

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક
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English

(First Language)

Standard 8

(First Semester)



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

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



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Preface

A major change has been introduced in the curriculum of primary education and in the whole educational system in view of RTE-2009 and NCF 2005. These changes are mainly about our understanding of particular subjects and the process of education. The main goal of this new curriculum is to develop creativity, critical thinking, logical and analytical abilities in the child. In this textbook the activities are organized in such a manner that the active participation is followed by discussion and reflection on it. This teaching material will make students to work individually as well as in small and large groups. This text book is an instrument that helps construct knowledge, and is not to be seen as an object of knowledge. It is hoped that this textbook will facilitate the teaching-learning process and make it enjoyable.

We have received constant help and guidance in the formulation of the new syllabus, the curriculum and the textbooks from Hon. Principle Secretary (Education) and Hon. Principle Secretary (Primary Education).

We have received valuable cooperation of UNICEF and H M Patel Institute of English Training and Research during this whole process. The core group members of the respective subjects have also supported us in this process.

The textbooks of 6th, 7th and 8th standards have been prepared in view of the suggestions given by subject experts and teachers. We have made an attempt to prepare error free textbooks. However, we would welcome suggestions for any corrections, if necessary.

With all good wishes.

Dr. T. S. Joshi

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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 or our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and 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 achievement.;
- (k) to provide opportunities for education by the parent the guardian, to his child, or a ward between the age of 6-14 years as the case may be.

*Constitution of India : Section 51-A.

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Introduction

All human beings learn language under the right conditions. In order to learn language, it is well-known that learners must encounter language they can understand and then must use that language to make their own meaning. This book aims to support the teacher in creating these necessary conditions. The design is created to make lesson planning easy for teachers. Each activity is complete and requires no additional preparation.

The content in this book is designed to hold the learners' interest so that language can be noticed and produced. The teacher is never responsible for testing content. Rather, the teacher will be facilitating opportunities for students to discuss content in order to process language meaningfully. Readings are kept short and simple so that students can read and understand on their own, without the teacher reading to them or translating. Because they do not need to test content, teachers may simply enjoy the interesting readings along with the students. Language tasks generally have no “right” answers. They are designed to be open-ended, to stimulate more critical thinking, and to encourage more production of language. Because these sections are designed for open learning, not testing facts, teachers can focus on helping students feel comfortable using language and on stimulating students' thinking.

For each story, article, or poem, teachers should allow students adequate time to read the text on their own. Encourage students to mark words that are unfamiliar to them while reading. When students don't know a word, the teacher should stimulate more language production and encourage collaborative learning, by first, encouraging students to ask other classmates if they know the unfamiliar word. If the text is the right level for the class, someone in the class will likely be able to share knowledge of the word with others. In this way, the entire vocabulary of the class will be with enhanced little effort and less teaching time while the students naturally are encouraged to speak in the target language. When students check with each other and share knowledge of vocabulary, the teacher's job is much easier and the students gain autonomy. Finally, the teacher need to spend only a moment for teaching the one or two words that no student in the class knows.

Teachers can easily implement the language tasks by remembering to focus on helping students to understand the questions and instructions, NOT in helping them to answer. For example, if a child does not know how to answer a question, asking “Which characters in the story speak?” The teacher can best encourage noticing and producing language by focusing on the question and the text, not on the answer. The teacher may help the student understand the question: “What does the question say? How many characters were in the story? How do we know someone is speaking in a story?” The teacher may direct the students to look more carefully at the text: “Let's look more carefully at the text. Does anyone speak in the first line? What about the second line?” The teacher may facilitate collaboration and production by encouraging students to interact. “Ask your partner who speaks first in the story? Ask the classmate behind you who speaks second?” Throughout the text, remember that tasks are designed to be open-ended, to stimulate more critical thinking, and to produce more language.

In traditional teaching, there has sometimes been an overemphasis on assessment and correction. This book aims to give students plenty of time to learn before any testing begins. Teachers are encouraged to repeat or expand activities and to wait until they observe increased production from students before attempting to assess progress. Teachers may find prepared revision and assessment items as well as additional activities and some video demonstrations of certain activities on the textbook website at onlinetextbook.info.

UNIT-1

Landscapes

ACTIVITY - 1

'Water Dance' is a poetic introduction to one of nature's most basic elements 'water'. Kanu Patel draws a vivid picture of this element from a gentle mountain pond to a raging waterfall.



