dirty dog doubts it?"

Have you the courage to prove that you are a man?" asked Mani.

Swaminathan turned to Rajam and repeated it.

"How?" "How? Repeated Swaminathan to Mani.

"Meet me at the river, near Nallappa's Grove, to-morrow evening."

"Near Nallappa's Grove," Swaminathan was pleased to echo.

"What for?" asked Rajam. "To see if you can break my head."

"Oh, to pieces," said Rajam.

Swaminathan's services were dispensed with. They gave him no time to repeat their words. Rajam shouted in one ear, and Mani in the other.

"So we may expect you at the river to-morrow," said Swaminathan.

"Yes," Rajam assured them.

Mani wanted to know if the either world come with guards. No he would not. And Mani voiced another doubt: "If anything happens to you, will you promise to keep it out of your father's knowledge?" Rajam promised, after repudiating the very suggestion that he might act otherwise.

14. What was Swaminathan doing after he got the punishment?

.....

.....

15. The services of the mediator turned needless in the later part of the conversation. How did they communicate then?

.....

.....

16. What was the final settlement of their argument?

.....

.....

Nallappa's Grove stood a few yards before them. It was past six and the traffic for the day between the banks was over. The usual evening crowd was far behind them. Swaminathan and Mani were squatting on the sand. They were silent. Mani was staring at the ground, with a small wooden club under his arm. He was thinking: he was going to break Rajam's head in a short while and throw his body into the river. But if it should be recovered? But then how could they know that he had done it? But if Rajam should come and trouble him at night as a spirit? Since his grandfather's death, he was sleeping alone. What if Rajam should come and pull his hair at night? After all it would be better not to kill him. He would content himself with breaking his limbs and leaving him to his fate. If he should batter his head, who was going to find it out? Unless of course - He cast a shy look at Swaminathan, who was blinking innocently...

Unless of course Swaminathan informed the police.

At the sound of the creaking of boots, they turned and found that Rajam had come. He was dressed in khaki, and carried under his arm an air-gun that was given to him a couple of months ago on his birthday. He stood very stiff and said: "Here I am, ready."

"You are late."

"Yes."

"We will start."

Rajam shouldered his gun and fired a shot in the air. Mani was startled. He stood still, his club down.

"You heard the shot?" asked Rajam. The next is going to be into your body, if you are keen upon a fight."

"But this is unfair. I have no gun while you have. ... It was to be a hand-to-hand fight."

"Then, why have you brought your club? You never said anything about it yesterday."

Mani hung down his head.

"What have I done to offend you?" asked Rajam.

17. What were the doubts arising in Mani's mind when he was sitting on the river-step with the club under his hand?

.....
.....

18. How did Rajam appear before them?

.....
.....

19. What did Rajam do to frighten Mani?

.....
.....

20. What made Mani hang down his head?

.....
.....

"You called me a sneak before someone."

"That is a lie."

There was an awkward pause. "If this is all the case of your anger, forget it. I won't mind being friends."

"Nor I," said Mani.

Swaminathan gasped with astonishment. In spite of his posing before Mani, he admired Rajam intensely, and longed to be his friend. Now this was the happiest conclusion to all the unwanted trouble. He danced with joy.

Rajam lowered his gun, and Mani dropped his club. To show his goodwill, Rajam pulled out of his pocket half a dozen of biscuits.

The river's mild rumble, the rustling of the peepul leaves, the half light of the late evening, and the three friends eating, and glowing with new friendship- Swaminathan felt at perfect peace with the word.

(Adapted)

21. According to Mani, what was the reason for his hatred towards Rajam?

.....
.....

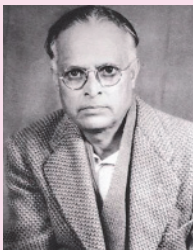
22. Now this was the happiest conclusion to all the unwanted trouble. How did they settle the issue?

.....
.....

23. How did Rajam show his goodwill?

.....
.....

