

Look at the picture and discuss the questions that follow:



1. Who do you think this old man is?
2. What does the creeper around his leg suggest?
3. What do his clothes convey?
4. Have you ever seen such a man? If yes, talk about your meeting with him.

A. Reading

Read the following story and answer the questions that follow:

Many years ago, at the foothills of the Kaatskill (Kat-skill) mountains, was a small village. In the village lived a simple, good-natured fellow named Rip Van Winkle. He was a kind neighbour, ready to help anyone. Everyone in the village liked him. The children of the village shouted with joy whenever they saw him because he played with them, he taught them to fly kites and shoot marbles, and told them long stories.

The only problem with Rip was that he was very lazy. He did no work on his own farm and just idled away his time. His fences were falling to pieces. His cow was going astray. Weeds grew on his farm. Rip's constant companion was his dog, named Wolf. To avoid work, he would walk away into the forest with his dog.

Suddenly, he heard a voice calling out, “Rip Van Winkle, Rip Van Winkle!” He looked around and saw a short, old man, with thick hair and a grizzled beard walking towards him with a barrel. He made signs to help him carry the barrel. Rip hurried to help the stranger who caught his hand tightly. Together they reached a place where there were some



more odd looking short men, playing ninepins. They were all dressed the same way and all of them had beards of various shapes and colours. Eventhough they were playing a game, their faces were serious and there was silence! The only sound was the noise of the balls, which echoed in the mountains like thunder. As Rip and his companion reached them, they stopped playing and stared at Rip with a fixed gaze. Rip was really frightened. His companion emptied the contents of the barrel into glasses and made Rip drink it. Rip obeyed as he was trembling with fear. Since he was thirsty he drank a few more glasses and slowly fell into a deep sleep.



On waking up, he found that he was at the place where he had first met the old man. He rubbed his eyes — it was a bright sunny morning. “Surely, I have not slept here all night,” thought Rip.

He looked around for Wolf, but he was nowhere.

Rip whistled for him. “Wolf! Wolf!” he then shouted.. No dog was to be seen. “Where has this dog gone?” he muttered to himself. He began to descend the mountain to go back to his village.

As he neared the village, he met a number of people but he didn't know any of them. The villagers also stared at him equally surprised. "Who is this man?" said one.

"I've never seen him before," said another, "look at his long white beard and his wrinkled face."

On hearing this, Rip stroked his chin and, to his astonishment, he found his beard had grown a foot long, and it was all white!



An old woman walked up to him and looked at his face for a moment. Then she exclaimed — "It is Rip Van Winkle! Welcome home again, old neighbour! Where have you been these twenty long years?"

(Adapted from *The Legend of Rip Van Winkle* by Washington Irving)

Glossary

astray (adv):	away from the correct path
weed (n):	any wild plant which grows in a garden
mutter (v):	to speak quietly in a low voice
wrinkled (adj):	with a lot of small lines in the skin caused by old age

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

- 1 Why did people like Rip Van Winkle?
- 2 How was Rip Van Winkle helpful to children?
- 3 List the things that suggest Rip Van Winkle was lazy?
- *4. What is daydreaming? What kind of people daydream?
5. Which lines in the story suggest that Rip Van Winkle went far away from the village?
6. What was strange about the men Rip met?
7. The short men stopped their play and gazed at Rip Van Winkle. Why?
- *8. What was it that Rip Van Winkle drank?
- *9. Rip Van Winkle drank more glasses than was offered. Was that a right thing to do? Why? What would you do if you were in his place?
10. When do you think Rip Van Winkle realized that he had slept for 20 years?