Here is Kanu Patel's painting.

What do you see in this picture? Describe it at least in five sentences.

ACTIVITY - 2

WATER DANCE PART-1

*SOME PEOPLE SAY that I am one thing.
Others say that I am many.
Ever since the world began
I have been moving in an endless circle
Sometimes I fall from the sky.*

I am the rain.

*Sometimes I cascade.
I tumble
down,
down,
over the moss-covered rocks,
through the forests shadows.*

I am the mountain stream.

*At the foot of the mountains,
I leap from a stone cliff.
Spiralling.
Plunging.*

I am the waterfall.

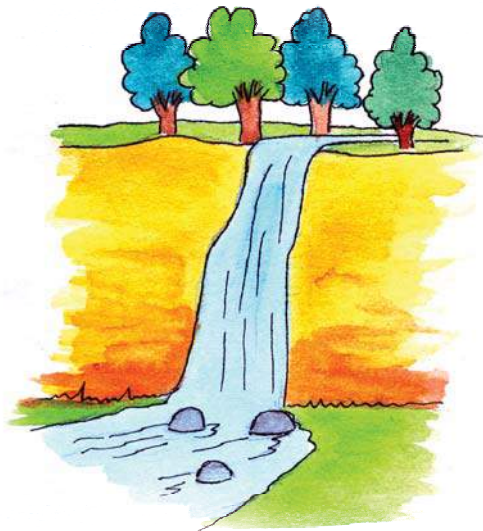
*In the shadows of the mountain,
I am still and deep
I fill and overflow.*

I am the lake.

*I wind through broad, golden valleys
joined by streams,
joined by creeks.
I grow ever wider,
broader and deeper.*

I am the river.

*I pass through a gateway
of high stones palisades,
leaving the land behind.
Cool silver moonlight*



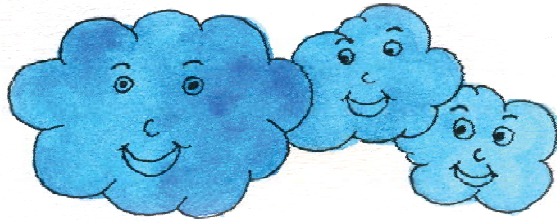


*sparkles and dances
on my waves.*

I am the sea.

*Drawn upward
by warm sunlight.
in white-silver veils
I rise into the air.*

I disappear.



ACTIVITY - 3

Answer the following question.

How is the river different from the sea?

ACTIVITY - 4

WATER DANCE PART-2

I am the mist.

*In thousands of shapes I reappear
high above the earth in the blue sky.*

I float.

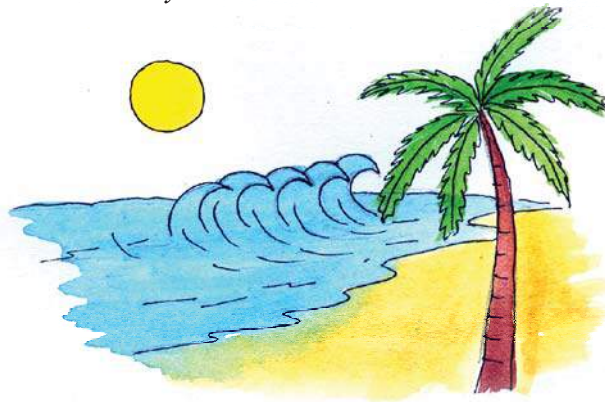
I drift.

I am the clouds.

*Carried by winds
from distant seas.*

*I move,
growing heavier,
growing darker,
returning.*

I am the storm front.

