



Enterprise



Introduction

- I. Read the story 'Risking' and decide which of the two seeds is an enterprising one.

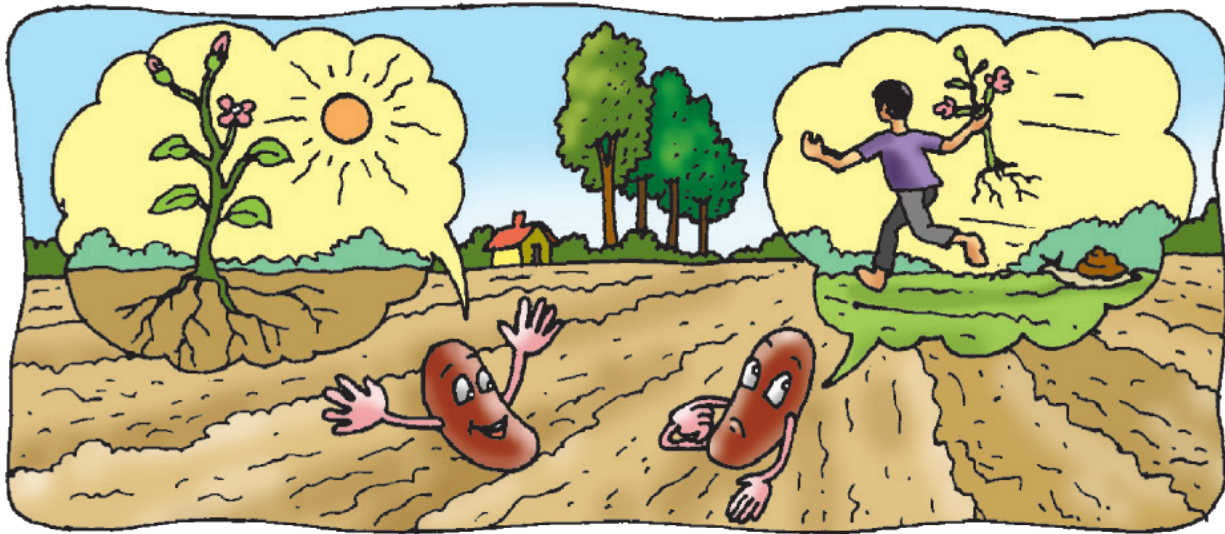


Risking

Two seeds lay side by side in the fertile spring soil.

The first seed said, 'I want to grow! I want to send my roots deep into the soil beneath me, and thrust my sprouts through the earth's crust above me... I want to unfurl my tender buds like banners to announce the arrival of spring... I want to feel the warmth of the sun on my face and the blessing of the morning dew on my petals!'

And so she grew.



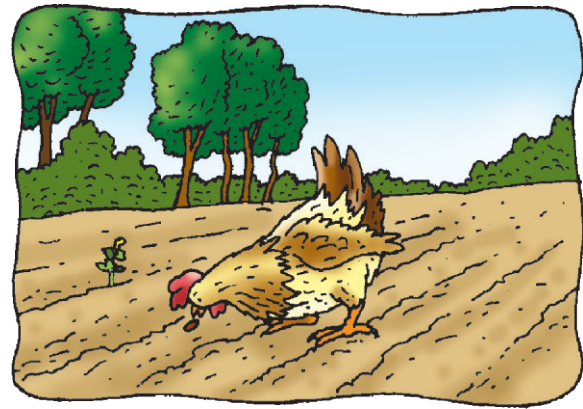
The second seed said, 'I am afraid. If I send my roots into the ground below, I don't know what I will encounter in the dark. If I push my way through the hard soil above me, I may damage my delicate sprouts..... what if I let my buds open and a snail tries to eat them? And if I were to open my blossoms, a small child may pull me from the ground. No, it is much better for me to wait until it is safe.'

And so she waited.

A yard hen scratching around in the early spring ground for food found the waiting seed and promptly ate it.

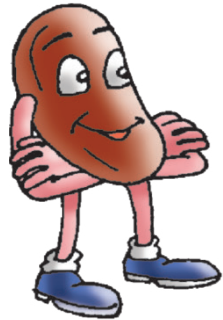
—Jack Canfield & Mark Victor Hansen

Moral: Those of us who refuse to risk and grow get swallowed up by life.

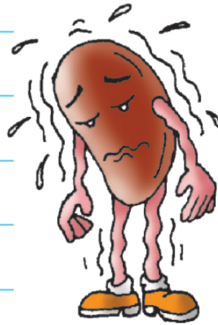


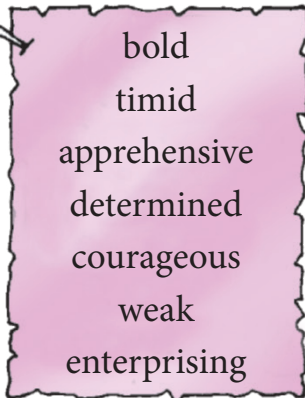
II. Use the adjectives given below to identify the qualities of the two seeds.

