

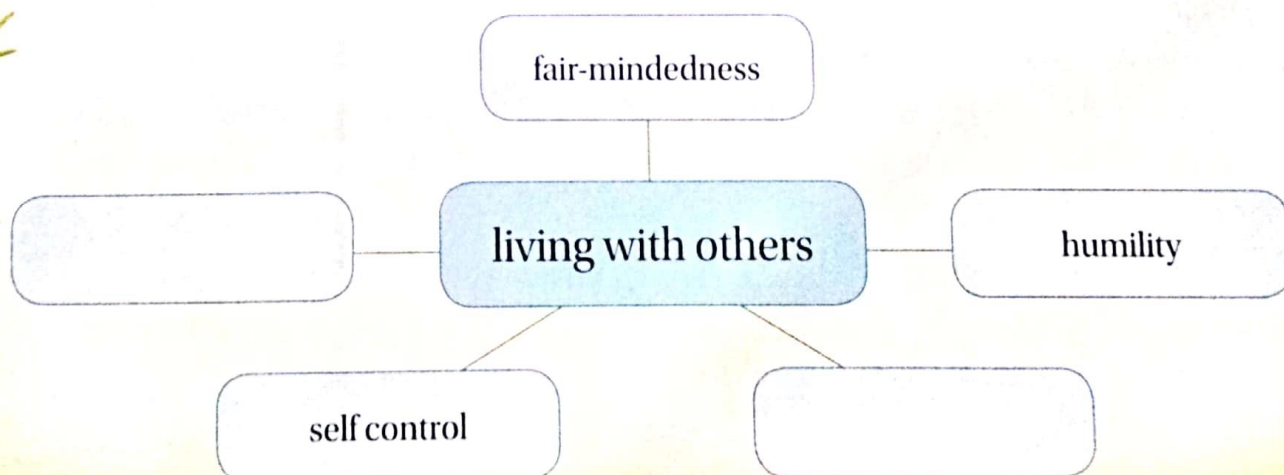
1 Living in Harmony

Introduction

He who lives in harmony
with himself,

lives in harmony
with the universe.

- What do you think this quote means? Explain in a few lines.
- Draw a poster to show people living in harmony with each other.
- Complete this graphic organiser.



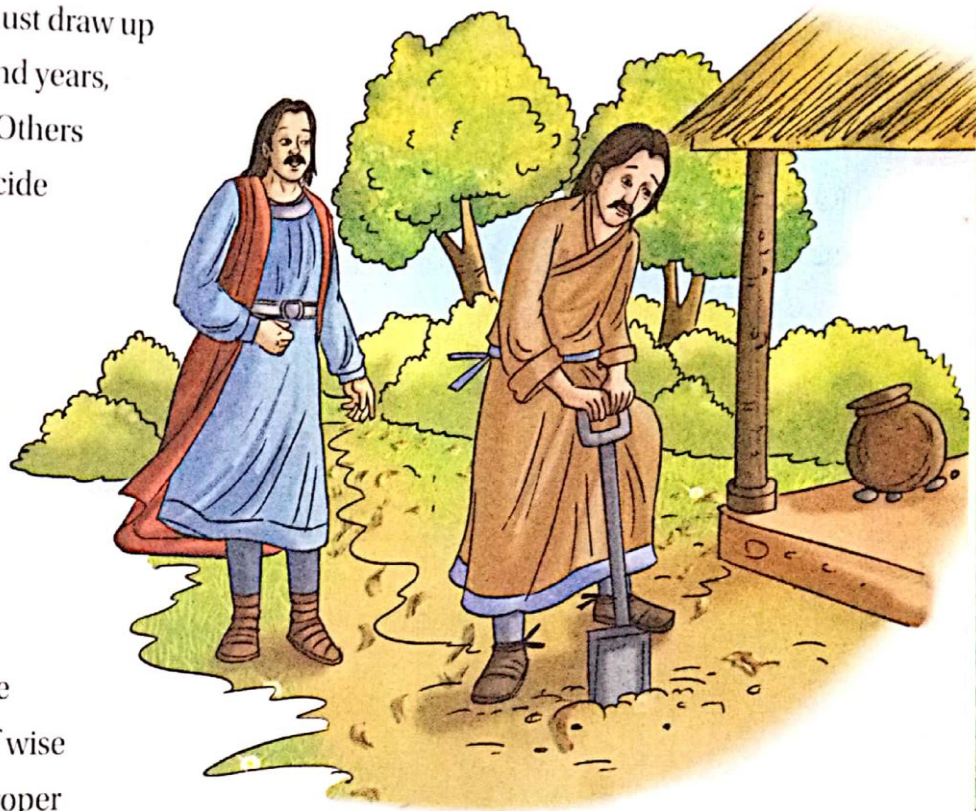
In reply to the first question, some said that to know the right time for every action, one must draw up in advance, a table of days, months and years, and must live strictly according to it. Others declared that it was impossible to decide beforehand the right time for every action; but that, not letting oneself be absorbed in idle pastimes, one should always attend to all that was going on, and then do what was most essential. Yet others said that it was impossible for one man to decide correctly the right time for every action and that the King should instead, have a council of wise people, who would help him fix the proper time for everything.

Equally varied were the answers to the second question. Some said the people whom the King needed the most were his councillors; others, the priests; others, the doctors; while some said the warriors were the most necessary.

To the third question about what was the most important occupation, some replied that the most important thing in the world was science. Others said it was skill in warfare; and to others, it was religious worship.

The King was not convinced by any of these answers and gave the reward to none. Instead, he decided to consult a hermit, widely renowned for his wisdom.

The hermit lived in a forest, which he never left. He spoke only to common folk. So the King put on simple clothes and approaching the hermit's cell,



dismounted his horse, and left his bodyguard behind.

When the King arrived, the hermit was digging the ground in front of his hut. The hermit was frail and weak, and each time he struck the ground with the spade and turned a little earth, he breathed heavily. The King went up to him and said, "I have come to you, wise hermit, to ask you to answer three questions—How can I learn to do the right thing at the right time? Who are the people I most need, and to whom should I, therefore, pay most attention? And what affairs are the most important and need my immediate attention?"