B. Vocabulary

I. Circle the correct meaning of the words as used in the story shown in bold print.

idled away	wasted	rested	admired
constant	continuous	construct	steady
companion	dog	stranger	partner
realise	understand	to set free	real
descend	not to send	be decent	to move down
barrel	a wooden container	a musical instrument	a bag
contents	to be happy	the ingredients	the index of a book

II. Match the words in the box with their meanings. Write the words in the blanks. You may take the help of a dictionary..

grizzled **astonished** **foothills** **stroked** **familiar**

1. near the lower part of a mountain _____
2. with grey hair _____
3. to rub gently _____
4. to be very surprised _____
5. known to you _____

III. Sometimes we join two words to make a describing word. For example, Rip was a **good-natured** man. Here are some more describing words. Use them to complete the given paragraph.

long-sleeved **high-heeled** **open-mouthed** **sweet-looking** **well-dressed**
odd-looking **part-time**

Mrs. Das has a _____ job in a clothes shop. Yesterday, an _____ woman walked into the shop. She was wearing _____ shoes. A _____ dog was with her. "I want a _____ shirt for my dog, please," she said. "For your dog?" asked Mrs. Das, _____ in surprise. "Yes," replied the woman. "I want him to be _____ for my next party."

C. Grammar

I. The Passive Voice

1. Everyone in the village liked Rip Van Winkle.
2. Rip Van Winkle was liked by everyone in the village.

Compare the two sentences. They convey the same message. In the first sentence, 'Everyone in the village' is the subject, 'liked' is the verb, and 'Rip Van Winkle' is the object. Here, the verb 'liked' is said to be in 'active voice.'

In the second sentence, the subject and the object have exchanged their positions and "by" is added to the object. The verb "liked" is changed into "was liked" (be + past participle of the verb). Here, the verb is said to be in passive voice.

Note i: When we transform a sentence in active voice into passive voice, we use by + the agent (if the agent is prominent). Otherwise, the agent is not mentioned.

eg. Someone has stolen my purse. (Active voice)
My purse has been stolen. (Passive voice)

Note ii: The tense of the verb does not change when we transform a sentence in active voice into passive voice or vice versa. (Observe the above examples and the ones given below.)

eg. Umesh is planting a tree. A tree is being planted by Umesh.
John paints portraits. Portraits are painted by John.

Note iii: If a verb has two objects, any one of the two objects may become the subject in the passive.

eg. I taught Ravi English.
English was taught to Ravi by me. / Ravi was taught English by me.

1. Read the following passage and underline all the verbs in passive voice.

We watched a film and returned home late yesterday. We unlocked the door and entered our apartment. We were shocked to find the whole place in disarray. Clothes were thrown everywhere. The cupboard was opened and my three new suits were missing. The handle of the iron safe was broken. We were surprised at how anyone could have got in when the door was locked. My wife found that the backdoor was left open. Evidently we had forgotten to close it when we left the house. An inventory of the missing property was prepared and a complaint was lodged with the Town Police Station. My wife and I were taught the lesson of our life.

2. Change the following sentences into their corresponding passive forms.

- i. Rip Van Winkle helped the short man.
- ii. The short men were playing ninepins.
- iii. Rip tells stories to children.
- iv. Rip has taught games.
- v. The children liked Rip.
- vi. Nobody recognised Rip.

II. Adverbs of frequency (revision)

1. Given below are the students' responses to the question "How often do you walk to school?" Read them carefully and write the names of the students in order, starting with the student who walks to school most often.

Narasimha Murthy: I don't usually walk to school. I often go on a cycle.
Apparao: I never walk to school. I live very far away.
Satyanarayana: I always walk to school. I live right opposite the school.
Krishna Murthy: I sometimes walk to school. At times I take the bus too.
Venkata Rao: I usually walk to school. It's a nice way to start the day.

- i. _____ ii. _____ iii. _____
iv. _____ v. _____

2. Write as many sentences as you can about yourself using the following adverbs of frequency:

always frequently usually often sometimes rarely

You may talk about how often you;

play in the park
go to bed late
fuss over food
study hard, etc.

Eg. I often play in the park.

D. Writing

- I. Imagine you are Rip Van Winkle and narrate what had happened to you 20 years ago.
- II. Imagine you are a villager thinking about the sudden disappearance of Rip Van Winkle. Guess what may have happened to Rip and tell the members of your group using one of the following expressions:

I think...	In my opinion ...	I'm sure...	I don't think ...
As far as I know...	I believe...	I feel...	I suspect...