First Seed



Second Seed






bold
timid
apprehensive
determined
courageous
weak
enterprising

Add a few more to the list.

III. You are the first seed, which is now a plant. What advice would you give to another baby seed so as not to meet the second seed's fate?

I think you should _____





A.1. Match the professions with the challenges.

Profession

Challenge

Doctor →

← creating new and original designs.

Teacher →

← evolving strategies to improve sales and profits.

Policeman →

← dealing with life or death situations.

Businessman →

← capturing harsh realities of life even at a risk to one's life.

Fashion designer →

← discovering new theories for the benefit of mankind.

Journalist →

← imparting knowledge and inculcating right values.

Scientist →

← tracing hard-core enemies of the society.

A.2. Read the poem 'Legend' about a blacksmith's boy, who sets out to capture the rainbow.



Legend

The blacksmith's boy went out with a rifle
and a black dog running behind.

Cobwebs snatched at his feet,
rivers hindered him,
thorn branches caught his eyes to make him blind
and the sky turned into an unlucky **opal**,

cobwebs: a spider's web especially when old and dusty

opal: a white precious stone in which changes of colour are seen



but he didn't mind.

I can break branches, I can swim rivers, I can stare out any
spider I meet,
said he to his dog and his rifle.

The blacksmith's boy went over the **paddocks**
with his old black hat on his head.

Mountains jumped in his way,
rocks rolled down on him,
and the old crow cried, You'll soon be dead.
And the rain came down like **mattocks**.

But he only said
I can climb mountains, I can dodge rocks,
I can shoot an old crow any day,
and he went on over the paddocks.

When he came to the end of the day, the sun
began falling.

Up came the night ready to swallow him,
like the barrel of the gun,
like an old black hat,
like a black dog hungry to follow him.

Then the pigeon, the magpie and the dove began
wailing and the grass lay down to **billow** him.
His rifle broke, his hat flew away and his dog
was gone and the sun was falling.



paddocks: small fields where horses are kept

mattock: an agricultural tool shaped like a pickaxe

billow: to cover (him) from all sides

But in front of the night the rainbow stood on a mountain,
just as his heart foretold.

He ran like a hare,
he climbed like a fox;
he caught it in his hands, the colour and the cold—
like a bar of ice, like the column of a fountain,
like a ring of gold.

The pigeon, the magpie and the dove flew to stare,
and the grass stood up again on the mountain.



The blacksmith's boy hung the rainbow on his shoulder
instead of his broken gun.

Lizards ran out to see,
snakes made way for him,
and the rainbow shone as brightly as the sun.
All the world said, Nobody is braver, nobody is bolder,
nobody else has done

anything to equal it. He went home as bold as he could be
with the swinging rainbow on his shoulder.

—Judith Wright

A.3. Pick lines from the poem or state points to justify the following statements.

(a) The blacksmith's boy did not go alone. He had companions.

(b) He faced obstacles on the way.

(c) The boy was full of self-confidence.

(d) Birds discouraged the blacksmith's boy from moving ahead.

(e) His friends deserted him.

(f) He did not waste time in catching the rainbow.

(g) He was applauded and appreciated for accomplishing his work.

A.4. On the basis of your reading of the poem, write T against the true statements and F against the false ones.

- (a) The poem is a story handed down from the past. ☐
- (b) The boy's confidence was shaken by the challenges that came his way. ☐
- (c) It was night by the time he reached the mountain. ☐
- (d) The crow warned him of the dangerous consequences of his mission. ☐
- (e) The pigeon, magpie and dove were certain that the boy would be successful. ☐
- (f) The rainbow was bright and colourful but cold. ☐
- (g) There was nothing extraordinary about the boy's feat. ☐
- (h) The poem proves that where there is a will, there is a way. ☐

A.5. The poem presents several excellent examples of *simile* and *personification*.

A **simile** is used to compare one thing with another.

For example, He fought like a lion.

Personification means attributing human characteristics to non-living things.

For example, Rivers hindered him.

Pick out nouns which have been personified and examples of simile from the poem and write any four of them in the space provided.

Personification	Simile



A.6. HOTS

Beside enterprise, many other qualities helped the boy gain success in his mission. Discuss with your partner and jot down the qualities in the space provided below.



A.7. Life Skills

'Action is the key to all success.' The boy's continuous action despite all obstacles on the way brought him success. Recall any one such incident of your life where your indomitable spirit enabled you to achieve success and share it with your partner.

A.8. Pick out verbs from the poem which have the following meanings.