The hermit listened to the King but answered nothing. He just spat on his hand and resumed digging. The King watched in silence for a while. Then, feeling sorry for the hermit, he said, "You

proclamation
frail

announcement; declaration
weak; feeble



are tired, let me take the spade and work awhile for you."

The hermit silently handed over the spade and sat down on the ground. When he had dug two beds, the King stopped and repeated his questions. The hermit again gave no answer, but rose, stretched



out his hand for the spade, and said, "Now rest awhile—and let me work a bit." But the King did not give him the spade, and continued to dig. One hour passed, and another. The sun began to sink behind the trees, and the King at last drove the spade into the ground, and said, "I came to you, wise man, for an answer to my questions. If you can give me none, tell me so, and I will return home."

"Here comes someone running," said the hermit. "Let us see who it is."

The King turned around and saw a bearded man come running out of the forest. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the King, he fainted and fell on the ground, moaning feebly. The King and the hermit unfastened the man's clothing. There was a large wound in his stomach. The King washed it as well as he could, and bandaged it with his handkerchief and a towel that the hermit had. But the blood would not stop flowing, and the King removed the bandage soaked with warm blood again and again, and washed and bandaged the wound. When at last the blood stopped flowing, the man recovered and asked for something to drink.

The King brought fresh water and gave it to him. Meanwhile the sun had set and it had become cool. So the King, with the hermit's help, carried the wounded man into the hut. The man lay there quietly with his eyes closed. By now, the King was so tired with his walk and the work he had done, that he lay himself down and fell asleep. When he awoke in the morning, it took him some time to remember where he was, or who the strange bearded man was, lying by his side and gazing intently at him.

"Forgive me!" said the bearded man in a weak voice, when he saw that the King was awake and was looking at him.

"I do not know you, nor do I have anything to forgive you for," said the King.

"You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you, because you executed my brother and seized his property. I knew you had gone alone to see the hermit, and I **resolved** to kill you on your way back. But the day passed and you did not return. So I came out from my **ambush** to find you. Your bodyguards recognised me and wounded me. I escaped from them but would have bled to death had you not dressed my wound. I wished to kill you but you saved my life. Now if I live, and if you wish it, I will serve you all my life."

The King was very glad to have made peace with an enemy so easily, and to have gained him for a friend. He not only forgave him but said he would send his men and his own physician to attend to him.

The King then took leave of him and went out of the hut to look for the hermit. Before going away, he wished once more to beg for an answer to the questions he had asked. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

The King approached him and said, "For the last time, I pray you to answer my questions, wise man."

"You have already been answered!" said the hermit still **crouching** on his thin legs and looking up at the King who stood before him.



"What do you mean?" asked the King.

"Do you not see?" replied the hermit. "If you had not pitied my weakness yesterday and stayed to dig these beds for me, you would have gone back and been killed by that man. So the most important time was when you were digging the beds; and I

recovered
intently
resolved
ambush
crouching

returned to life/consciousness or recover from illness with full attention
determined; committed
trap; a hidden position from which a surprise attack is made
squatting; sitting on one's heels



was the most important man; and to do me good was your most important business. Afterwards, the most important time was when you were attending to that man, for if you had not attended to his wounds, he would have died without having made peace with you. So he was the most important man and what you did for him was your most important business. Remember then, there is only one time

that is important—now! It is the most important time because it is the only time when we have any power. The most necessary person is the one whom you are with, for you do not know whether you will ever have dealings with anyone else; and the most important thing is to do this person good, because for that purpose alone were you sent into this life!"



Reading

(reading for main ideas)

A. Answer these questions.

1. What were the three questions that the King asked?
2. What did he do to find answers to his questions?
3. Was he satisfied with the answers he received? Why/why not?
4. Whom did the King finally approach for the answers?
5. Describe the train of events that took place when the King was waiting for the answers.

B. Choose the right options to complete these sentences.

1. The bearded man fainted because
 - a. he was tired of running too long.
 - b. he was badly wounded in the stomach.
 - c. he was frightened when he saw the King.
 - d. all of the above
2. The bearded man wanted to kill the King because
 - a. the King had taken away his kingdom.
 - b. the King had abducted his wife.
 - c. the King had executed his brother.
 - d. all of the above
3. The hermit answered the King's questions
 - a. by giving him a suitable example from his own life.
 - b. as soon as the King came to the hut.
 - c. in the night before the King fell asleep.
 - d. none of the above



C. Think

1. "
2. V
3. V
4. V

D. Disc

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Read the

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A. Choo

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C. **Think and answer.**

(reading for inference; HOTS)

1. "You have already been answered!" Explain this statement.
2. How did the hermit teach the King a lesson? What was this lesson?
3. What is your reaction to this story? Did you enjoy it? Would you recommend it to a friend? Why?
4. What opinion have you formed about the bearded man, the King's enemy?

D. **Discuss in class.**

(value-based questions)

1. Based on this story, what do you think is the importance of empathy and compassion in one's life?
2. Do you think that the present is the most important time? Why/Why not?



Using Grammar

(modal auxiliaries)

Read these sentences from the text.

- He **would** give a great reward to anyone who would teach him what the right time for every action was, and who the most necessary people were, and how he **might** know the most important thing to do.
- How **can** I learn to do the right thing at the right time?

The highlighted words in these sentences are called **modals** or **modal auxiliaries**. These are special verbs and are different from verbs like **work**, **dance**, **sing**. They do not change their form. They give additional information about the main verb that follows it.

