

Lesson 4



The Shop That Never Was



—H.G. Wells

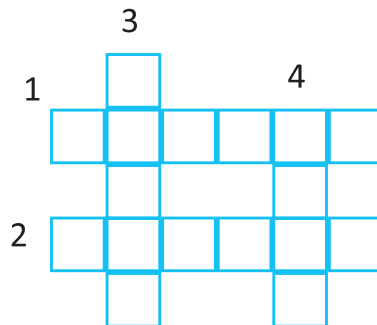
Let's start:

Herbert George Wells (1866—1946), a famous English writer, was best known for his science fictions. His most notable science fictions include *The Time Machine*, *The Invisible Man* etc. Wells also wrote many short stories. One of his best-known short stories is *The Country of the Blind*. *The Shop That Never Was* is an adaptation from his famous short story *The Magic Shop*.



Let's share:

1. Read the following hints and solve the crossword:



Across:

- (1) disappear
- (2) a piece of glass to see one's reflection

Down:

- (3) the trick that makes things appear or disappear
- (4) performance

2. What do the words in the crossword tell you about? Discuss with your partner and tell the class.

Let's read:


I had seen the Magic Shop from afar several times. I had passed it once or twice, but never had I thought of going in. One day, my son, Gip dragged me up to the shop. There was such **keenness** in him that I was forced to get in.

It was a little narrow shop, not very well lit. On the shop counter, there were several **crystal** balls. On the floor, there were magic mirrors: one to draw you out long and thin and one to make you short and fat. While we were laughing at all these, the shopman appeared.

"How can I help you?" said he.

"I want to buy my little boy a few simple tricks," I said.

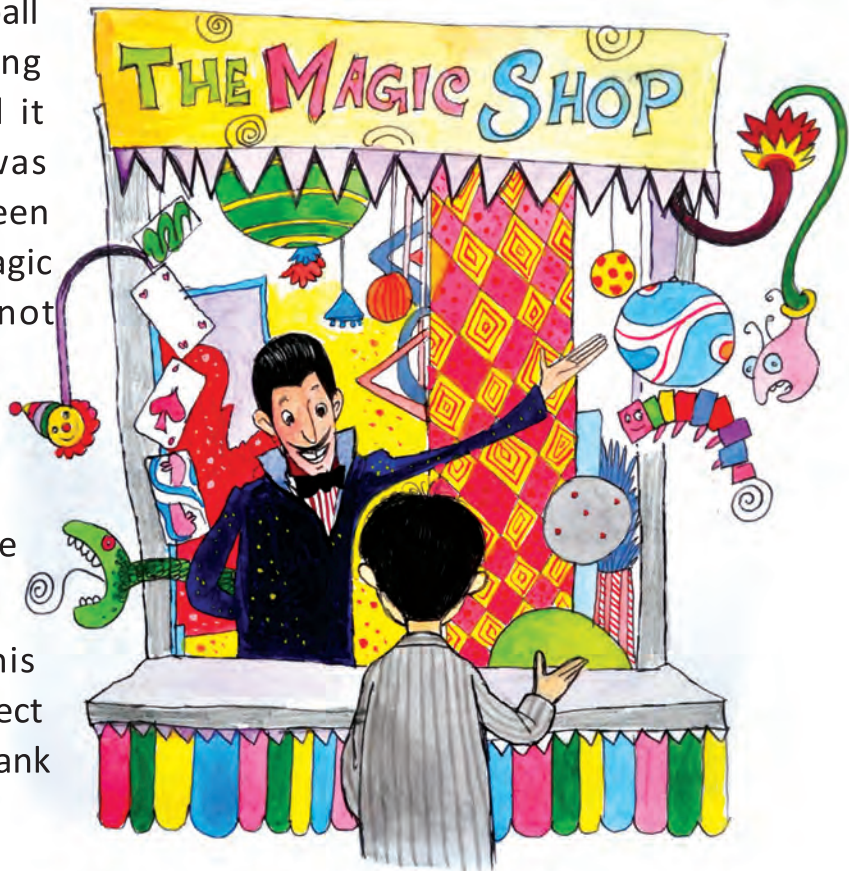
"Um!" said the shopman, and scratched his head for a moment, as if thinking. Then he drew from his hair a glass ball and said, "Something like this?" and held it out. The action was unexpected. I had seen the trick done at magic shows, but I had not expected it here.


 A colorful illustration of a magic shop. The sign above the entrance reads "THE MAGIC SHOP" in stylized, multi-colored letters. Below the sign, various magical items are hanging: a green and yellow striped hat, a red and white striped ball, a blue and white striped ball, and a pink and white striped ball. A green vine with a red flower is on the right. A person with black hair is visible at the bottom center, looking up at the shop.

"That's good", I said with a laugh.

"Isn't it?" said the shopman.

Gip stretched out his hand to take this object and found merely a blank palm.



Word Nest:

keenness : eagerness

crystal : shiny glass ball

Let's do:

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes. One is done for you:

(1) The shopman brought out a glass ball from his hair.

(2) It was a small shop, not so well-lit.

(3) Gip wanted to take the glass ball.

(4) Gip dragged his father to the magic shop.

(5) Gip and his father were surprised.

(6) There were different kinds of magic mirrors in the shop.

Activity 2

Fill in the blanks using words from the Help-Box:

Gip was _____ to enter the magic shop. The shop had many _____ balls. Gip's father wanted to buy some _____ for his son. The shopman performed an _____ action.

Help-Box: scratched, keen, unexpected, tricks, crystal

Activity 3

Answer the following question:

Why did Gip find the shopman's palm blank?

Let's continue:

"It's in your pocket," said the shopman, and there it was.

"How much does it cost ?"I asked.

"There is no charge for glass balls," said the shopman politely. "We get them free." He drew a business card from his cheek and handed it to me.

"Genuine Magic Goods, sir,"he said.

He now turned towards Gip with a friendly smile and said, "You wanted a magic box, didn't you?"

"Yes," Gip said.

"It's in your pocket," he said.Gip discovered the box with surprise. Then the shop man quickly went behind the counter and was absent for a while.

"Let's look behind the counter, Gip," I said. "He's making fun of us."

Just then, he appeared again from a dark corner of the room. "You'd like to see our showroom, Sir?" said he. Gip **tugged** my finger forward.