- (a) delayed the progress of _____
- (b) seized quickly _____
- (c) moved by turning over and over _____
- (d) move quickly to one side so as to avoid a thing _____
- (e) forecast _____
- (f) gaze fixedly _____
- (g) kill or wound with a missile from the gun _____

- A.9.** Write a letter to your friend sharing the incident you recalled in A.7. Make a mention of the problems you faced while accomplishing the task.


A large yellow rectangular area with a torn left edge and a spiral binding on the left side. It contains horizontal blue lines for writing. The lines are arranged in three groups: three lines at the top, a larger section of 20 lines in the middle, and three lines at the bottom.



B.1. Read the following information about five of the world's most successful companies.

SUCCESS STORIES

Five of the world's most successful companies

	Successful Companies	Founded	Main Product(s)	Fact
	American Express	1850	Travel services	Began as a delivery service.
	Levi Strauss	1873	Jeans and casual clothing	The first jeans were made for men looking for gold in California.
	Coca Cola	1886	Soft drinks and juice	Coca Cola is the most famous word in the world.
	Nike	1968	Athletic shoes and sports clothing	Named after the Greek goddess of victory.
	Hard Rock Cafe	1971	Restaurants with a rock 'n' roll theme	American owner opened first Cafe in London because he hated the hamburgers in England.

B.2. Discuss with your partner the questions given below.

- Which of these companies or their products exist in your country? Are they very successful?
- What else do you know about these companies?
- Can you think of three other successful companies?
- State one common feature of the success of these enterprises.

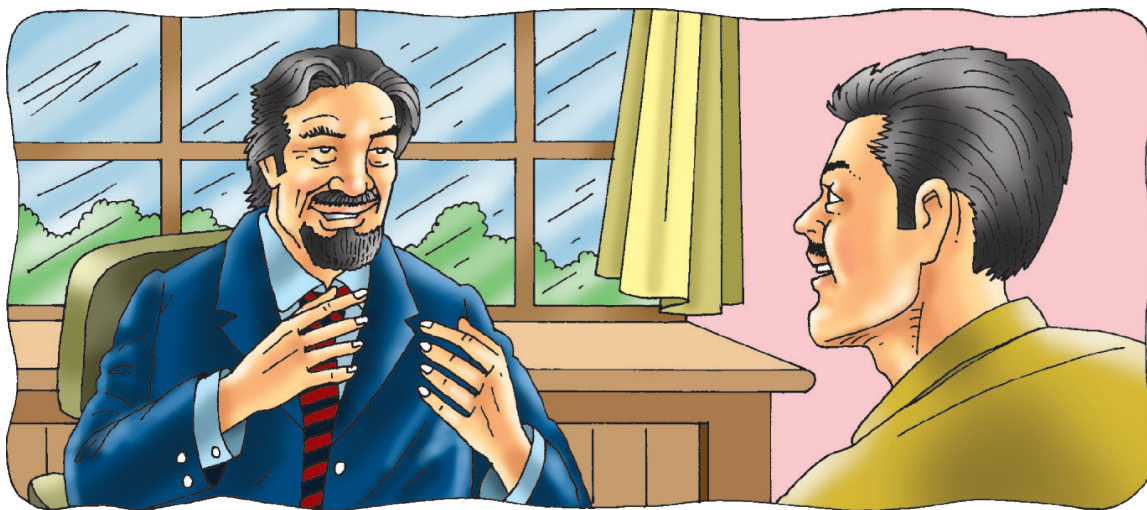


B.3. Read an interview with the Chairman and Managing Director of a successful private company, Mr Akhil Kumar and know his views on various issues.

▶ Success Comes To Those Who Will And Dare

Q. Could you please reveal the secret of your success?

A. Our company owes its success to many factors. Challenging conventional wisdom, building sound strategies, getting ordinary people to do extraordinary things, investing in infrastructure, imparting confidence and competence, excelling in all that we do and creating opportunities are some of the major factors.



Q. What is your opinion of an ideal business company?

A. An ideal business company reflects the urges of the contemporary society. It brings out the best in its professionals, managers and workers. It keeps changing and modifies with the times. It provides the consumers with quality products and services at an affordable cost. Essentially, it works towards enabling people to access important assets and opportunities.

Q. Do you think Indians have the capability to match global standards?

A. Indians definitely have the calibre and competence to match global standards. India has many of the basic requisites, like physical resources, talent and creativity, a large domestic market, systems for technology development and above all, a vibrant democracy. Successful hi-tech software companies in the Silicon Valley prove that Indian companies can be compared with the best in the world.

Q. What kind of qualities and qualifications do you look for while recruiting professionals?

A. The applicants' ability to shoulder responsibility and experience undoubtedly count. Also judged is their sincerity of purpose, commitment, communication skills and congeniality. They must be experts in their job and have multi-disciplinary skills.