Modal verbs are used to express functions such as—

- | | |
|-----------------------------|------------------------------|
| 1. permission | can, could, may, might |
| 2. ability | can, could |
| 3. obligation | must |
| 4. prohibition | must not |
| 5. lack of necessity | need not |
| 6. advice | should, ought to, had better |
| 7. possibility | can, could, may, might |
| 8. probability | may, might |
| 9. necessity | has/have to |

A. **Choose the most suitable modal verbs to complete these sentences.**

1. There are plenty of vegetables at home. You (needn't/wouldn't/couldn't) buy any from the store.



2. The teacher said we (can/must/should) do this assignment for our own knowledge, as it is optional.
3. (Will/May/Must) I enter the room?
4. (May/Can/Should) you stand on one leg for an hour?
5. Drivers (could/should/may) move only when the traffic light turns green.
6. He (mustn't/must/had better) be tired after studying for so long.
7. It is better to stay at home as it (might/should/needn't) rain soon.

B. Choose the right answers to these questions.

1. Which sentence expresses an ability?
 - a. Can I invite my friends for the party?
 - b. He can speak Spanish.
2. Which sentence expresses a request for permission?
 - a. May I go to watch a movie?
 - b. My father may wash his car today.
3. Which sentence expresses an obligation?
 - a. I must attend the lecture.
 - b. I might attend the lecture.
4. Which sentence expresses a possibility?
 - a. It is raining, so she must carry an umbrella with her.
 - b. It seems unlikely, but India might win this test series.
5. Which sentence expresses a request?
 - a. Could I park my car in your garage?
 - b. You could park your car in my garage.



Using Words

(synonyms)

Synonyms are words that have similar or the same meaning.

- ...one should always attend to all that was going on, and then do what was most **essential**.
- ...while some said the warriors were the most **necessary**.

The two words, **essential** and **necessary**, are synonyms.

A. In these sentences, circle the words that have the same meaning.

1. He likes to teach in school and tutor students at home.
2. This toy is inexpensive and the jacket is cheap.
3. The boy threw the ball to his sister and she tossed it back to him.
4. The guests devoured the dessert after they had eaten the dinner.
5. The old woman was very frail and her husband was feeble.

B. Read the sentences and tick the right answers.

1. **Jogging** is (swimming/dancing/running/singing) at a slow speed.
2. When you **vacate** a place, you make it (empty/clean/new/different).
3. When you **secure** something, you make it (safe/unsafe/ugly/beautiful).
4. **Confuse** is the same as (clarify/simplify/baffle/dangerous).
5. When something is **ancient**, it is (kind/old/modern/huge).



Spelling

(revision of spelling rules)

Complete these sentences with the correctly spelt words.

1. The bus will be (stopping/stoping) in an hour.
2. The moon had a (redish/reddish) glow today.
3. I was (hopeing/hoping) to get a holiday today.
4. Let me know the (wieght/weight) of the suitcase.
5. Please let me know when you (receive/recieve) the parcel.
6. The cow has given birth to two (calfs/calves).
7. The newborn puppy is (lovable/loveable).



Writing

(writing a dialogue)

You are visiting your grandfather's home for the winter vacations. There you find that your grandparents are unable to use modern gadgets like smartphones, tablets and digital cameras. A dialogue ensues between your grandfather and you. Write the dialogue.

You may begin like this.



Me: Hi, Grandpa! How are you this morning?

Grandfather: Good morning. I am fine, (your name). I was trying to download a taxi booking app but I don't seem to be able to do it. Could you have a look at it?

Me: Aww, Grandpa, that's as simple as pie!

Grandfather: ...

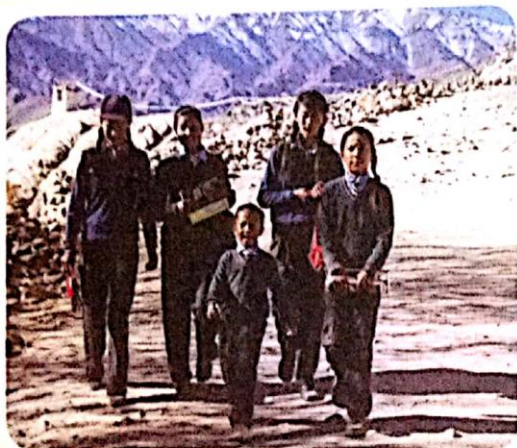


Children of India

Ruskin Bond

Warm-up

Compare the commute to school in urban areas to that in remote rural areas. Look up the meaning of the word commute.



They pass me every day on their way to school—boys and girls from the surrounding villages and the outskirts of the hill station. There are no school buses plying for these children—they walk. For many of them, it's a very long walk to school.

Ranbir, who is ten, has to climb the mountain from his village, four miles distant and two thousand feet below the town level. He comes in all weathers, wearing the same pair of cheap shoes until they have almost fallen apart.

Ranbir is a cheerful soul. He waves to me whenever he sees me at my window. Sometimes, he brings me cucumbers from



his father's field. I pay him for the cucumbers; he uses the money for books or for small things needed at home.

Many of the children are like Ranbir—poor, but slightly better off than what their parents were at the same age. They cannot attend the expensive residential and private schools that abound here, but must go to the government-aided schools with only basic facilities. Not many of their parents managed to go to school. They spent their lives working in the fields or delivering milk in the hill station. The lucky ones got into the army. Perhaps Ranbir will do something different when he grows up.

He is yet to see a train, but he sees planes flying over the mountains almost every day.

"How far can a plane go?" he asks.