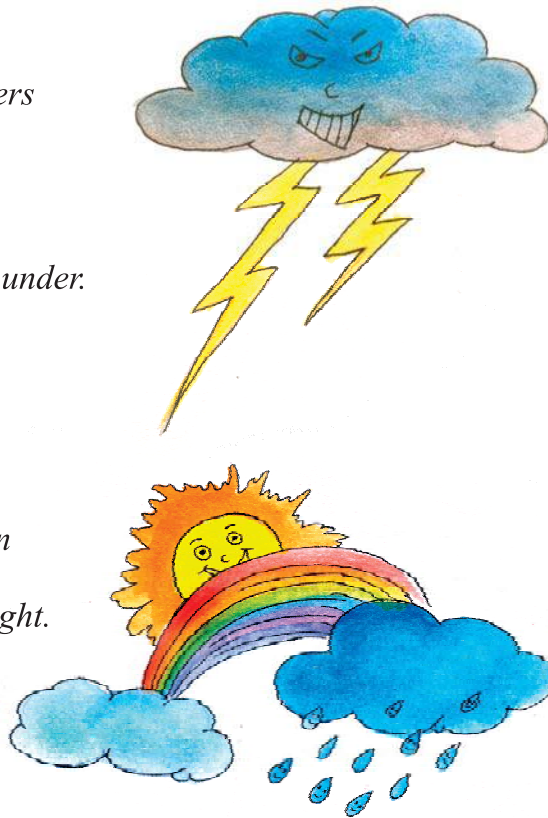


*At the walls of the mountains,
 I rise up
 as gleaming power-filled towers
 in the darkened sky.
 I am the thunderhead.
 I blind the sky with lightning.
 The earth trembles with my thunder.
 I rage.
 I drench the mountainside.
 I am the storm.
 Storms come.
 Storms pass.
 I am countless droplets of rain
 left floating in the silent air.
 I reflect all the colors of sunlight.
 I am the rainbow.
 I am one thing.
 I am many things.
 I am water.
 This is my dance through our world.*

- Thomas Locker

Glossary

Cascade	- waterfall in series
Spiralling	- coiled in a round or cone shape
Plunging	- throwing forcefully, diving
Tumble	- roll
Drawn	- pulled towards something
Palisades	- fence of pointed stakes (sticks)
Creek	- arm of river, inlet on seacoast
Drench	- wet thoroughly
Mist	- very fine droplets of water forming a cloud near the ground
Storm front	- a mass of air that brings a storm
Thunderhead	- a part of a large cloud; often appears before a thunderstorm.





ACTIVITY - 5

Explain: " I am one thing, I am many things."

ACTIVITY - 6

Identify me from my description. (Choose from the brackets)

- 1 I don't speak much but I am everywhere.
- 2 I shine bright at night.
- 3 I look threatening.
- 4 I am a welcome pleasure.
- 5 I am lot yet little water

(Silver moonlight, distant seas, countless droplets,
warm sunlight, silent air, darkened sky)

ACTIVITY - 7

The entire poem is an excellent example of **PERSONIFICATION**
(Inanimate objects are spoken of as having life or given human
qualities)

Eg. I tumble down

- Water is given the human quality of tumbling down

Another example

I blind the sky with lightning

Identify the lines in the poem in which personification is used.

ACTIVITY - 8

Adjectives are describing words used to give more meaning to a noun. Give five adjectives you would associate with the following words. The first one is done for you.

Mother

Loving mother

Gentle mother

Strict mother

Good mother

Working mother

Friend, match, beauty, food, movie

ACTIVITY - 9

Adding **__er** to an adjective makes it a comparative adjective. Sometimes the adjective changes its spelling when you add **__er**.

Adjective	Comparative form
Heavy	heavier
Dark	darker
Broad	broader

Use different comparative adjectives to form sentences of your own, like this:

_____ is _____er than _____ .



Write a paragraph describing your favourite landscape.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT-2

Man's Relationship with Animals

ACTIVITY - 1

(A) Once there was an Arab who owned a very fine horse. The Arab treated him with care and kindness. One day the Arab was attacked by some robbers. He fell off the horse. He was so seriously wounded that he was not able to get up. His horse saw this. He understood that his master was badly hurt. He seized his master's belt between his teeth and brought him home. People, who saw this, praised both, the horse and his master.

1. How did the horse help the master?
2. What does the incident convey about man animal relationship?

(B) Share with the class the story of Rana Pratap's Chetak and his loyalty.





ACTIVITY - 2

A Secret for Two

Montreal is a very large city of Canada, and it has some very wide and big streets like Prince Edward Street. No one knew this street as well as did Pierre Dupin. Pierre had delivered milk to the families on this street for thirty years. He was one of the many milk-wagon drivers that worked for a milk company.

During the past fifteen years the horse which drew the milk-wagon used by Pierre was a large, white horse named Joseph. When the big, white horse first came to the milk company, he didn't have a name. They told Pierre that he could use the white horse. Pierre stroked the horse's neck and looked into his eyes. "This is a nice horse, a kind and gentle one," said Pierre "I'll name him after Saint Joseph, who was also very kind and gentle."