In the showroom, there were many things that Gip fancied. He turned to this astonishing man with respect."Is that a magic sword?" he said.

"A Magic Toy Sword—this is a unique one! It neither bends, breaks, nor cuts the fingers," replied the shopman. I tried to find out what they cost, but the shopman did not pay attention to me. He had got Gip now. I saw, with a feeling of distrust, that Gip was holding this person's finger as usually he held mine.



The shopman showed Gip magic-trains that ran without steam, clockwork and a box of soldiers that all came alive when one said a magic word. "You've never seen such a one!" said the shopman. "You'll take that box?"

"We'll take that box," I said.

And the shopman swept the soldiers back again, shut the lid, and waved the box in the air. And there it was, in brown paper, tied up and with Gip's full name and address on the paper. He laughed at my **amazement**.

Word Nest:

tugged : pulled

amazement : surprise

Let's do:

Activity 4

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) The shopman drew out a business card from his hair. ☐

(b) Gip found the magic box in his pocket. ☐

(c) The toy sword was a magic item. ☐

(d) The narrator found his full name on the magic box. ☐

Activity 5

Answer the following questions:

- (a) Why was Gip surprised?
- (b) Why did the narrator fail to find out the cost of the magic items?
- (c) What items did the shopman show to Gip?
- (d) What was the cause of the narrator's amazement?

Let's continue:

I felt very uneasy and began to look for the way out. Turning to Gip, I saw him standing on a stool. The shopman was holding a big drum in his hand.

"We're playing hide and seek, daddy!" cried Gip.

And before I could prevent him, the shopman had put the big drum over him. "Take that off," I cried, "this instant. You'll frighten the boy."

The shopman did so without a word. He held the big drum towards me to show its emptiness. The stool was empty, too. My boy had disappeared!

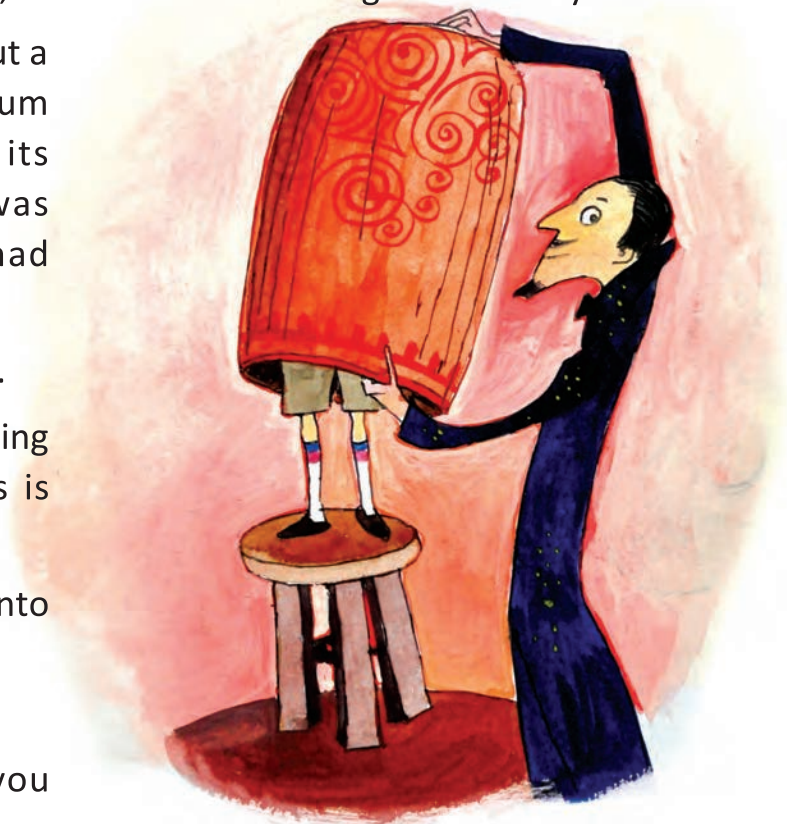
"Where is my boy?" I said.

"You see," he said, displaying the drum's **interior**, "this is genuine magic!"

I jumped at him and fell into utter darkness.

THUD!

"Sorry, Sir, I didn't see you



coming,"someone said. I saw I was in Regent Street and I had **collided** with a man, and a yard away was Gip. He was carrying four parcels in his arm. He smiled at me. He did not look scared.

For a second I was at a loss. I stared round to see the door of the magic shop. It was not there. There was no door, no shop, nothing. I did the only thing possible in that mental state. I called for a **cab**.

I got in with Gip. "Dad!" Said Gip at last, "that was a proper magic shop!" Gip looked completely undamaged. He was neither scared, nor disturbed. There in his arms were four parcels containing items from the magic shop. Since then I have been up and down Regent Street several times looking for that shop. After all, I had not paid for the items.

Word Nest:

| | |
|-----------------|------------------------------------|
| interior | : inside of a house or room |
| collided | : hit against something |
| cab | : vehicle, popularly known as taxi |

Let's do:

Activity 6

Fill in the chart with information from the text:

| Cause | Effect |
|---|---|
| (a) The narrator thought that his son would be frightened | |
| (b) Gip's father jumped at the shopman | |
| (c) | the narrator called for a cab |
| (d) | Gip's father went up and down Regent Street looking for the magic shop. |

Activity 7

Answer the following questions in complete sentences:

- (a) What did the shopman do with the drum?
- (b) Why did the narrator think that his son would be frightened?
- (c) Where did the narrator again find his son?
- (d) What was the mental state of the narrator?

Let's learn:

Read the following sentences:

- (1) A Magic Toy Sword-this is **a** unique one!
- (2) You've never seen such **a** one!

The choice between `a' and `an' before a noun is determined by the sound of the initial letter of the word. You have learnt in the previous classes that `an' is used before a word beginning with a vowel sound. But in sentences 1 and 2 the words `unique' and `one' begin with a consonant sound. The letter `u' in unique is pronounced as `yu' and the `o' in one is pronounced as `wa'. In such cases the indefinite article `a' is used. Let us study further examples:

- (3) He is **an** honest man.
- (4) She waited for **an** hour.