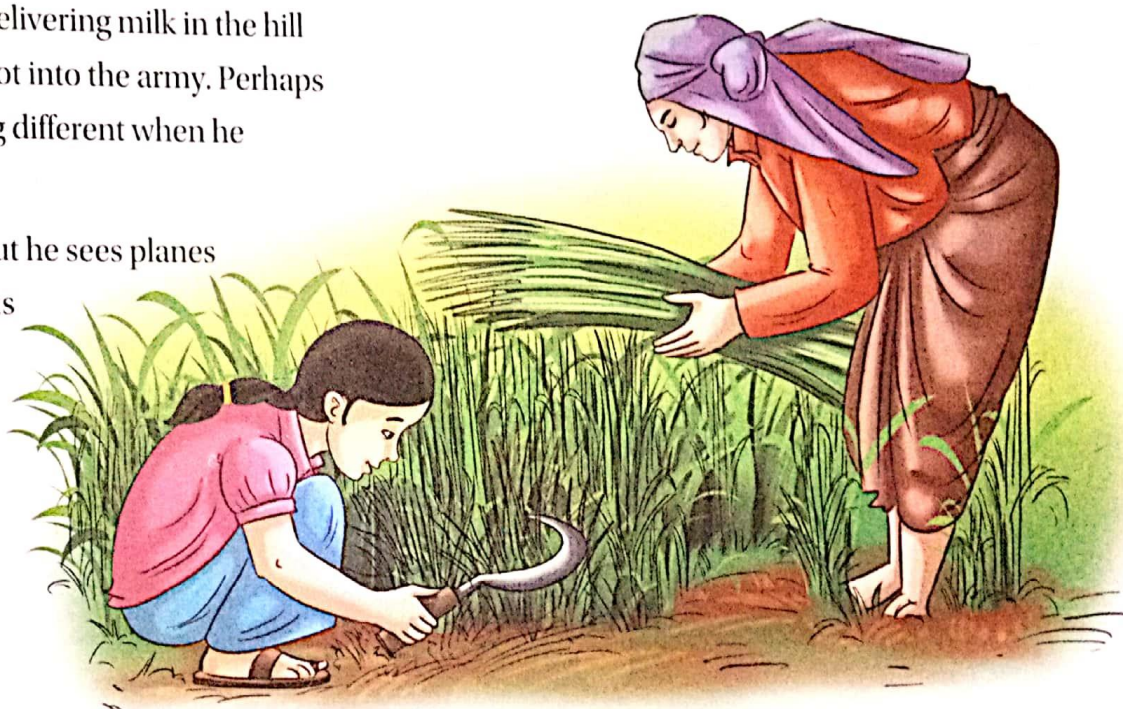
"All over the world," I tell him. "Thousands of miles in a day. You can go almost anywhere."

"I'll go round the world one day," he vows. "I'll buy a plane and go everywhere!" And maybe he will. He has a determined chin and a defiant look in his eye.

Up to a few years ago, very few girls in the hills or in the villages of India went to school. They helped in the home until they were old enough to be married, which wasn't very old. But there are now just as many girls as there are boys going to school.

Bindra is something of an **extrovert**—a confident fourteen-year-old who chatters away as she hurries down the road with her companions. Her father is a forest guard and knows me quite well—I meet him on my walks through the deodar woods behind Landour.

And I had grown used to seeing Bindra almost every day. When she did not put in an appearance for a week, I asked her brother if anything was wrong.



"Oh, nothing," he says, "she is helping my mother cut grass. Soon the monsoon will end and the grass will dry up. So, we cut it now and store it for the cows in winter."

"And why aren't you cutting grass too?"

"Oh, I have a cricket match today," he says, and hurries away to join his teammates. Unlike his sister, he puts pleasure before work!

extrovert

an energetic happy person who likes being with and talking with others



As winter approaches and the days grow shorter, those children who live far away must quicken their pace in order to get home before dark. Ranbir and his friends find that darkness has fallen before they are halfway home.

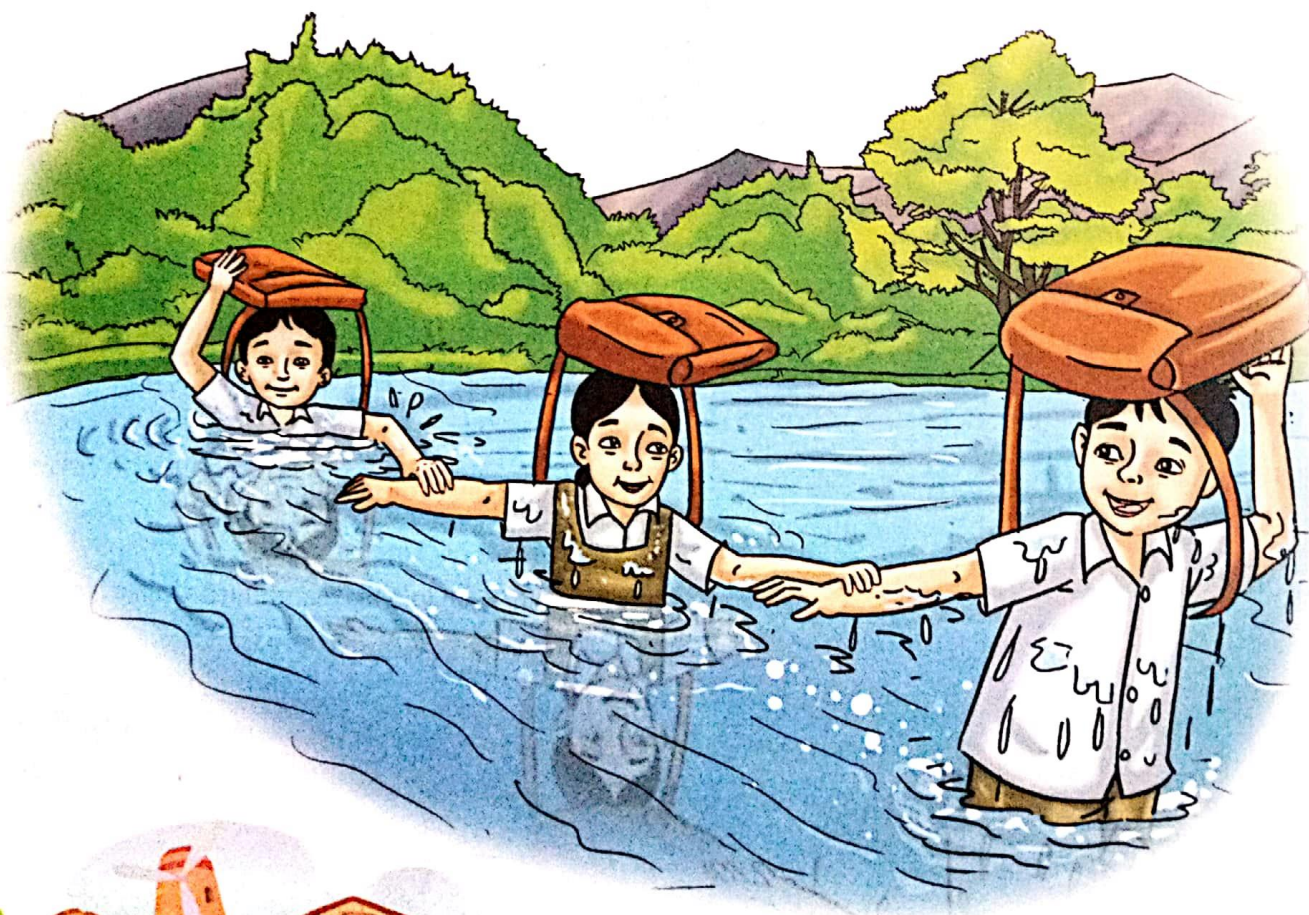
"What is the time, Uncle?" he asks, as he trudges up the steep road past Ivy Cottage.