About the author



R. K. Narayan (10 October 1906 - 13 May 2001), full name Rasipuram Krishnaswami Iyer Narayanaswami, was an Indian writer known for his works set in the fictional South Indian town of Malgudi. He was a leading author of early Indian literature in English.

The fictional town of Malgudi was first introduced in 'Swami and Friends' which is a part of his semi autobiographical trilogy. 'The Trio' is the renamed title of the second chapter of 'Swami and Friends' which has the original title 'Rajam and Mani'.



Let's revisit and reflect

1. "River Sarayu was the pride of Malgudi." – Why did R. K. Narayan say so?

.....
.....

2. Why did the teacher punish Swaminathan ? What was the punishment?
How did he feel it ?

.....

.....

3. Why did Mani think that Rajam was his rival?

.....

.....

4. Mani was planning to kill Rajam with his wooden club but what was the thought that stopped him?

.....

.....

5. The story ends with the sentence “Swaminathan felt at perfect peace with the world.” – Why did he feel at perfect peace with the world ?

.....

.....

Activity 1

- Mani is a friend and guide for Swaminathan. He enjoys Mani's companionship and does everything possible to keep him happy. He goes into the kitchen to get some pickle for Mani as promised and sees his mother. He pleads with his mother to give some lime pickle but she denies. Complete the conversation.

Swaminathan : Are you busy with your work amma?

Mother : No dear. Tell me what brought you to the kitchen now.

Swaminathan :

.....

Mother :

.....

Swaminathan :

.....

Mother :

.....

Activity 2

- a. Rajam is the new comer in class First A. He impressed the whole class on the first day itself.

Complete the boxes given below.

RAJAM

Personality

(what type of a boy is he?)

Evidence

.....



Appearance

Evidence

.....

Actions

Evidence

.....

- b. Now attempt a character sketch of Rajam using the points listed above and hints from the story.

Activity 3

- Swaminathan was punished by the teacher for being inattentive in the class. Still he paid no attention to the lessons and his mind began to wander. Infuriated by Swami's behaviour the teacher writes a letter to his father. What would the content of the letter be?

.....

.....

.....

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Activity 4

- Lena Auffmann experiences bouts of bliss watching sunset in the happiness machine. The story 'The Trio' begins with a description of the banks of river Sarayu at sunset. Sunset is the most magical and delightful moment of a day.

Let us now pen down our thoughts on:-

Sunset- An enthralling painting by mother nature.

(Hints- amazing moment in the western horizon- mixture of warm colours- trees drenched in golden glow- beautified landscape-reflection on water- birds flying past and singing lullaby- sun fades into a long deep sleep.)

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Language activity

Read the following passage carefully.

Hi. My name is Mani. I often go to the banks of River Sarayu **where** people watch the sunset. Today, I invited Swami **who** is my best friend to watch the sunset. Swami, **whose** mother makes delicious pickle, has promised to bring me some pickle.

A few words in the passage are given in bold letters.

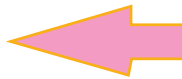
They are relative pronouns.

A relative pronoun is both a pronoun and a joining word. It is used to join two sentences.

Who, whose, whom, which, where, and that are relative pronouns.

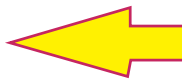
Relative Pronouns

WHO



It is used to refer to people.
e.g. The man who works at the post office is very kind.

WHICH



It is used to refer to animals and objects'
e.g. I have a gift with me which my friend brought.

WHOSE



It is used to refer to possessions.
e.g. The tree whose branches shade my kitchen window is an oak.

THAT



It is used to refer to people, animal
e.g. The dog that is chasing the squirrels belongs to me.

WHERE



It is used to refer to place.
e.g. This is the school where I studied.

WHEN



It is used to refer to time.
e.g. My grandfather remembers the time when there was no television

Look at the pairs of sentences.

- This is the man. The man has made the happiness machine.
- The new student has come. You wanted to meet the new student.
- Mani wanted to maintain his status in the class. He had lost his status in the class.

These pairs of sentences can be joined together using the relative pronouns such as **who**, **whom** and **which** respectively.