Within a year Joseph knew the milk route as well as Pierre did. Pierre used to say that he didn't need reins - he never touched them. Each morning Pierre arrived at the stables of the milk company at five o'clock. The wagon would be loaded and Joseph hitched to it.

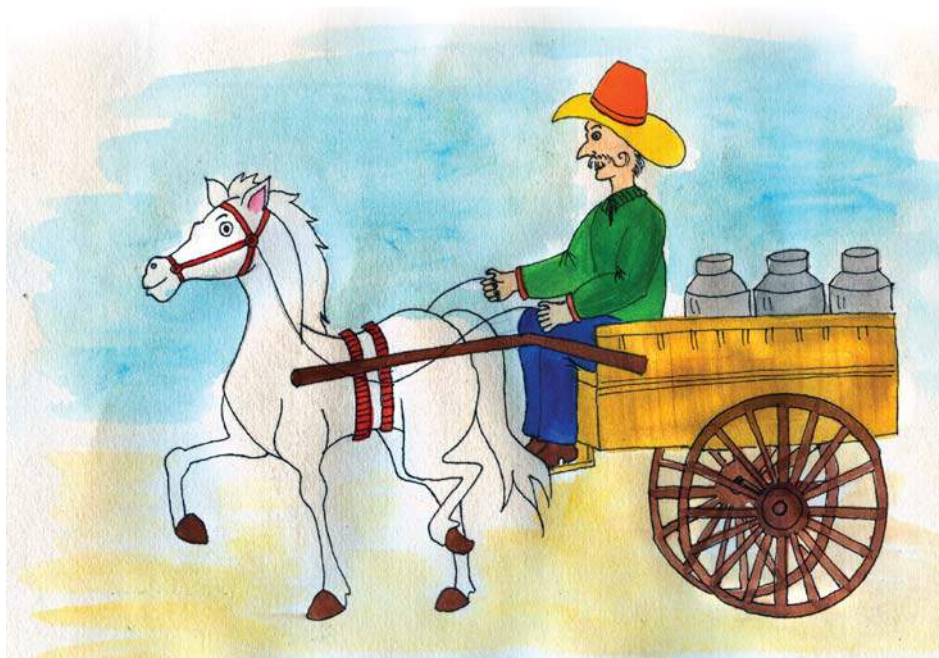
Pierre would call softly to Joseph, "Go on, my friend," and this splendid combination would stalk proudly down the street.

The wagon, without any direction from Pierre, would arrive in Prince Edward Street. The horse would stop at the first house, allow Pierre perhaps thirty seconds to get down from his seat and put a bottle of milk at the front door. Again the horse would go on, skipping two houses and stopping at the third. So down the length of the street the two would go. Then, Joseph would turn around and come back along the other side of the street. Yes, Joseph was really a smart horse.

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At the stables Pierre would boast of Joseph's skill: "I never touch the reins. He knows just where to stop. Why, a blind man could do my job with Joseph pulling the wagon."

So it went on for years. Pierre and Joseph grew old together, but gradually, not suddenly. Pierre's huge walrus moustache was pure white now, and Joseph didn't lift his knees so high. Jacques, the



foreman of the stables, never noticed that they were getting old until Pierre appeared one day carrying a big walking stick.

"Hey Pierre," Jacques laughed. "Maybe you've got the gout, hey?"

"Yes, Jacques," replied Pierre uncertainly. "But as one grows old, legs get tired."

"You should teach the horse to place the milk bottles at the front door of your customers," Jacques said to him. "He does everything else for you."

One morning, the manager of the milk company came to inspect the early morning deliveries. Pointing out to Pierre, Jacques said to him, 'Watch how he talks to that horse whom he calls Joseph. See the look in the horse's eyes. I think these two share a secret. Sometimes they seem to chuckle at us, as they go off on their route in the morning. Pierre is a good man, but he's getting old. Don't you think he should be retired and given a small pension?'

"Of course," said the manager. "He has been on this route now for thirty years and not even once, has there been a complaint against him. Tell him it is time he should rest. His salary will go on just the same."

But Pierre refused to retire. He could not bear the thought of not



driving his Joseph everyday. He said to Jacques, "We are two old men - Joseph and I. Let us wear out together. When Joseph is ready to retire - then I, too, will leave."