In sentences 3 and 4, the words `honest' and `hour' begin with a vowel sound although the initial letters begin with the consonant `h'. So, the article `an' is used before the words `honest' and `hour'.

Let's do:

Activity 8

Fill in the blanks with appropriate articles:

- (a) Last week I saw _____ one-day cricket match between India and Australia.
- (b) There is _____ university in our district.
- (c) Brutus is _____ honourable man.
- (d) She arrived _____ hour late.

Activity 9(a)

Make meaningful sentences of your own with the following words:

- prevent : _____
- disappeared : _____
- stared : _____
- parcel : _____

Activity 9(b)

Find words from the text which are similar in meaning to the following:

- (i) frightened
- (ii) at a particular moment
- (iii) showing
- (iv) relating to the mind

Let's talk:

Start a conversation with your friend on any one of the following that you may have seen:

- (1) a dance drama
- (2) a football match
- (3) a magic show

Let's do:

Activity 10 (a)

Suppose you see a strange object displayed on the window of a shop. You go in and ask the shopkeeper about the object. Write a paragraph within sixty words on what you learn about this strange object using the following hints:

The location of the shop—description of the object—conversation you had with the shopkeeper—your feelings

Activity 10 (b)

Write a paragraph in about sixty words on two of your wishes that you want fulfilled.

Let's work together:

- ◇ Draw any three things that Gip saw in the magic shop.
- ◇ Write three sentences about any two of them.

Lesson 5

Land of the Pharaohs

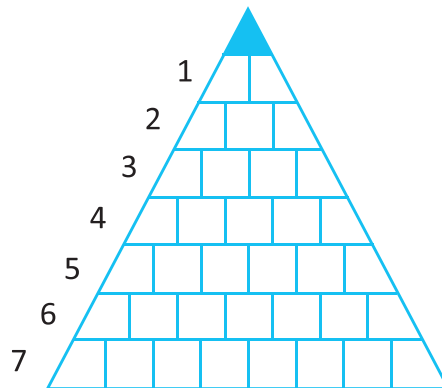
Let's start:

The civilization we call ancient Egypt flourished about 5000 years ago, when the rule of the Pharaohs began. They made Egypt a rich and powerful nation, admired throughout the ancient world. They also ordered the building of great temples and elaborate tombs for themselves. The Egyptians believed that all Pharaohs were god-kings. Ancient Egyptians used picture writing called Hieroglyphs for inscription in the tombs and temples. Paper was made from thinly sliced papyrus stems. The following tale in pictures describes a child's wonder as he visits Egypt for the first time.

Let's share:

Rearrange the letters to form meaningful words and write them in the given spaces:

1. PU
2. YOB
3. RIAP
4. AIDNI
5. MODLES
6. GALIBEN
7. DRADNATS

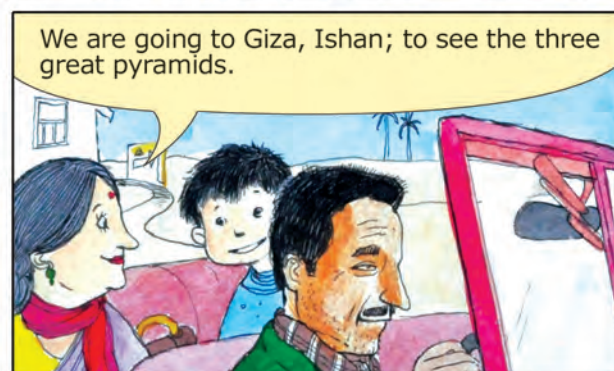


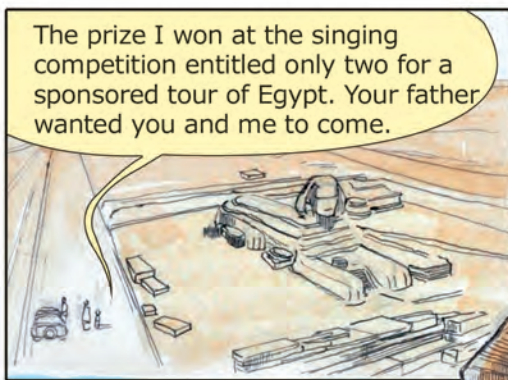
Circle the last letters of each word that you have formed. Now write the circled letters in the given boxes to form a new word.

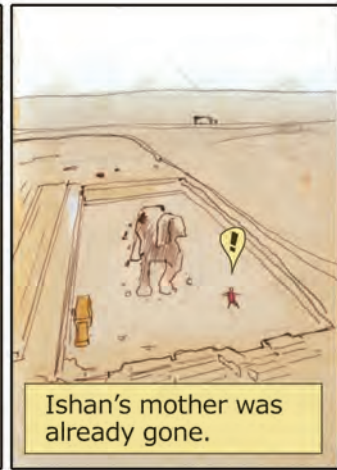
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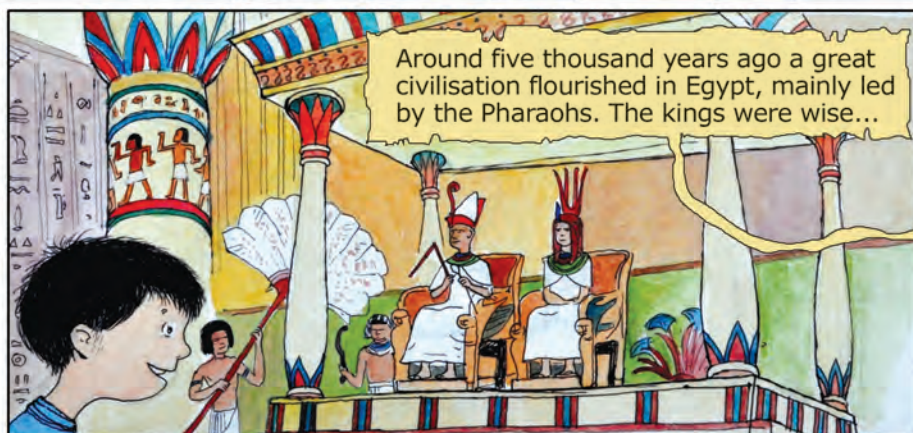
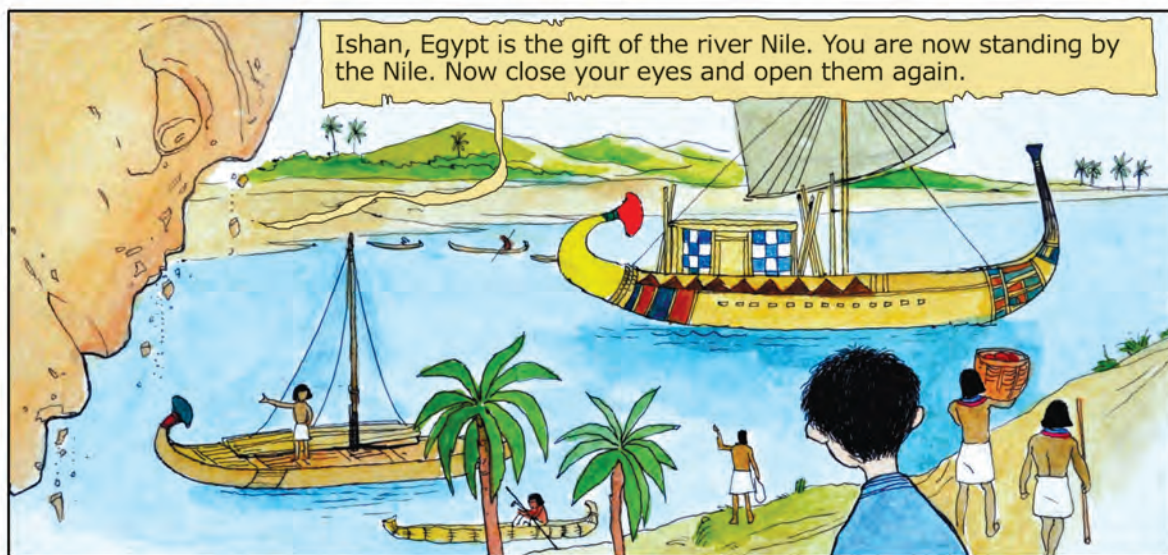
Note that the word you have formed is the name of a structure which looks similar to the triangular shape of the word puzzle.