- This is the man who has made the happiness machine.
- The new student whom/who you wanted to meet has come.
- Mani wanted to maintain his status in the class which he had lost.

Activity 1

Add the missing relative pronouns.

- Ellaman street was ten minutes walk from river Sarayu was always crowded. (which/where)
- The municipal resident was proud of the beauty of river Sarayu showed it to all the distinguished visitors. (who/whom)
- Swami was a friend Mani could trust. (whom/whose)
- Mani, anger towards Rajam knew no bounds wanted to harm him. (whom/whose)
- The banks of the river people could enjoy the evening were very beautiful. (when/where)

Now, look at this sentence.

'Villagers **who were oilmongers** occupied the last street of the town.'

Rewrite the above sentence after removing the words given in bold letters.

.....

Does the sentence make a complete sense without the bold portion?

Yes/No

The bold part gives additional and necessary information to complete the sense of the sentence. It is part of the sentence and it is called a clause.

The clause begins with a relative pronoun 'who' and so it is a relative clause.

Relative clauses begin with a relative pronoun. Here relative pronoun relates the clause to the preceding noun in the sentence.

The relative clause 'who were oilmongers' is necessary to complete the sense of the sentence or else it gives a different meaning that all villagers occupied the last street of the town. Such clauses are called Defining relative clause.

Relative clauses are of two types:- Defining relative clause and Non defining relative clause.

Now look at this sentence.

River Sarayu, which glistened like a silver belt in moonlight, was the pride of Malgudi. (Non defining)

Let us rewrite the second sentence after removing the relative clause.

.....

Is there a change in meaning when the relative clause is omitted?

Yes/No

The relative clause in the second sentence is separated with commas. The meaning of the sentence remains the same even without the relative clause and the function of the clause here is only to give additional but not necessary information about the preceding noun. Such clauses are called Non defining relative clause.

List down the features of defining and non defining relative clauses.

Defining relative clause	Non defining relative clause
1. Gives necessary information	
2.	Sentence maintains sense without the clause.
3. Not separated by commas	

Classify the sentences given below depending on the type of relative clause.

1. Rajam, who was a newcomer in class 1A, was admired by his classmates.
2. Children who love pickles are common.
3. The teacher, who was teaching History, punished Swami for being inattentive in the class.

4. Students who pay attention in the class score good marks.
5. The friends met near Nallappa's grove, which was deserted in the evening, as promised.

Defining relative clause	Non defining relative clause

Vocabulary activity

Activity 1

a. Find the word.

1. P r e l i g n p e x --- a word that starts with the letter 'p'.
 - This word gives the meaning 'confusing'.
 - A number of puzzling questions formed in his mind. (One of the words in this sentence can be replaced by the hidden word.)
 - 'If you find something confusing, please inform me. (One of the words in this sentence can be replaced by the hidden word.)
 -
2. N E S A K –
 - This word gives the sense 'secret'.
 - This word can be formed by just interchanging the position of two letters of the word 'snake'.
 - The burgler tried to **creep** into the house. (The hidden word can replace the word given in bold letters in the sentence.)
 - To escape from his father he into the room.
3. Q u e r i-
 - It is a container for holding arrows, bolts, or darts. (noun)
 - The word also means to shake rapidly. (verb)
 - If the washing machine is overloaded, it will **shake with rapid motion**. (The hidden word can replace the word given in bold letters in the sentence.)
 - Arjuna took out the arrows from the

4. S r o a

- Kites do this in the sky. (fly high)
- The cost of living continued to (increase)

5. N l o v e

- It is a form of literature. (noun) It also means something new.
- Even though the making of the happiness machine failed, it was a idea.

- b. Soul narrated his experience with the happiness machine to one of his friends. Some words are missing. Fill up the narration using the appropriate form of the words you identified in the above activity.

I wished a lot to check my father's (a) idea. I walked around to get a good look at the machine. There were a lot of wires and pipes, so (b) I (c) into the machine and pushed the button. All I could see was I was (d) over the skyscrapers. I . (e) with fear.