Jacques, who was a kind man understood. There was something about Pierre and Joseph which made a man smile tenderly. It was as though each drew some hidden strength from the other. When Pierre was sitting in his seat, and when Joseph was hitched to the wagon, neither seemed old. But when they finished their work, Pierre would limp down the street, seeming very old indeed. The horse's head would also drop and he would walk very wearily to his stall.

Then one morning, Jacques had a dreadful news for Pierre. He said, "Pierre, Joseph did not wake this morning. He was very old; Pierre, you know he was twenty-five, and that is like seventy-five for man."

"Yes," Pierre said slowly. "I am seventy-five. Now I shall never see him again. My poor Joseph!"

Jacques patted Pierre on the shoulder: "We'll find another horse just as good as Joseph.. Why, in a month's time you'll teach him your route."

"We'll.....".

But he stopped when he looked into Pierre's eyes.

For years Pierre had worn a heavy cap, the peak of which came low over his eyes. Now when Jacques looked into Pierre's eyes, he saw something which startled him. He saw a dead, lifeless look in them. The eyes were mirroring the grief that was in Pierre's heart and in his soul. It was as though his heart and soul had died.

"Take today off, Pierre," Jacques said. But before Jacques could complete his sentence, Pierre was already limping down the street. Tears were streaming down his cheeks and he was sobbing. There was a warning yell from the driver of a huge truck that was coming fast, and there was the scream of brakes. But it appeared that Pierre had heard neither.

Five minutes later an ambulance doctor said, "He's dead."

Jacques and several of the milk-wagon-drivers had arrived by then. They looked down at the still figure.

"I couldn't help it," the driver of the truck protested. "He walked right into my truck. He never saw it, I guess. He walked into it as though he were blind."

The ambulance doctor bent down. "Blind!" he said, looking into Pierre's eyes. "Of course, the man was blind. See those cataracts! "This man has been blind for five years." Then he turned to Jacques and said, "You say he worked for you! Didn't you know he was blind?"

"No.....no.....," Jacques said softly. "None of us knew. There was only one who knew - a friend of his, named Joseph... It was a secret, I think, just between those two."

Glossary

stroked	- patted
gentle	- mild
reins	- long narrow straps of a bridle
stable	- a shed to keep horses in
hitched to	- fastened with a rope or harnessed
stalk down	- walk down to skip to omit, to leave out
to boast	- to speak in excessively proud terms
walrus moustache	- long thick moustache
gout	- a disease related
chuckle	- suppressed laugh
wear out	- tire or get exhausted
tenderly	- lovingly, softly
wearily	- tiredly
take today off	- take a leave
dreadful	- causing great fear or anxiety
to sob	- to cry from pain drawing in breath sharply
warning yell	- a sharp loud cry (horn) signaling possible danger
scream	- screech
limping down	- walking with difficulty
cataracts	- a medical condition in which the lenses of eyes become opaque

Find out the dictionary entries of the words underlined in the story.



ACTIVITY - 3

From which statements of the story do we find out that:

1. Pierre knew Prince Edward Street the best. []
2. Pierre named Joseph. []
3. Joseph was really a smart horse. []
4. Joseph was getting old. []
5. The manager thought that Pierre was a sincere worker. []
6. Pierre couldn't work without Joseph. []
7. Pierre drew strength from Joseph. []
8. In a way, Joseph was as old as Pierre. []
9. Jacques came to know about the grief in Pierre's heart. []
10. The truck driver couldn't save Pierre. []

ACTIVITY - 4

Answer the following questions:

1. Which pair is referred to as a 'splendid combination'? Why?

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2. Who named the white horse as Joseph? Why?

3. How did the manager appreciate Pierre's services to the milk company?

4. What suggestion did Jacques make to Pierre when Joseph passed away?

5. Describe Pierre's grief over the death of Joseph.

6. How did Pierre meet his death?

7. What did the doctor say about Pierre's eyesight?





8. Joseph made Pierre live. – Explain.

ACTIVITY - 5

Study the table and learn how verbs are formed by adding appropriate suffixes:

Word	suffix	verb	verb
Sharp, wide,	-en	Sharpen, widen,	To make something sharp,
material, central,	-ise or -ize	Materialize, centralize	To make something modern,
simple, pure,	-ify	Simplify, purify	To make something simple,
bath, breath	-e	Bathe, breathe	To take a bath

Complete the paragraph with appropriate verbs for the following expressions:

To make pure, to make modern, to make beautiful, to take a bath, to put into categories

A new township is being set up here. They will _____ it with plants and trees. The plants and trees will _____ the air. The organizers have _____ the buildings. They will also _____ the water- system. They are also planning to erect a swimming pool where we will be able to swim and _____ .