- III. Then talk to your group members, pool up their guesses, and write a short paragraph about the disappearance of Rip Van Winkle and edit it.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

E. Study Skills

Rip Van Winkle was lazy. He did not like to do any work. What we like to do, what we are good at, and what we can become depends on the type of intelligence or intelligences we have. Read the descriptions, prepare a set of questions, collect information and find out which of the following types of intelligence best describes you and some of your group members. Write your findings as shown in the example.

VISUAL INTELLIGENCE	VERBAL INTELLIGENCE	MATHEMATICAL INTELLIGENCE
<p>You like to: think in pictures, create mental images to remember things. You enjoy looking at maps, charts, pictures, videos, and movies.</p> <p>You are good at: puzzle building, reading, writing, understanding maps, charts and graphs, a sense of direction, sketching, painting, fixing or making objects, understanding pictures.</p> <p>You can become a: navigator, sculptor, artist, inventor, architect, interior designer, mechanic, engineer.</p>	<p>You like to: use words and language. You speak well and think in words rather than pictures.</p> <p>You are good at: speaking, writing, story telling, listening, explaining, teaching, using humour, understanding the meaning of words, remembering information, convincing someone of your point of view.</p> <p>You can become a: poet, journalist, writer, teacher, lawyer, politician, translator.</p>	<p>You like to: use reason, logic and numbers. Always curious about the world around, you ask lots of questions and like to do experiments.</p> <p>You are good at: problem solving, solving puzzles, experimenting, questioning and wondering about natural events, doing mathematics calculations, working with geometric shapes.</p> <p>You can become a: scientist, engineer, computer programmer, researcher, accountant, mathematician.</p>

BODILY INTELLIGENCE	MUSICAL INTELLIGENCE	INTERPERSONAL INTELLIGENCE
<p>You like to: understand others. You control your body movements and handle objects skillfully. You have a good sense of balance and can catch or hit a ball well, and like to dance. You like to move around while learning.</p> <p>You are good at: dancing, physical coordination, sports, crafts, acting, miming, using your hands to create or build. You express emotions through your body.</p> <p>You can become a: dancer, athlete, physical education teacher, actor, firefighter, crafts-person.</p>	<p>You like to: play and enjoy music. You think about sounds, rhythms and patterns. You immediately respond to music either appreciating or criticising what you hear.</p> <p>You are good at: singing, whistling, playing musical instruments, recognising tunes, composing music, remembering melodies, understanding the structure and rhythm of music.</p> <p>You can become a: musician, disc jockey, singer, composer.</p>	<p>You like to: try to see things from other people's point of view in order to understand how they think or feel. You are a good organiser and manage to get other people to cooperate and work as a team.</p> <p>You are good at: seeing things from others' view, listening, understanding other people's moods and feelings, solving problems, cooperating with groups, noticing people's moods, communicating, building trust.</p> <p>You can become a: counsellor, salesperson, politician, business person, teacher.</p>

Example: I like to speak a lot and I enjoy music too. I am very good at telling a story. I am also good at remembering information as well as melodies. I understand the meaning of words, but I cannot understand maps and charts. Therefore, I have good verbal intelligence and musical intelligence though my visual intelligence is poor. I can become a writer, teacher, singer or a disc jockey.

F. Listening and Speaking

Work in groups.

I. Your teacher will read the story “The Magic Spring.” Listen carefully and answer the following questions:

1. Why did the old man go to the mountains?
2. Who touched his feet?
3. How did the old man turn into a young man? Who helped him?
4. The old woman could not recognise her husband. Why?
5. Why do you think the old woman went to the spring very early in the morning?
6. *Why did the old woman turn into a small baby? What would you do if you were in her place?
- *7. Do you believe in such magic pools? Talk about them to the members of your group.

Work in pairs.

***II. Lots of things may have happened in the village when Rip was away. Imagine you are the neighbour who greets Rip after 20 years. One student should act as Rip. Tell Rip about all that happened in the village after he had left.**

(Talk about what happened to his family, to his friends, to the other villagers, to the children he played with, the changes in the village...etc. Take the help of your teacher.)