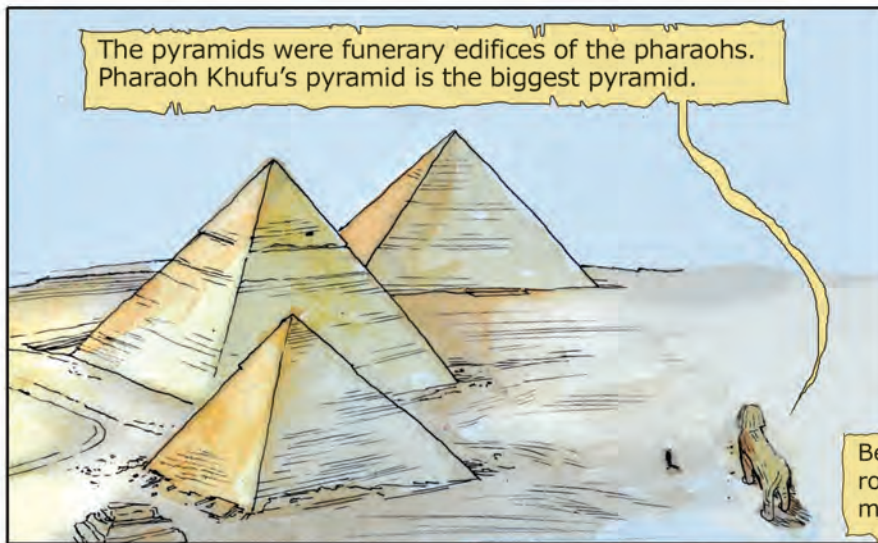
Let's read:







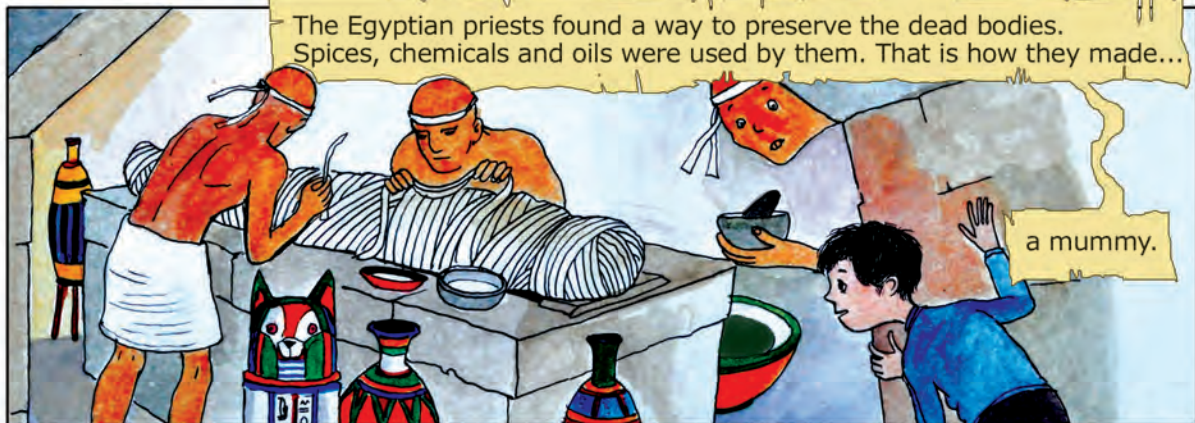




The pyramids were funerary edifices of the pharaohs. Pharaoh Khufu's pyramid is the biggest pyramid.



Before the burial, the bodies of royal persons had to go through mummification.

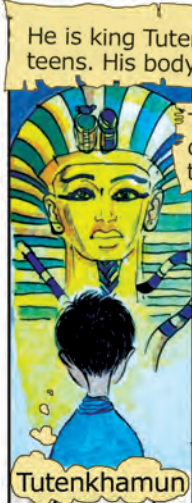


The Egyptian priests found a way to preserve the dead bodies. Spices, chemicals and oils were used by them. That is how they made...

a mummy.



Look, that's queen Nefertiti; perhaps the most beautiful queen of Egypt.