ACTIVITY - 6

Fill in the blanks with the appropriate verbs.

1. The streets of the city are being _____. (wide)
2. Do not speak so loudly. _____ your tone. (soft)
3. They couldn't _____ he was blind for years. (Belief)
4. Nobody _____ Joseph's death as much as Pierre. (grief)
5. Joseph's death _____ Pierre's life forever. (dark)
6. Jacques _____ Pierre to take a day off. (advice)
7. Everyone _____ the old man's death. (sympathy)
8. This story _____ love between animal and man. (symbol)
9. Joseph's death _____ Pierre. (horrible)
10. The warning yell of the truck _____ the old man. (terrible)

ACTIVITY - 7

Pick out the appropriate expression for the underlined words or phrases in the following statements:

1. The horseman was run over by a truck. The truck driver said, "I couldn't help"
 - I was unable to save him.
 - I regret I have killed him.
 - I believe I was not in the wrong.
2. Pierre used to say that he didn't need reins.
 - the horse required no control.
 - the horse could do without reins.
 - the horse went out of his control.



3. May be you have got the gout.
 - he was sure that Pierre suffered from gout.
 - he thought Pierre suffered from gout.
 - he thought Pierre might develop gout in future.
4. His salary will go on just the same.
 - his salary will continue as usual.
 - his salary will be raised.
 - his salary will be reduced.
5. He saw something which startled him.
 - surprised
 - worried
 - saddened

ACTIVITY - 8

Write underlined sentences from the passage in a different way as suggested below.

Rule 1: When one thing/ person is compared with another thing/person:

1. Interchange the places of the things or persons compared.
2. change the affirmative verb to negative and negative verb to affirmative.
3. change from as _____ as/ so _____ as (Positive degree) to -er than (Comparative degree)

Observe the changes made in the following sentences:

1. Ramesh is as tall as Radha.
Radha is not taller than Ramesh.

2. Hitesh was as strong as Hiren.
Hiren was not stronger than Hitesh.
3. You are as intelligent as your brother.
Your brother is not more intelligent than you.
4. A donkey is not so clever as a horse.
A horse is cleverer than a donkey.

ACTIVITY - 9

Rewrite the following sentences as directed.

1. Energy put into reclamation is often higher than the energy released in the product. (Rewrite using 'high')
2. She looked as new as a peeled egg. (Rewrite using 'newer')
3. It is a task as difficult as walking on a razor's edge. (Rewrite using 'more difficult')
4. The shame lies not so much in going to jail as in committing the offence. (Change degree)
5. The human animal had more intelligence and better weapons than his cousins. (use intelligence and good and rewrite the sentence.)
6. This is a much surer method than using saliva. (Change the degree)
7. We know a bit more than the ladies do. (Change the degree)



Points: usefulness of animals to mankind – how they are usually treated – suffering of the animals – change in our attitude and treatment towards animals.

UNIT-3

Friendship and Duty

ACTIVITY - 1

William Sydney Porter, better known by the pen name O. Henry was an American writer. O. Henry's short stories are known for their wit, wordplay, warm characterization and clear twist endings. He was born on 11th September, 1862 in North Carolina and died on 5th June, 1910. From December 1903 to January 1906, O. Henry wrote a story 'A Week' for the New York Word magazine and published several short stories in other magazines. Some of his famous stories are: The Last Leaf; The Gift of the Magi; The Furnished Room; Cabbages and Kings.

The story, After Twenty Years, has the typical O. Henry twist. However the characters portrayed, could well make us reflect on our values.

For further information you may refer to www.literaturecollection.com/a/o-henry/44.

Who is your best friend?

Why do you like him or her?

What do you mean by friendship?



ACTIVITY - 2

After Twenty Years

- 1.1 The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night but chilly gusts of wind with a taste of rain in them had well nigh de-peopled the streets.
- 1.2 Trying doors as he went, twirling his club with many intricate and artful movements now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger made a fine picture of a guardian of peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.
- 2.1 When about midway of a certain block, the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him, the man spoke up quickly.
- 2.2 “It's all right, officer,” he said, “I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain, it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe Brady's restaurant'. “Until five years ago,” said the policeman. It was torn down then.”
- 2.3 The man in the doorway struck a match and lit his cigar. The light showed a pale, square jawed face with keen eyes and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

3.1 “Twenty years ago tonight,” said the man, “I dined here at Big Joe Brady's with Jimmy Wells, my best chum and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning, I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be.”