Q. Please give your message for the youth.

A. We are on the threshold of a new era. A new world of opportunities beckons you. Translate creativity and innovation into continuous learning and capacity building. If you are enterprising, success will certainly come to you. Self-confidence and enterprise, and a personality shaped by good deeds and value systems spell victory. I wish the youth of India a very successful and rewarding future.

B.4. List at least four points under each heading as enumerated in the text.

(a) Factors responsible for the success of Mr Kumar's Company

- Challenges _____
- _____
- _____
- _____

(b) Qualities of an ideal business company

- _____
- _____
- _____
- _____

(c) Reasons for India's ability to compete in the global market

- _____
- _____
- _____
- _____

(d) Quality traits of eligible professionals

- _____
- _____
- _____
- _____

B.5. Tick (✓) the groups of words that best explain the given expressions.

(a) Challenging conventional wisdom—

- ☐ obeying forefathers
- ☐ changing ideas and practices according to changing times
- ☐ generation gap



(b) Building sound strategies—

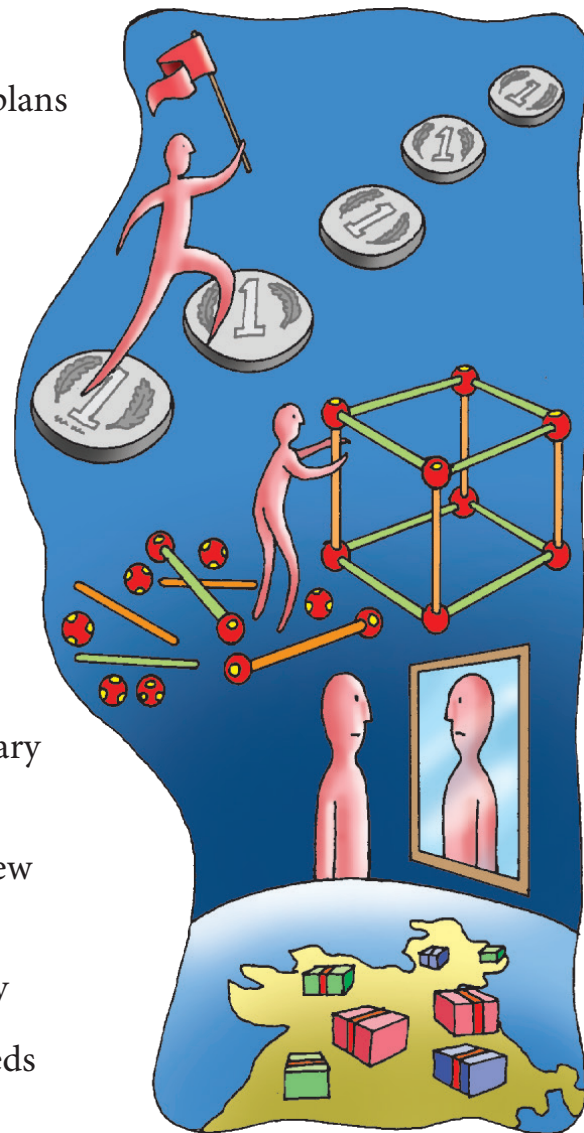
- ☐ evolving solid and substantial plans
- ☐ creating plans that appear big
- ☐ implementing plans

(c) Investing in infrastructure—

- ☐ spending for providing basic facilities
- ☐ having a huge structure for the company
- ☐ investing and saving in banks

(d) Reflects the urges of the contemporary society—

- ☐ serves the society by making new products
- ☐ portrays a picture of the society
- ☐ understands and serves the needs of the present society