Tutenkhamun

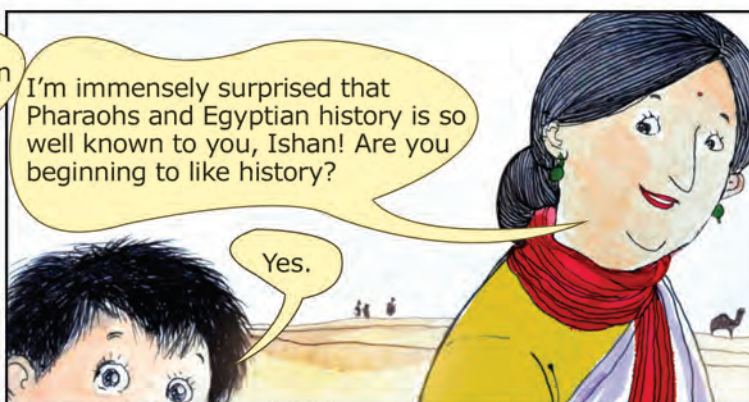
He is king Tutenkhamun who died in his teens. His body is preserved as a mummy.



That's Howard Carter who discovered Tutenkhamun's tomb in 1922.



I see you have not moved from the spot since I left you.



Word Nest:

- entitled** : to give somebody the right to have something
- sponsored** : the act of paying the cost of a particular event or programme by a person or company
- flourished** : developed
- funerary** : related to the religious ceremony of burying or burning a dead body
- edifice** : a large impressive building
- immensely** : extremely

Let's do:

Activity 1

Tick (✓) the correct alternative:

- (a) Ishan and his mother visited (Giza/Luxor/Alexandria) to see the pyramids.
- (b) A pyramid is a huge (rectangular/cylindrical/triangular) monument.
- (c) River (Nile/Bhagirathi/Volga) flows through Egypt.
- (d) The teen emperor of Egypt was (Khufu/Cephran/Tutenkhamun).

Activity 2

Complete the following sentences with information from the text :

- (a) The Pharaohs lived _____.
- (b) Sphinx is a rock statue _____.
- (c) Ishan's mother went to fetch _____ from the car.
- (d) The Egyptian priests preserved the dead bodies by using _____.

Activity 3

Answer the following question:

Why do you think that at the end of the day Ishan tells his mother that he likes history?

Activity 4

Fill in the chart with information from the text :

| Who | What | When |
|---------------|------------------------|---------------|
| The Sphinx | | |
| | saw the river Nile | |
| Royal persons | | before burial |
| | dug Tutenkhamun's tomb | |

Activity 5

Answer the following questions in complete sentences:

- (a) Why was Ishan's father not able to accompany him to Egypt?
- (b) What does the Sphinx represent?
- (c) What is the biggest pyramid of Egypt?
- (d) Why was Ishan's mother surprised when she returned to her son?

Let's Learn :

Read the following sentences :

- (1) A pyramid **is** a huge, triangular monument.
- (2) Spices, chemicals and oils **were** used by them.

In sentence 1, we find that a singular noun requires a singular verb.

While in sentence 2, we see that when two or more nouns are joined by “and”, a plural verb is used. Thus we see that a verb must agree with its subject in Number and Person.

Let's do:

Activity 6(a)

Fill in the blanks with suitable verbs :

- (i) The girl _____ playing alone.
- (ii) A carpenter and a blacksmith _____ in our street.
- (iii) The king _____ very powerful.
- (iv) The sisters and brothers _____ running in the field.

Let's Learn :

Read the following sentences:

- ◇ The horse and carriage is waiting at the door.
- ◇ Bread and butter is his daily food.

We see that in the above sentences, when two nouns joined by ‘and’ refer to a single idea, the verb required is singular.

Read the following sentences:

- ◇ Gold, as well as, silver is costly.
- ◇ Kavita, with her friends, was present at the show.

We see that in the above sentences, when a singular noun or pronoun is joined to another noun or pronoun by ‘with’, ‘as well as’, ‘besides’ ‘together with’ etc. the verb used is singular.

Read the following sentences:

- ◇ We enquired if either of the actors was ready.
- ◇ Neither of the two plans was approved.
- ◇ Each of the girls was given a prize.

We see in the above sentences that 'either', 'neither', 'each', 'everyone', etc. must be followed by a singular verb.

Let's do:

Activity 6(b)

Fill in the blanks with verbs in agreement with their subjects:

- (i) Curry and rice _____ my favourite dish.
- (ii) No news _____ good news.
- (iii) Everyone _____ present today in the class.
- (iv) Neither his father nor his mother _____ alive.

Activity 6(c)

Using the Help Box fill in the blanks with suitable adverbs. The type of adverb you need to use is indicated in the brackets:

- (i) The book is _____ written. (Manner)
- (ii) I cannot find my pet dog _____ (Place)
- (iii) You shall _____ see a film. (Time)
- (iv) The soldiers fought _____. (Manner)

Help Box: well, bravely, here, soon, early

Activity 7

Make meaningful sentences of your own with the following words :

monument : _____

mummy : _____

civilisation : _____

spot : _____

Let's talk :

Imagine you are Ishan. You have returned home with your mother after your visit to Egypt. Share your experience with your father who was unable to accompany you.

Let's do :

Activity 8(a)

Imagine one day you are walking back home from school. Suddenly you see something which was not there before—a strange door in an old familiar building. As you touch the door it slowly opens inviting you to a different world. Write in about sixty words a paragraph on your sudden visit to such a strange place, using the following hints :

name of the place—description of the place—sights and sounds—what interested you the most—your feelings

Activity 8(b)

Using the information given below, write a paragraph in about sixty words on the river Nile, the longest river of the world :

| | |
|---|--|
| Name of the river | The Nile |
| Location | Africa |
| Length | 6,650km |
| Flows into | The Mediterranean Sea |
| Why so important to the ancient Egyptians | provided water, food, transportation, excellent soil |
| Cities near the river | Cairo, Port Said, Alexandria |

Let's work together:

Get together in groups and form a pyramid with cardboard pieces.

- ◆ Take four triangular pieces of cardboard.
- ◆ Hold them vertically with their top pointed ends meeting at a single point.
- ◆ Fix the four sides with adhesive or cellotape.
- ◆ Fix the pyramid on a square cardboard base.
- ◆ Now, paint the pyramid.
- ◆ Show the model pyramid to the class and tell the class what you have found most striking about pyramids.