3.2 “It sounds pretty interesting,” said the policeman. “Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?”

3.3 “Well, yes, for a time we corresponded,” said the other. “But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight and its worth if my old partner turns up.

4.1 The waiting man pulled out a handsome watch, the lids of it set with small diamonds. “Three minutes to ten,” he announced.”It was exactly ten o'clock when we parted here at the restaurant door.”

“Did pretty well out in the West, didn't you?” asked the policeman.

4.2 “You bet! I hope Jimmy has done half as well. He was a kind of

plodder, though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."The policeman twirled his club and took a step or two. "I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth, he'll be here by that time. So long, officer.

"Good-night sir," said the policeman passing on along his beat trying doors as he went.

- 5.1 There was now a fine cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few pedestrians in the neighbourhood hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment with the friend of his youth, smoked his cigar and waited. About twenty minutes he



waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He came directly to the waiting man.

“Is that you, Bob?” he asked doubtfully.

“Is that you, Jimmy Wells?” cried the man in the door.

5.2 “Bless my heart!” exclaimed the new arrival, grasping both the other's hands with his own. “It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well twenty years is a long time. The old restaurant's gone. Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?”

5.3 “It has given me everything I asked it for. You've changed lots, Jimmy, I never thought you were so tall by two or three inches.”

“Oh, I grew a bit after I was twenty.”

“Doing well in New York, Jimmy?”

“Moderately. I have a position in one of the city departments. Come on, Bob we'll go around to a place I know of and have a good long talk about old times.”

6.1 The two men started up the street, arm in arm. One, his egoism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

6.2 At the corner stood a drugstore, brilliant with electric lights. When they came into the glare, each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

“You're not Jimmy Wells,” he snapped. “Twenty years is a long time but not long enough to change a man's nose from a Roman to a pug.”

- 6.3 “It sometimes changes a good man into a bad one,” said the tall man. “You’ve been under arrest for ten minutes, ‘Silky’ Bob. Going quietly, are you? That’s sensible. Now, before we go to the station, here’s a note I was asked to hand you. You may read it here at the window. It’s from Patrolman Wells.”
- 7.1 The man from the West unfolded the little piece of paper handed over to him. His hand was steady when he began to read but it trembled a little by the time he had finished. The note was rather short.
- 7.2 *Bob, I was at the appointed place on time. When you struck the match to light your cigar, I saw it was the face of the man wanted in Chicago. Somehow I couldn’t do it myself so I went around and got a plainclothes man to do the job.*
- Jimmy*

Glossary

Vicinity	- area near a particular place;
chum	- (informal) a close friend;
destiny	- the things that you will do or the type of person you will become in the future;
proposition	- something or someone that you have to deal with;
staunch	- loyal;
plodder	- someone who works hard at a slow steady rate but is not very intelligent;
dismal	- depressing;
egotism	- a feeling that you are more important than other people;
hustle	- move about quickly



A Roman Nose



A Pug Nose

ACTIVITY - 3

Given below are words in italics. These italicised words explain the idiomatic phrase used in the text. a) Write the textual sentence with the idiomatic phrase. b) Use the phrase in a sentence of your own.

1. The policeman who *was walking around the area* moved up the avenue impressively.

Textual sentence: _____

Your sentence: _____

2. We *believed that it was true* that in twenty years each of us ought to have made our destiny.

Textual sentence: _____

Your sentence: _____

3. After a year or two *we had no information of* each other.

Textual sentence: _____

Your sentence: _____

4. A man *gets into a situation that is boring and difficult to change* in New York.

Textual sentence: _____

Your sentence: _____

5. It takes the West *to make one sharp and alert*.

Textual sentence: _____

Your sentence: _____

6. Here's the note I was asked *to give* you.

Textual sentence: _____

Your sentence: _____



ACTIVITY - 4

A prefix is a letter or group of letters placed at the beginning of a word to alter its meaning. The negative of some words are formed by adding a prefix.