(e) A large domestic market—

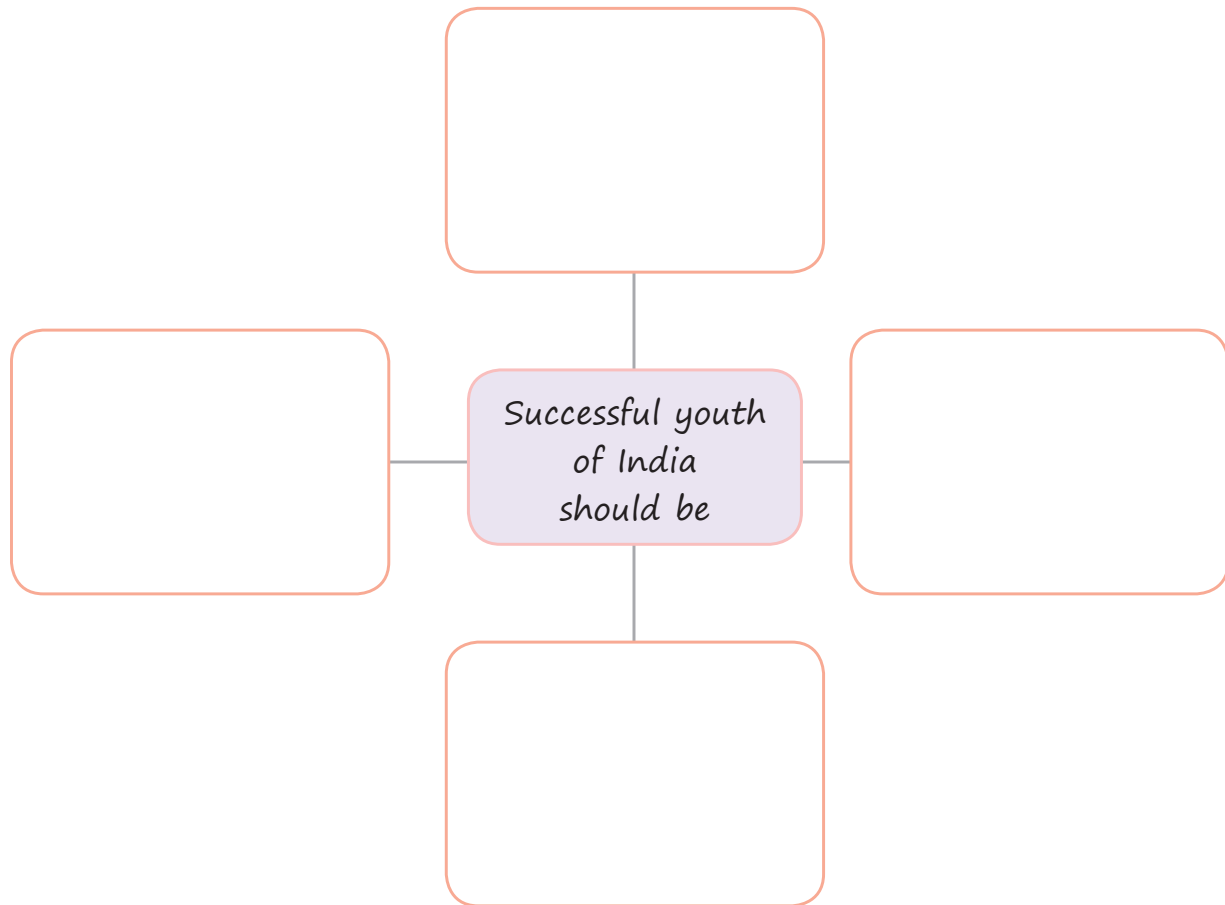
- ☐ a market which provides products of domestic use
- ☐ a market to sell one's products in one's own country
- ☐ good marketing opportunities

(f) Multi-disciplinary skills—

- ☐ combining several usually separate branches of learning or fields of expertise
- ☐ a disciplined person
- ☐ a variety of skills making a person disciplined

B.6. HOTS

According to Mr Kumar, the youth of India can be successful if they adopt certain qualities of head and heart. Pick those qualities out and fill them in the given spaces.



B.7. Life Skills

In the interview, Mr Kumar reveals the secret of his success as an entrepreneur. Which one quality do you value the most and would like to adopt in your life?

B.8. You are a member of ‘Young Group’, which has decided to start a business. Discuss the points given below.

- (a) Decide on an interesting business to start. For example, a dance club, a health club, a music store, or a hair salon.
- (b) What do you have to do in order to succeed in that business? Use the questions given below to identify at least five different factors.
- What are the most important things you need in order to run this business?
 - How important is the name of the business?
 - Do you think the location of the business is important?
 - How important is an advertising or publicity plan?

- (c) Now design a plan for your business. Consider these factors—

name – product or service –
location – decor – special features
– type of advertisement – slogan
– other considerations





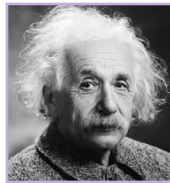
C.1. Given below are the names of some famous personalities. Match them with the fields these personalities excel in.



Michelangelo



cricket



Einstein



art



Leonardo da Vinci



poetry



Shakespeare



hockey



Mozart



drama



William Wordsworth



art



Graham Bell



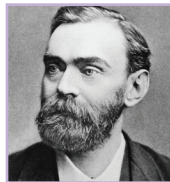
music



Dhyan Chand



chemistry



Donald Bradman



invention



Alfred Nobel



physics

- C.2.** Your presentation on a class project has won the 'Best Project' award. The award has triggered dreams and hopes for the future.

Discuss with your partner your plans about and hopes of winning more such awards in future.

- C.3.** Listen to an article on a science wizard called 'Adam Ezra Cohen' and find out what he is like.