Lesson 6



How The Little Kite Learned to Fly

—Katherine Pyle

Let's start:

Katherine Pyle (1863—1938), an American artist, poet, and children's author was born in Wilmington, Delaware. Her first major success occurred in 1898 with *The Counterpane Fairy*. In the course of her career she wrote over 30 books and illustrated the works of others.

Let's share:

1. Here are a few words:

bird, aeroplane, kite, cloud, balloon

Now, put these words in the appropriate columns :

| Flies with human help | Flies without human help |
|-----------------------|--------------------------|
| | |

2. Study the following words:

breeze, string, pull, tug

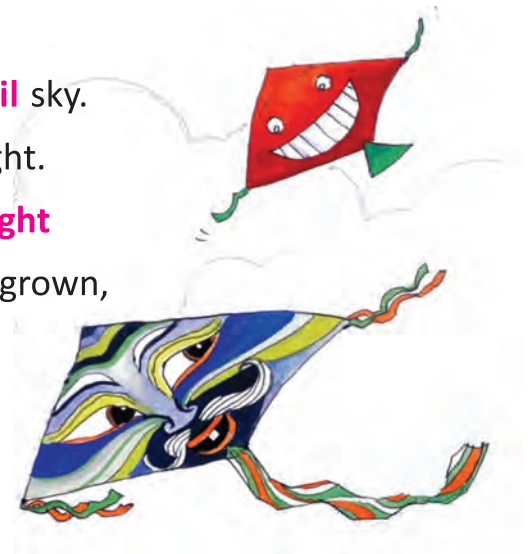
What are these words associated with? Choose the correct alternative:

- ◆ flying an aeroplane
- ◆ flying a kite

3. What is so enjoyable about kite-flying? Discuss with your partner.

Let's read:

"I never can do it", the little kite said,
As he looked at the other things high over his head.
"I know I should fall if I tried to fly."
"Try", said the big kite, "only try!
Or I fear you never will learn at all."
But the little kite said: "I'm afraid I'll fall."
The big kite nodded: "Ah, well, goodbye;"
I am off." And he rose toward their **tranquil** sky.
Then the little kite's paper **stirred** at the sight.
And trembling he shook himself free for **flight**
First **whirling** and frightened, then braver grown,
Up, up he rose through the air alone,
Till the big kite looking down could see
The little one rising steadily.
Then how the little kite thrilled with pride,
As he sailed with the big kite side by side!
While far below he could see the ground,
And the boys like small spots moving round.
They rested high in the quiet air,
And only the birds and clouds were there.
"Oh, how happy I am," the little kite cried.
"And all because I was brave and tried."



Word Nest :

| | |
|-----------------|-------------------------------------|
| tranquil | : quiet and peaceful |
| stirred | : moved |
| flight | : act of flying |
| whirling | : moving around quickly in a circle |

Let's do :

Activity 1

Tick (✓) the correct alternative:

- (a) The little kite thought it could not (i) run (ii) fly (iii) swim
- (b) The big kite told the small kite to (i) try (ii) know (iii) think
- (c) While flying the little kite was filled with (i) pity (ii) pride (iii) pain
- (d) The boys looked like small (i) dots (ii) patches (iii) spots

Activity 2

Complete the following sentences with information from the text:

- (a) The big kite rose towards the_____
- (b) The little kite's paper _____
- (c) The little kite smiled with the big kite _____
- (d) The little kite and the big kite_____

Activity 3

Answer the following question:

What made the little kite's paper stir at the sight of the tranquil sky?

Activity 4

Fill in the following chart with information from the text:

| Cause | Effect |
|----------------------------------|--|
| (a) | The kite was afraid to fly. |
| (b) The little kite grew braver. | |
| (c) | The little kite was thrilled with pride. |
| (d) | The boys looked like small spots. |

Activity 5

Answer the following questions in complete sentences:

- (a) What did the big kite tell the little kite to do?
- (b) How did the little kite prepare himself for flight?
- (c) Whom did the kites get as companions high up in the quiet air?
- (d) "Oh, how happy I am"---Why did the little kite feel so?

Activity 6 (a)

Fill in the blanks with suitable articles:

- (i) _____ Nile flows through Egypt.
- (ii) Iron is _____ useful metal.
- (iii) I waited at the station for _____ hour.
- (iv) She is _____ European.

Activity 6(b)

Tick (✓) the appropriate form of the given verbs in brackets:

- (i) No news (is/are) good news.
- (ii) Each of the children (has/have) arrived.
- (iii) The mother and her child (is/are) going to the market.
- (iv) Esha as well as her sister _____ (is/are) taking part in the school sports.

Activity 7(a)

Add a prefix or a suffix to the following words to form opposites:

learn : _____
steadily : _____
rest : _____
cloud : _____
happy : _____

Activity 7(b)

Make meaningful sentences of your own with the following words:

tranquil : _____
frightened : _____
sailed : _____
brave : _____

Let's talk:

Tell the class about someone who has inspired you to participate in either----

- (a) a swimming competition
- (b) a school drama

Let's do:

Activity 8(a)

Read the paragraph carefully and fill in the following chart with information from the passage:

Last summer, four of us went to Arun's aunt's place in the Sunderbans. They were my friends— Sumit and Arun and his younger brother, Barun. Sumit, Arun and I study in class X and Barun is two years younger to us. We began the journey on Monday. We travelled by bus and then by boat. We stayed there for three days. We visited the bird sanctuary. We returned on Thursday evening at 7.30pm.

| | |
|--------------------------|--|
| (a) number of people | |
| (b) names of the people | |
| (c) destination | |
| (d) duration of the trip | |
| (e) vehicles used | |
| (f) places visited | |

Let's learn:

In class V, you have come across a conversation between two monkeys. This kind of conversation between two characters is called a **dialogue**.

Let's do:

Activity 8(b)

Now, write a dialogue between two sisters, where the elder sister is encouraging the younger one to read out a patriotic poem in her school on Independence Day.

Let's work together

- ◆ Form groups.
- ◆ Find an old newspaper.
- ◆ Use strings and glue and sticks.
- ◆ Make a kite. You can ask your teacher for instruction.

Now, imagine yourself to be a kite that has gone high up in the sky. Tell the class your feelings as you soar high up in the sky.