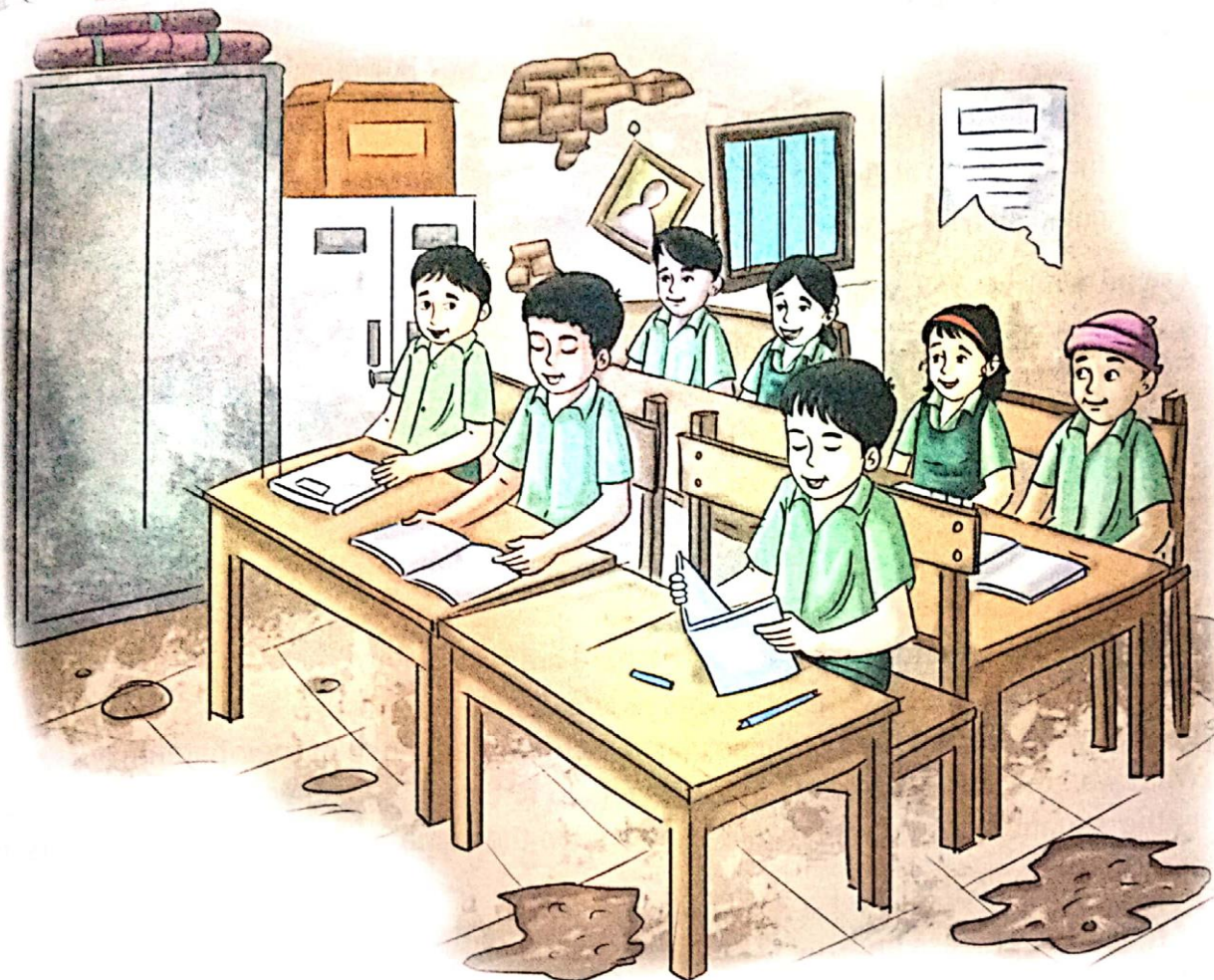
It's dark at six and by then, Ranbir likes to be out of the deodar forest and on the open road to the village. The moon and the stars and the village lights are sufficient, but not in the forest, where it is dark even during the day. And the silent flying of bats and flying foxes, and the eerie hoot of an owl can be a little disconcerting for the hardest of children.

Usually, Ranbir has the company of other boys, and they sing most of the way, for loud singing by small boys will silence owls and frighten away the forest

demons. One of them plays a flute, and flute music in the mountains is always enchanting.

Not only in the hills, but all over India, children are constantly making their way to and from school, in conditions that range from dust storms in the Rajasthan desert to blizzards in Ladakh and Kashmir. In the larger towns and cities, there are school buses, but in remote rural areas getting to school can pose a problem. Most children are more than equal to any obstacles that may arise. Like those youngsters in the Ganjam district of Orissa. In the absence of a bridge, they swim or wade across the Dhanei River every day in order to reach their school. I have a picture of them in my scrapbook. Holding books or satchels aloft in one hand, they do the breast stroke or dog paddle with the other; or form a chain and help each other across.