Listen to the audio CD titled *Listen & Comprehend* (Class-VIII). After listening, answer the questions asked in the audio CD orally. Listen to the tape script once again and attempt the given question. The tape script is given on page no. 73.

On the basis of your listening to the passage, fill in the blanks in the statements given below.

- (a) The _____ school science students enter the Westinghouse Science Talent Search Contest.
- (b) The contest offers _____ college scholarship as its top prize.
- (c) Adam Ezra Cohen won this prize when he was _____ years old.
- (d) He invented an _____ paintbrush.
- (e) At the age of 17, he had already made _____ inventions.
- (f) Adam Ezra has other interests too, which include _____ and _____ (any two).
- (g) He would like to become an _____ and _____ in future.
- (h) He hopes to win the _____ in future.



Get more information from the Internet.

By: Kaushal Shinde



Read it Yourself

Read the story 'The Verger' by W. Somerset Maugham, which tells that there is no room for failure, disappointment or regret for those who are enterprising.

▶ The Verger

Mr Foreman owned ten shops in different parts of London. All the shops sold the same things—cigars, cigarettes, tobacco and pipes. The shops were always very busy and Mr Foreman was a rich man.

But he had not always been rich. Albert Foreman's parents had been very poor. They did not have enough money to send Albert to school. Albert started work at the age of ten. He was a servant in the house of a rich family. He was young and he did all the dirty work.



Albert was a hard worker. He grew older and was given more important jobs. Albert was always clean and tidy. He was well-dressed and looked respectable. At the age of twenty, Albert Foreman was the head servant in the house of a rich man.

Albert married at the age of twenty-two. His wife was also a working woman. She had been a servant in the same house as Albert.

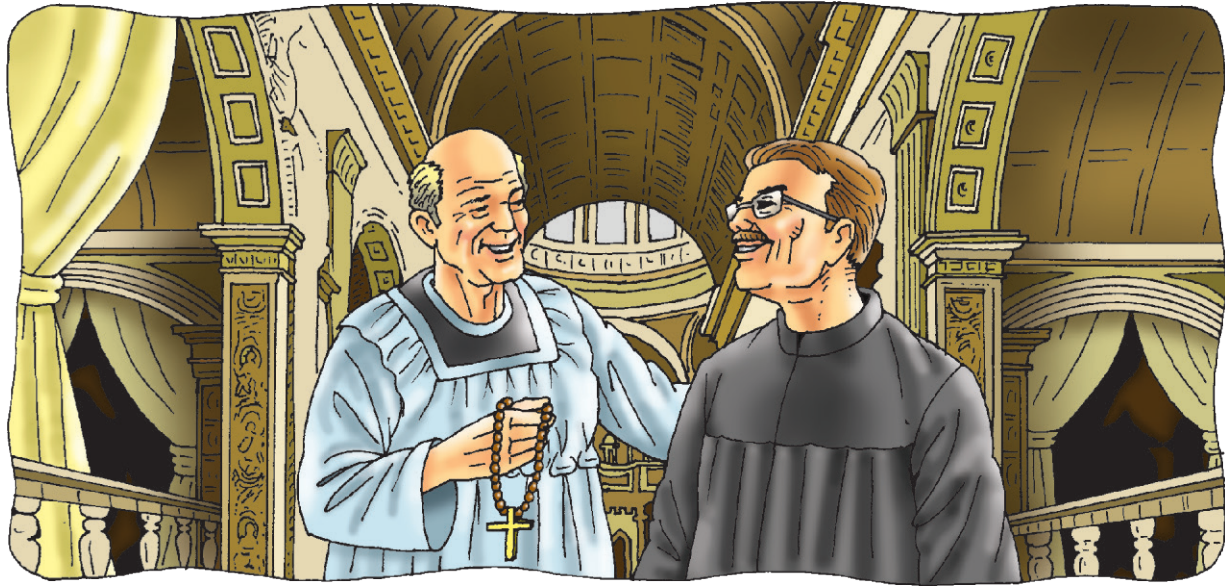
Then Albert got a new job. He became the verger of St Peter's Church. St Peter's was in Neville Square, in the centre of the richest part of London. Rich and important people lived in the houses nearby. They

For the Teacher

The Verger is a real classic by W. Somerset Maugham. It stands out as a great literary piece by virtue of its dramatic ending. But it also exemplifies the true spirit of enterprise. That is why it has been included in the book even though it refers to the habit of smoking. Please ensure that the students get the right message.

were taken to St Peter's as babies and given names. They were married in St Peter's and they were buried near St Peter's when they died.

The vergers were present at all these important times. He stood near the door wearing a long black robe. Also, he kept the church clean and tidy.