Lesson 7



The Magic Fish Bone

—Charles Dickens

Let's start:

Charles John Huffam Dickens (1812—1870) was a British writer whose notable works are *Oliver Twist*, *A Christmas Carol*, *A Tale of Two Cities*, *David Copperfield* etc. During his life time and even in present times, his works have always enjoyed great popularity and he is generally regarded as the greatest novelist of the Victorian period. The present text is an adaptation from his popular short story *The Magic Fish Bone*.



Let's share:

1. Study the given words:

fly, walk, shirt, scales, swim, wand

Now put the words in the columns where they belong. Each column must have two words:

| MAN | FISH | FAIRY |
|-----|------|-------|
| | | |
| | | |

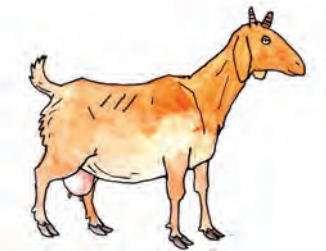
2. Look at the pictures below and write their names against each of them:



(i) _____o



(ii) _____t



(iii) _____t



(iv) _____m



(v) _____r

Now, circle the first letter of each word to make a new word. Write the new word in the box given alongside.

Let's read:

There was once a King, and he had a Queen. They had several children. Alicia was the eldest, who looked after the other children. The King was, in his private profession, under the government. The Queen's father had been a medical man out of town.

One day, the King was going to the office when he stopped at the **fishmonger's** shop. He needed to buy a **pound** and a half of salmon which the Queen had requested him to send home. He had not **proceeded** far after finishing his shopping, when the fishmonger's **errand-boy** came running after him. He said, "Sir, you didn't notice the old lady in our shop. "What old lady?" enquired the King. "I saw none." Now, the King had not seen any old lady because she had been invisible to him, though visible to the fishmonger's boy.



Word Nest

| | |
|-------------------|---------------------------------------|
| fishmonger | : a fish seller |
| pound | : a unit for measuring weight |
| proceeded | : moved forward |
| errand-boy | : a boy who works under a shop-keeper |

Let's do:

Activity 1

Tick (✓) the correct alternative:

- (a) Alicia looked after (i) the fishmonger (ii) her brothers and sisters (iii) the old lady
- (b) The queen's father had been a (i) medical man (ii) postman (iii) tailor
- (c) The king wanted to buy salmon weighing (i) a pound (ii) a pound and a half (iii) two pounds
- (d) The old lady had been visible to (i) the queen's father (ii) the king (iii) the fishmonger's boy

Activity 2

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

- | | |
|---|----------------------|
| (1) The old lady had been invisible to the king. | <input type="text"/> |
| (2) He bought salmon. | <input type="text"/> |
| (3) The errand boy came running after him. | <input type="text"/> |
| (4) The king stopped at the fishmonger's shop. | <input type="text"/> |
| (5) The errand boy asked if the king had seen the old lady. | <input type="text"/> |
| (6) He left the shop. | <input type="text"/> |

Activity 3

Answer the following question:

" The king was , in his private profession, under the government."

Is this king similar to the stories of other kings that you have read so far?

Let's continue:

Just then, the old lady came **trotting** up! She was dressed in shot-silk of the richest quality.

"King Watkins the first, I believe?"

"Watkins," replied the King, "is my name."

"Papa of the beautiful princess Alicia?" The old lady asked.

"Yes," King Watkins replied.

"You are going to the office?" said the old lady.

It **instantly** flashed upon the king that she must be a Fairy, or how could she know that?

"You are right," said the old lady, answering his thoughts, "I am the Good Fairy Grandmarina. Listen. When you return home to dinner, invite the princess Alicia to have some of the salmon you bought just now. When the beautiful princess finishes eating, you will find she will leave a fish-bone on her plate. Tell her to dry it, and to rub it, and to polish it till it shines like **mother-of-pearl**. Ask her to take care of it as a present from me."

"Is that all?" Asked the King.

"Tell the princess Alicia, with my love, that the fish-bone is a magic present which can be used only once. It will bring her, only once, what she wishes



for—provided she wishes for it at the right time. That is the message. Take care of it."

With those words, Grandmarina vanished. The King went on and on, till he came to his office. There he wrote and wrote and wrote, till it was time to go home again. Then he invited the princess Alicia, as the fairy had directed him, to take the salmon. And when she had enjoyed it very much, he saw the fish-bone on her plate and delivered the Fairy's message. Princess Alicia took care to dry the bone, and to rub it, and to polish it till it shone like mother-of-pearl.

Word Nest :

| | | |
|------------------------|---|------------------------|
| trotting | : | walking speedily |
| instantly | : | immediately |
| mother-of-pearl | : | inner layer of a shell |

Let's do:

Activity 4

Complete the following sentences with information from the text:

- (a) The old lady was dressed in_____
- (b) King Watkins was the father of _____
_____.
- (c) The fish bone was _____
_____.
- (d) Princess Alicia took care to _____.

Activity 5

Answer the following questions in complete sentences:

- (a) Why did the king think that the old lady was a fairy?
- (b) What was the message given by Grandmarina?
- (c) When did Grandmarina vanish?
- (d) What did the king do in his office?

Let's continue:

Days went by. One morning, the King came into Alicia's room. He was sighing heavily, and seemed low-spirited. He sat down **miserably**, leaning his head upon his hand, and his elbow upon the kitchen table.

Alicia asked, "What is the matter, Papa?"

"I am extremely poor, my child," the King replied.

"Have you no money at all, Papa?" Alicia enquired.

"None, my child."

"Is there no way left of getting any, Papa?"

"No way," said the King. "I have tried very hard, and I have tried all ways."

When she heard those last words, the princess Alicia began to put her hand into the pocket where she kept the magic fish-bone.

"Papa," said she, "when we have tried very hard, and tried all ways, we must have done our very best?"



"No doubt, Alicia."

"When we have done our very best, Papa, and that is not enough, then I think the right time must have come for asking help of others." This was indeed the very secret connected with the magic fish-bone.

So she took out from her pocket the magic fish-bone that had been dried and rubbed and polished till it shone like mother-of-pearl. She gave it a little kiss and wished it was salary day. And immediately the King's salary came **rattling** down the chimney, and bounced into the middle of the floor. Immediately afterwards, the good fairy Grandmarina came riding in, in a carriage drawn by four peacocks, dressed in silver and gold.