Wherever you go in India, you will find children helping out with the family's source of livelihood, whether it be drying fish on the Malabar Coast, or gathering saffron buds in Kashmir, or grazing camels or cattle in a village in Rajasthan or Gujarat.

Only the more fortunate can afford to send their children to English medium private or 'public' schools, and those children really are fortunate, for some of these institutions are excellent schools, as good, and often better, than their counterparts in Britain or the USA. Whether it's in Ajmer or Bengaluru, New Delhi or Chandigarh, Kanpur or Kolkata, the best schools set very high standards. The growth of a prosperous middle class has led to an ever-increasing demand for quality

education. But as private schools proliferate, standards suffer too, and many parents must settle for the second-rate.

The great majority of our children still attend schools run by the state or the municipality. These vary from the good to the bad to the ugly, depending on how they are run and where they are situated. A classroom without windows, or with a roof that lets in the monsoon rain, is not uncommon. Even so, children from different

trudges	walks slowly and heavily
eerie	mysterious and strange
disconcerting	(here) disturbing
enchanting	charming; delightful
blizzards	snow storms
aloft	high up in the air
proliferate	increase; flourish



communities learn to live and grow together.

Hardship makes brothers of us all.

The **census** tells us that two in every five of the population is in the age-group of five to fifteen.

Almost half our population is on the way to school!

And here I stand at my window, watching some of them pass by—boys and girls, big and small,

some **scruffy**, some smart, some mischievous, some serious, but all going somewhere—hopefully towards a better future.

hardship
census

suffering
the official process of counting the population of a country
and gathering information about people

scruffy

untidy; shabby



Reading

(reading for main ideas)

A. Answer these questions.

1. Who does the narrator see every day? Where are they going?
2. What do you know about Ranbir? What kind of life does he lead?
3. In what ways are the lives of these children better than those of their parents?
4. What was the earlier status of girls with regard to education and what is the status now?
5. Is the situation of girls with regard to education the same as that of boys? Give reasons for your answer.

B. Say if these statements are true (T) or false (F).

1. Bindra is a fourteen-year girl who is an introvert.
2. Bindra's father is a forest guard and meets the narrator very often.
3. Most of the children go to their school in buses.
4. The children sing when they pass through the forest to drive away forest demons.
5. A great majority of the children in the hills attend private schools.

C. Match the beginnings of the sentences in column A with their endings in column B, according to what the narrator thought.

A	B
1. School going children all over India face	a. helping out with the family's source of livelihood.
2. Most of the children	b. his father's field.
3. All over India, we find children	c. problematic weather conditions on their way to school.
4. The census tells us that two in every five of the population	d. are able to face any obstacle that they may encounter.
5. Sometimes, Ranbir brings him cucumbers from	e. is in the age-group of five to fifteen.

D. Think and answer.

(for inference; HOTS)

1. Why are many children unable to attend school even today?
2. *Hardship makes brothers of us all.* Explain this statement.
3. Does the narrator believe that the school going children have a bright future? Say why.

E. Discuss in class.

(value-based question)

You belong to the privileged class of Indian citizens. What can you do to help the children who belong to the underprivileged class?



Assessment of Speaking and Listening



Listening

(listening for detail)

Listen carefully to the passage on school going children. After listening, complete the sentences.

1. Many children are not able to go to schools because...
2. Government schools provide free...
3. Education will help the children...
4. Many children do not get ample...
5. We must help...

Pronunciation

(stress in longer words)

A quick recap

You have already learnt about monosyllabic, disyllabic and trisyllabic words.

Say these monosyllabic words aloud.

red drop life would

Say these disyllabic words aloud.

spi.rit si.lent mas.ter po.lice

Say these trisyllabic words aloud.

ca.pi.tal ar.ti.san cla.ri.ty

A quick recap

You have already learnt about stress in disyllabic words.

Say these words aloud, noticing the stress marked in bold.