Some examples are:

indirect improbable irresponsible illegal

Make negatives of the following adjectives by adding a prefix:

competent	pleasant	mature
dignified	reverent	literate
logical	partial	balanced
materialistic	definite	comfortable

ACTIVITY - 5

Words are made up of syllables and every syllable contains at least one vowel sound.

Words that have one syllable:

come slip crop deck who

Words that have two syllables:

per-fect morn-ing ex-claim

Words that have more than one syllable:

to-geth-er in-ves-ti-gate

Listen to these words carefully and write the number of syllables you hear.

bless	pedestrian	farmer	neighbourhood	track
position	began	moderately	interest	screw
fever	slow	impressive	dream	fortunate

ACTIVITY - 6

Jimmy Wells was a patrolman .A patrolman is a police officer whose job is to walk or drive around a particular area. That is his job!

Match Column A (the people) with Column B (their work)

COLUMN A:

(1) bibliophile (2) cartographer (3) financier (4) high commissioner (5) ornithologist (6) detective (7) numismatist (8) philatelist (9) paleontologist

COLUMN B:

- (1) he manages or lends large sums of money.
- (2) someone who studies birds.
- (3) he is involved in the study of fossils.
- (4) a police officer (private agent) who finds out information to catch a criminal.
- (5) his activity is collecting and studying postage stamps.
- (6) one who likes books and enjoys reading and collecting them.
- (7) he represents the government of a commonwealth country in another commonwealth country.
- (8) his work is to collect and study coins and medals.
- (9) he does the work of making maps.

ACTIVITY - 7

Answer the following :

1. (refer to para. 1.1 & 1.2)
 - (a) What was the policeman doing in that area?
 - (b) Describe the vicinity.



2. (refer to para.2.1 & 2.2)
 - (a) Bob had an appointment. How do we know that he kept his appointment?
 - (b) Do you agree that Bob could be easily identified?
3. (refer to para. 3.1 & 3.2)
 - (a) What are the differences between Jimmy and Bob, highlighted in this paragraph?
 - (b) A long time'__ How long was it ?
 - (c) Who is the friend referred to ?
 - (d) 'Between meets'__ Which are the two different occasions when they meet?
4. (refer to para. 4.1)
 - (a) Who do you think, Bob had to compete with?
 - (b) How much longer was Bob prepared to wait for his friend ?
5. (refer to para. 5.1)
 - (a) The people on the street were feeling the cold. How can we say so?
 - (b) Bob had at least one good trait. How is that reflected in this paragraph?
 - (c) He asked doubtfully__ Who asks?---Why doubtfully?
6. (refer to para. 5.3)
 - (a) The person talking to Bob did not hold a very high status. Do you agree?
 - (b) “It has given me everything I asked for”. What do you think he asked for? How do you think he got it?
7. (refer to para. 6 onwards)
 - (a) When Bob read the note, there was a change in his composure. What was the change? Why?

ACTIVITY - 8

Several words/adjectives are given below. List the ones that you would attribute to (a) Jimmy (b) Bob.

impressive	unethical	boastful	frank
genuine	patient	active	punctual
ambitious	sensitive	loyal	egoistic
dutiful	wealthy	simple/ordinary	honest
praiseworthy	noble	reliable (kept his word)	
plodder	successful	tactful	smart
sluggish	arrogant	humble	dependable

ACTIVITY - 9

Choose the correct option:

- The streets were de-peopled because _____.
 - it was early morning
 - it was windy and raining
 - it was curfew time
- Jimmy and Bob decided to meet after twenty years because _____.
 - they would have made their destiny
 - they were always in touch with each other
 - they would be able to plan their future
- Jimmy sent a plain clothes policeman to arrest Bob because _____.
 - he was afraid
 - he was arrogant
 - he was sensitive



ACTIVITY - 10

Write the following sentences in indirect speech. Instead of the given reporting verb, use an appropriate word from those given below:

enthusiasm	confidently	boasted
snapped	sarcastically	bid

The first sentence has been done as an example.

1. “You're not Jimmy Wells,” Bob said.
Bob snapped that he was not Jimmy Wells.
2. “Good-night Sir,” said the policeman.
3. “It has given me everything I asked for,” said Bob.
4. “If Jimmy is alive on earth, he'll be here by that time,” he said to the officer.
5. “Did pretty well out in the West, didn't you?” asked the policeman.
6. “I came a thousand miles to stand in this door tonight,” said the man at the door.