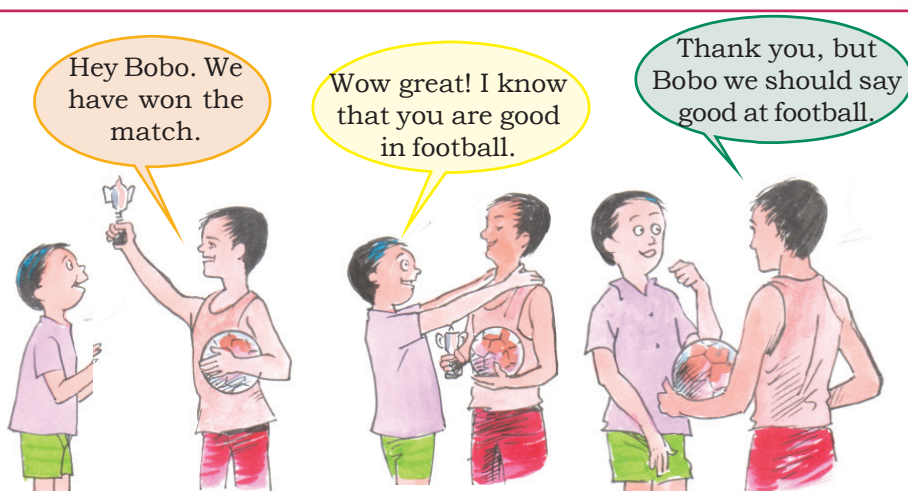
Let's edit

Read the diary entry of Swaminathan on the day he got a new comer in his class. He has made some mistakes while writing the diary. The mistakes are given in bold letters. Correct them.

Monday

1-10-2018

Rajam, **which** (a) is a new student, came to our class today. A wonderful boy! What a (b) appearance! Not only appearance but **also he has** (c) good qualities too. A **well-dress** (d) boy. The whole class **impressed** (e) by him. How fluently he speaks! Good English. But he shows indifference to Mani **who** (f) he cannot bear. I think Mani has taken Rajam as a rival.



Glossary

aroma (n)	: a typically pleasant smell
astonishment (n)	: great surprise
awkward (adj)	: hard to deal with
bauble (n)	: a small, showy decoration
chaos (n)	: complete disorder or confusion
commotion (n)	: a state of confused and noisy disturbance
consequence(n)	: a result or effect
dilate(v)	: make wider or larger
dart(n)	: an act of running somewhere suddenly and rapidly
dual	: consisting of two parts
evade (v)	: escape or avoid
feud(n)	: a prolonged and bitter quarrel
husk (n)	: the dry outer covering of some fruits or seeds
indulge (v)	: allow oneself to enjoy the pleasure of
limb(n)	: arm or leg of a person or animal
meteor (n)	: a small body of matter from outer space that enters the earth's surface
muffle (v)	: wrap or cover for warmth
nasty	: very bad or unpleasant
quiver(v)	: shake with a slight rapid motion
retaliate (v)	: make an attack in return for a similar attack
rivalry	: competition for the superiority in the same field
sheer (adj)	: complete
sneak (v)	: move in a stealthy way
sniff (v)	: draw up air audibly through the nose to detect a smell
soar (v)	: fly high in the air
strive (v)	: make great effort to achieve something
stroll(v)	: walk in a leisurely way
subdued	: quiet and rather reflective or depressed
thrust (v)	: push suddenly.
timid(adj)	: showing a lack of courage or confidence
wreck (n)	: something that has been badly damaged.



Notes

This image shows a full page of white paper with horizontal dashed blue lines. The lines are evenly spaced and run across the width of the page, providing a guide for writing or drawing. There are no margins, text, or other markings on the page.

Notes

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Notes

This image shows a full page of white paper with horizontal blue dashed lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

Notes

Notes

This image shows a full page of a document template. It consists of a white background with approximately 20 horizontal blue dashed lines spaced evenly apart, providing a guide for handwriting or typing. There are no margins, text, or other markings present.

Notes

This image shows a full page of white paper with horizontal blue dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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