ac**tion** lit**tle** ora**nge**

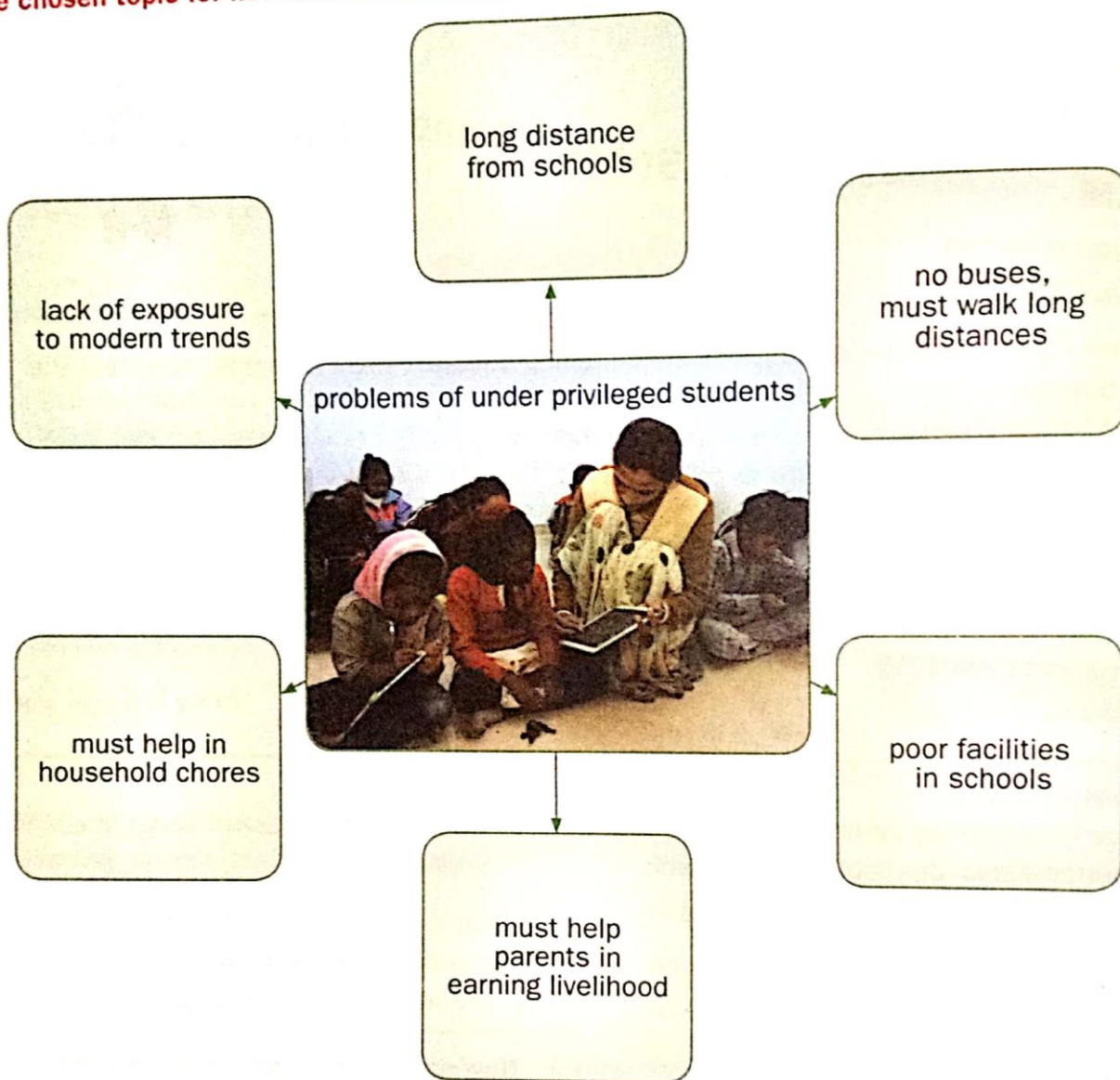
Now say these words with more than two syllables aloud, noticing the stress marked in bold.

popu**lar** im**pos**sible at**mos**pheric
ar**ran**gement unde**stand**

Speaking

(exchanging and expressing opinions; speaking on a topic)

Work in groups of four or five. Look at the graphic organiser and jot down points on any one problem faced by students from the underprivileged class. Discuss these points with other members of the group. Each student in the group should get a chance to speak on the chosen topic for not less than two minutes.



Nature—the Gentlest Mother Is

Emily Dickinson

Warm-up

There are two pictures of nature.

Write five adjectives for each picture.
Which picture do you like more? Why?



Nature, the gentlest mother, is,
Impatient of no child,
The feeblest or the waywardest.
Her **admonition** mild

In forest and the hill
By traveller be heard,
Restraining rampant squirrel
Or too **impetuous** bird.

How fair her conversation
A summer afternoon,
Her household her assembly;
And when the sun go down,
Her voice among the aisles
Incite the timid prayer
Of the minutest cricket,
The most unworthy flower.

admonition
impetuous
aisle

a firm warning
likely to act rashly
a long, narrow place/a passage

When all the children sleep,
She turns as long away
As will suffice to light her lamps,
Then bending from the sky
With infinite affection
An infiniter care,
Her golden finger on her lip,
Wills silence everywhere.



Interpreting the Poem

(reading for main ideas)

A. Answer these questions.

1. How does nature deal with the feeble, the wayward and the children?
2. Why does nature have to restrain the animals and birds of the forests?
3. Why do you think the words, 'household' and 'assembly' have been used in connection with nature?
4. Why is nature's conversation 'fair'?

B. Choose the right options to complete these sentences.

1. The poem shows us that
 - a. nature is benevolent to her children.
 - b. nature restrains her children amidst the human beings.
 - c. nature is represented as an ideal mother who cares for all.
 - d. all of the above
2. Nature takes care of
 - a. only large animals.
 - b. the smallest of insects and the ugliest of flowers.
 - c. the hills and the trees.
 - d. none of the above

C. Read the lines and answer the questions that follow.

1. *Her voice among the aisles, Incite the timid prayer.*
 - a. Explain this line.
 - b. Why has the word 'aisles' been used here?

(reading for inference; HOTS)



2. *With infinite affection*

An infiniter care,

Her golden finger on her lip,

Wills silence everywhere

a. What is meant by 'her golden finger'?

b. How and why does she 'will silence everywhere'?

c. What trait/s of nature do these lines reveal?

D. Think and answer.

1. How does the poet show that nature takes care of all, including those that are not even noticed by anyone?

2. What feelings does the poet have about nature? Give reasons for your answer.

E. Discuss in class.

(value-based question)

Even though humans are nature's children, they tend to destroy more than nature can recoup. Explain this statement.



Appreciation

A. The poet has created many images in the poem. Describe one image that you liked.

B. What is the rhyme scheme of the poem?

Personification is a figure of speech where human qualities are given to animals, objects or ideas.

C. Pick out the examples of personification in this poem.

Life Skills Activity

(empathy)

In order to have a successful relationship with our loved ones and the society at large, we need to have empathy, that is, care about other people's needs, desires and feelings. Speaking gently is an empathetic way to improve our social interactions.

A. Write a blog on the topic, 'Six ways to learn how to speak gently'.

Think about how a gentle voice sounds. What makes a voice sound gentle?

Whose voice sounds gentle to you?

B. Take a recording device. Imagine you are speaking to a junior. Record your voice to make it sound gentle.



Enrichment Activities 1

(Unit 1)

There are several beliefs and traditions associated with a group of people living many centuries ago or with the history of an event. These sets of beliefs, traditions and events are passed on from one generation to the other in the form of stories. These stories are called mythologies. Mythological characters are larger than life, and their actions often impart moral lessons. Supernatural beings and fantastical phenomena are commonplace in this genre. These mythological characters, though fictitious, have entered our lives in unique ways.