The people at St Peter's were pleased with Mr Foreman. He worked there for sixteen years. During this time, there was no trouble. The old vicar liked and trusted Mr Foreman. He knew that Albert was not able to read or write. But this did not matter. Albert Foreman looked important and respectable and he kept the church clean. That was enough.

But in life nothing lasts forever. The vicar grew older. At last, he was no longer able to do the work. He had to leave St Peter's and go and live in the country. A new vicar came to St Peter's. He was young and wanted to change many things.

Mr Foreman did not like the new vicar, but he obeyed him. Mr Foreman did things the new way.

'Don't walk like that,' said the new vicar. 'Walk like this.'

'Don't stand like that,' said the new vicar. 'Stand like this.'

Albert Foreman had to change everything. But there was one thing which did not change. Albert was not able to read or write. At last, the new vicar heard about this.

One day, after an important wedding, the young vicar spoke to Albert.

‘How long have you been verger at St Peter’s?’ he asked.

‘Sixteen years, sir,’ replied Albert.

‘You have been verger for sixteen years,’ said the vicar, ‘and you cannot read or write?’

‘That’s true,’ replied Albert. ‘I was born into a poor family. My parents weren’t able to send me to school. I never learnt to read or to write.’

‘But this is an important church,’ said the vicar. ‘The verger of St Peter’s must be able to read and write.’

‘You’ve asked me to change many things,’ replied Albert. ‘I’ve done my best to please you. But I can’t learn to read and write. I’m getting older now. It’s too late for me to learn such things.’

‘You must learn to read and write,’ said the vicar, ‘or you cannot be verger at St Peter’s.’



Albert Foreman was a proud man. He had tried to please the new vicar. He had done enough.

‘I’ll leave at the end of this month,’ Albert told the vicar. ‘You must find a new verger. Find another man and I’ll teach him his job.’

Albert said good night politely and left the church. He was not angry, but he felt sad. He started to walk home.

‘What will my wife say?’ Albert asked himself. ‘She’ll be angry and worried. I must find a new job, but it won’t be easy.’

Albert did not smoke much, but now he wanted a cigarette.

I must buy a packet of cigarettes, he said to himself. I’ll smoke a cigarette and I’ll feel better.

Albert started to look for a cigarette shop. He turned into a long street where there were many shops. There were bakers’ shops and butchers’ shops. There were shoe shops and hat shops. But there were no shops which sold tobacco or cigarettes.

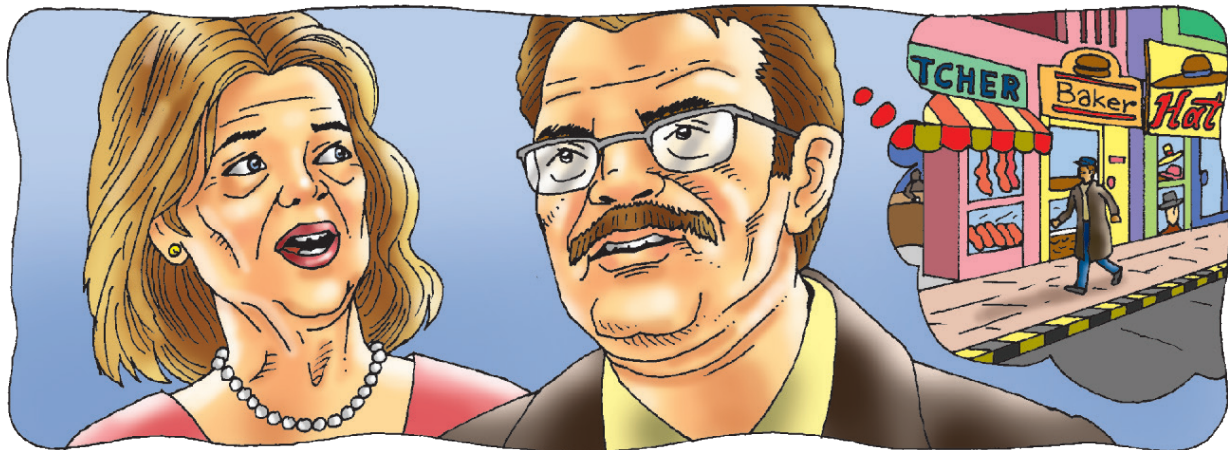
Albert walked all the way home but he did not find a cigarette shop.

‘I’ve lost my job,’ he told his wife when he got home.

‘You’ve lost your job!’ she said in surprise. ‘Why?’

‘The new vicar wants a verger who can read and write,’ replied Albert.

‘But what are you going to do?’ asked Albert’s wife. ‘You’re over forty now. You won’t find a new job easily.’



‘I’ve an idea,’ said Albert. ‘On my way home, I wanted to smoke a cigarette, but there wasn’t a cigarette shop. How many other people have wanted a cigarette in this part of London?’