"Alicia, my dear," said the charming old fairy, "How do you do?" The princess Alicia embraced her. Grandmarina turned to the King then. "I suppose you know the reason now why Alicia did not use the fish-bone sooner?"

The King made her a shy bow.

"It only remains," said Grandmarina in conclusion, "to make an end to the fish-bone."

So she took it from the hand of the princess Alicia, and it was instantly **grabbed** by the little **snapping** pug-dog next door!



Word Nest:

miserably: very unhappily

rattling : making a series of short loud sounds
by hitting against something hard

grabbed : took hold of something suddenly and roughly

snapping : having a tendency to bite

Let's do:

Activity 6

Write 'T' for true statements and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) One morning Alicia found the king to be very happy. ☐

(b) Alicia had kept the magic fish bone in the drawer of her room. ☐

(c) The king's problem was solved by the magic fish bone. ☐

(d) In the end Alicia handed over the fish bone to the old fairy. ☐

Activity 7

Answer the following questions in complete sentences:

(a) Why was the king feeling miserable?

(b) What was to Alicia the right moment for asking help from others?

(c) How did the king get his salary?

(d) Why did Grandmarina wish to make an end of the fish bone?

Let's Learn:

Read the following sentences:

- ◇ They had several children.
- ◇ He had not proceeded far after finishing his shopping.

In both these sentences, ideas and facts are expressed in the form of **statements**.

Let's do:

Activity 8 (a)

Use the words to make sentences in the form of a statement:

- (i) east, the, in, rises, sun, the
- (ii) meat, the, dog, eats

The above sentences make statements or assertions. These kinds of sentences are called **Assertive sentences**.

Let's learn:

Read the following sentences:

- ◇ How do you do?
- ◇ Have you no money at all, papa?

In both these sentences, ideas and facts are being expressed in the form of **questions**.

Let's do:

Activity 8 (b)

Use the words to make sentences in the form of a question:

- (i) are, where, going, you
- (ii) this, not, book, is, your

The above sentences ask questions. These kinds of sentences are called **Interrogative sentences**.

Activity 8 (c)

Identify which of the following sentences are Assertive and which are Interrogative:

- (i) He spent many years of his life in a village.
- (ii) Where do you live?
- (iii) Nobody was absent today.
- (iv) Did you not hear the bell?

Activity 9 (a)

Replace the underlined words with their antonyms:

- (i) I helped a poor girl yesterday.
- (ii) He came sooner than expected.
- (iii) I saw a little plant by the roadside.
- (iv) She read the conclusion of the novel.

Activity 9 (b)

Make meaningful sentences of your own with the following words:

- flashed : _____
- present : _____
- message : _____
- directed : _____

Let's talk:

Why do you think the fairy was at first invisible to the king and later became visible? Discuss in groups.

Let's do :

Activity 10(a)

Read the following passage and fill in the chart with information from the passage:

Salmon is a fish that lives along the coast. Salmon is born in fresh water and migrates to the ocean. A salmon returns to fresh water to lay eggs. After coming out from the egg, a baby salmon stays for six months to three years in fresh water. A salmon can make long journeys, sometimes moving hundreds of miles upstream against strong current.

| | | |
|-----|--------------------------------|--|
| (1) | Name of the fish | |
| (2) | Place where it is found | |
| (3) | It migrates to | |
| (4) | Where it lays eggs | |
| (5) | Time spent in fresh water | |
| (6) | Distance travelled by a salmon | |

Acitivity 10 (b)

Imagine you met a fairy in your dreams. Write in about sixty words what gift you would have asked from her and why.

Let's work together

- ◇ Draw a picture of a fairy and colour it.
- ◇ Write four sentences describing the fairy and the work that she does.

Lesson 8



Goodbye to the Moon

—Monica Hughes





Let's start:

Monica Hughes (1925—2003) was a Canadian author who is especially known for her books on science fiction. She also wrote adventure and historical novels. The text *Goodbye to the Moon* is an adaptation from one of her popular works of science fiction.



Let's share:

1. Match the pictures with their names:

| Pictures | Names |
|---|-----------------|
|  | boots |
|  | helmet |
|  | oxygen cylinder |
|  | space-suit |

2. If you see a person wearing or using all of the items mentioned above, where would he be going? Discuss with your partner.

Let's read:

I sat in the dark **view-room** of the **space station**. I looked out at the Earth. It was somewhat familiar to me. There was a small photograph of the blue planet in our drawing room.

I, Kepler Masterman, was born on the Moon fifteen years back. My mother had been dead five years ago. She had told me stories about the Earth, that excitingly unknown place. My father is the Governor of the Moon. He was going on an expedition to the Earth. And here was I, accompanying him on my first ever journey to the Earth.

I looked down at Earth. It seemed so close to me that I felt I could touch it. We had to wait for another fifteen minutes before our journey started.

Feeling restless, I left the viewing room and **glided** down the long passage to the centre of the space station. I could

see my father there surrounded by reporters. I came back to the view-room which was empty. I looked out into space. My Moon, my home appeared very small now. At home, the kids would be getting ready for the party. There's always been a party at sunrise. The Sun rose only 12 or 13 times a year so it was something special for us. The sunlight crept slowly across the surface of the Moon until finally night was gone.



Word Nest:

- view-room** : a room which has a glass panel so that one may look at the outside world
- space station** : a satellite stationed in space for scientific work
- glided** : moved away smoothly

Let's do:

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

- (1) Kepler's home, the Moon, appeared very small from the view room.
- (2) Kepler Masterman was born on the Moon.
- (3) He was making his first-ever journey to the earth with his father.
- (4) He had heard about planet Earth from his mother.
- (5) The governor was surrounded by reporters at the centre of the space station.
- (6) Kepler's father was the governor of the Moon.

Activity 2

Fill in the blanks with words from the Help Box. There is one extra word.

Kepler had seen the _____ of the Earth. He was making an _____ to the Earth for the first time. Kepler felt _____ as he had to wait for the journey to begin. The Moon _____ very small when he looked out into space.

Help Box : expedition, appeared, restless, photographs, crept