You must have seen the portrait of a stooped man sitting on his knees and carrying the world on his shoulders. He is Atlas—a mythological character. In Greek mythology, there once existed a Titan named Atlas who had enormous strength. He took part in a battle against God Zeus and faced defeat. As a consequence, he was punished with the task of carrying the earth on his shoulders forever and a day.

Much, much later, this association of the man with the earth resulted in the collection of maps being called an atlas. You must be using atlases as reference books for understanding geography lessons. Atlases are also used by cartographers or by those who wish to improve their general knowledge about the world. These books also feature statistical information about the culture, religion, climate and people of a particular region.

Reading

A. There are three paragraphs in the passage. Give a suitable title to each paragraph.

B. Choose the right options to complete these sentences.

1. Mythologies are stories about people
 - a. living in the present.
 - b. who had died in wars.
 - c. living many, many years ago.
 - d. who could fly.
2. Atlas is one of the Titans in
 - a. Greek mythology.
 - b. Roman mythology.
 - c. Indian mythology.
 - d. Japanese mythology.

3. Atlas was defeated in a battle by
 - a. Apollo.
 - b. Zelus.
 - c. Zeus.
 - d. Uranus.
4. Atlases do not contain
 - a. a collection of maps.
 - b. statistical information about the culture of a region.
 - c. cartographers.
 - d. statistical information about the climate of a region.
5. 'Fictitious' means
 - a. not true.
 - b. supernatural.
 - c. real.
 - d. strange.

C. What does the idiom 'larger than life' mean?

Listening

Listen to the audio and answer the questions that follow.

A. Complete the table with relevant information.

Creator of the Donald Duck cartoon character:	_____
Name of the comic strip by R K Laxman:	_____
_____	was opened to the public in 1955.
The coat of the Common Man was	_____ in colour.

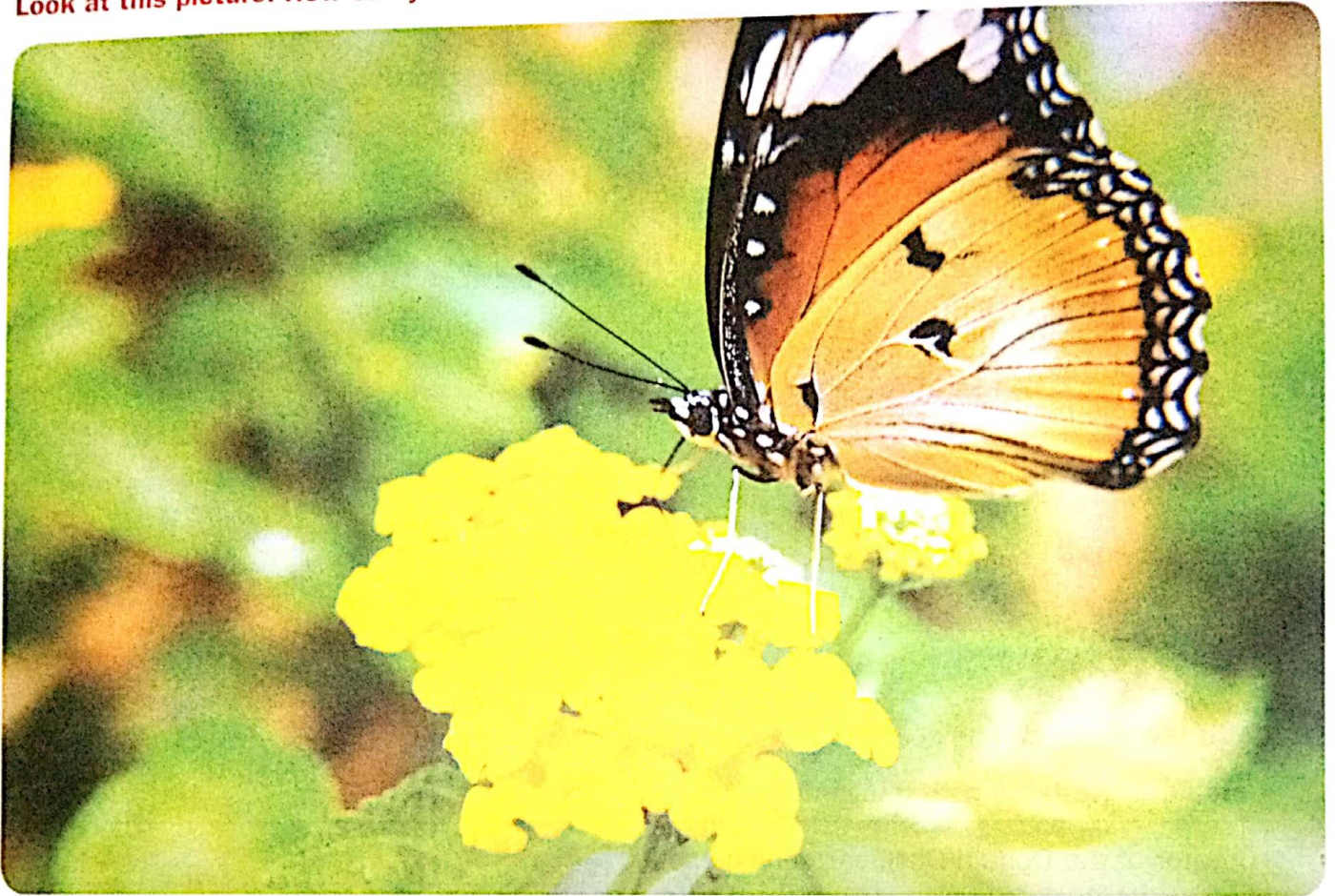
B. Answer these questions briefly.

1. What does Mickey Mouse wear?
2. Can you describe the Common Man in your own words?
3. Do Walt Disney and R K Laxman have anything in common?



Speaking

Look at this picture. How can you relate it to 'Harmony'? Discuss with your partner.



Project



Go for a nature walk. Collect different kinds of leaves. Dry them and make an album. Do you notice how different plants survive together in a garden? Can human beings do the same? How? Make a poster to express your views.