***III. Imagine you are the old man in the story. While returning with your baby and wife, someone recognises you and makes enquiries. Make a skit and present it before your class.**

G. Poem

Read the following poem and answer the questions that follow:

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.

- *Robert Louis Stevenson*



Glossary

- India-rubber ball (n): a ball that can bounce very high
buttercup (n): a small bright yellow wild flower
arrant (adj): complete
sleepyhead (n): a child who is tired and looks as if she wants to sleep

How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. Which line in the first stanza tells that the speaker and the shadow are alike?
2. What does the shadow do when the speaker jumps into bed?
3. What is the funniest thing mentioned in the second stanza?
4. When does the shadow disappear? Why?
5. What does the shadow do when the speaker gets up before the Sun?
6. Why does the speaker call the shadow a lazy little fellow?
- * 7. How old do you think the speaker is? Is he/she playful, angry, or stupid?

H. Project

1. In twenty years of time a lot of changes come in any village. Collect information about these changes from your parents, old people, and prominent villagers. Then make a comparative statement showing the changes.

(You can focus on roads, houses, education, cost of things, family size, occupation, etc.)

I. Extensive Reading

Read the following story and answer the questions that follow.

Gulliver's Travels

When a person tells the story of his life in his own words, it is called an autobiography. Gulliver, a sailor, was once caught in the land of Giants. This is how he describes his experience.

On the 16th of June 1730 we discovered land. Our captain sent a dozen men with vessels for water, if any could be found. When we came to land we saw no river or spring nor any inhabitants. I went on to explore. The country was barren and rocky. I turned back to join the crew, only to see them getting into the boat and rowing for life to get to the ship.



Before I could reach them I observed a huge creature walking after them in the sea as fast as he could. The water of the ocean reached only up to his knees! However, the monster was unable to overtake the speeding boat. I turned back quickly and climbed up a steep hill with fields of barley on either side and the corn rising upto forty feet. There was a fence to pass from one field to the other.

It was impossible for me to climb because every step was six feet high. I was trying to find a gap in the hedge when I discovered one of the inhabitants in the next field walking towards the fence. He was of the same size as the creature chasing the boat. I was struck with utmost fear and astonishment and ran to hide myself. He called in a voice much louder than a trumpet. It sounded like thunder! Seven monsters like him came towards the field ready to reap the corn. They carried a reaping hook which was very big. When one of the reapers approached where I lay hidden I screamed as loud as I could. The creature stopped

reaping, picked me up between his thumb and forefinger and brought me close to his eyes, sixty feet above the ground. He looked at me with curiosity and blew my hair aside to get a better view of my face.



He called his friends and gently placed me on the ground. They all sat on the ground to take a good look at me. I walked slowly backward and forward, pulled off my hat and made a low bow towards the farmers. I tried to speak to them loudly in several languages. Each time I did so the farmer who picked me up held his ear very close to me but in vain. The farmer took me to his house and placed me at some distance on the dining table which was thirty feet high from the floor.

Dinner was brought for the farmer in a dish which was ten feet in diameter. The farmer's wife crumbled some bread and placed it before me. In the middle of the dinner I heard a noise behind me. It was the purring of a cat that was ten times larger than an ox. The farmer's wife was stroking him. Then entered the farmer's one year-old son in the arms of a lady. On seeing me the child grabbed me from the table and put my head into his mouth. I shouted so loudly that the baby dropped me. I would have broken my neck if the mother had not held her apron under me. Later she put me on her own bed and covered me with a clean white handkerchief. I slept dreaming of my home, my wife and my children.

Glossary

inhabitant (n):	a person who lives in a particular place
monster (n):	a big, cruel and frightening person
hedge (n):	a row of closely planted low-growing trees forming a boundary
reaping hook (n):	a curved blade with a short handle used to cut grass or crops
scream (v):	to cry loudly because of fear or excitement or anger
apron (n):	a piece of cloth that is worn to protect our clothes

Answer the following questions:

1. Why was Gulliver left alone on the island?
2. What did the monster do?
3. How big are the monsters?
4. What did the baby do? How was he saved?
- *5. Have you ever lost your way? What did you do then? Share your experience.

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