‘A lot of people,’ replied his wife.

‘And they can’t buy them here,’ said Albert. ‘Now, how much money have we saved?’

Albert and his wife had always been careful. They had saved up a little money every week.

'We have enough,' said Albert, when they had counted the money.

'Enough for what?' asked his wife.

'To open a cigarette shop,' Albert replied.

At the end of the month, Albert Foreman left St Peter's forever. He opened a shop and sold cigarettes.

Many people came into his shop because it was the only one in the street. He began to sell other things. But they were all things for smokers. He sold tobacco for pipes. He sold cigars and matches. And every week the shop became busier.

After a year, Albert's shop was making a lot of money. Then Albert had another idea.

'Why don't we open another shop?' he said to his wife.

His wife agreed with him.

Albert Foreman walked round London. At last he found a long, busy street with no cigarette shop. Albert opened another shop in that street. A young man worked in the shop for him. The shop soon became very busy.

Albert did the same thing again and again. After ten years, he owned ten cigarette shops. All of them were very busy and every week Albert put more and more money into the bank.

When Albert was in the bank one day, a bank clerk spoke to him.

'Excuse me, Mr Foreman,' said the clerk. 'The manager wants to speak with you. Can you see him?'

'Of course,' replied Albert and he went into the manager's office.

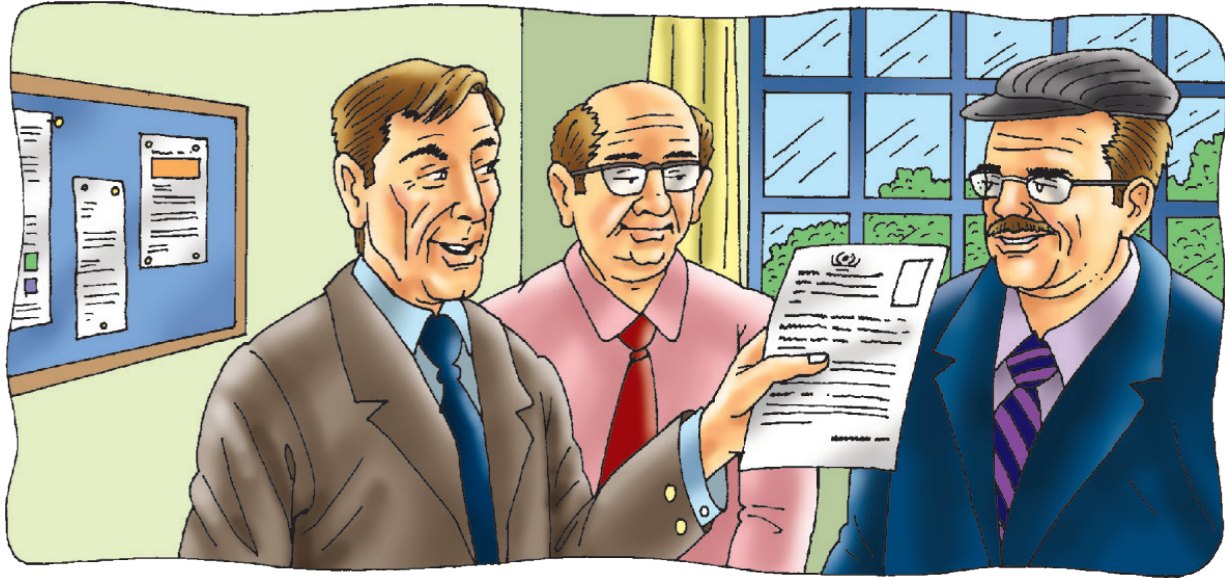
The manager wanted to talk to Albert about his money.

'You have a lot of money in the bank now,' said the manager.

'Yes, I know,' replied Albert, 'It's safe in the bank. I don't need the money. The money is safer here.'

'Of course your money is safe in our bank,' said the manager. 'But a bank doesn't pay much interest. You can buy shares in business and make more money.'

'I don't know anything about things like that,' replied Albert. 'I'll need help.'



‘But I’ll help you,’ said the manager.

The manager gave Mr Foreman a piece of paper with lots of writing on it.

‘You must sign here,’ said the manager. ‘Then I can do everything else for you.’

Albert picked up a pen and put a large cross at the bottom of the paper.

‘But why have you made this mark?’ asked the manager. ‘Why didn’t you sign it with your name?’

‘Because I can’t read or write,’ replied Albert simply.

The manager sat back in his seat.

‘You’re a rich man, Mr Foreman,’ said the manager. ‘And yet you cannot read or write. If you could read and write, you would be a millionaire.’



Albert Foreman laughed loudly. The manager looked surprised.

‘I am rich because I cannot read or write,’ said Albert smiling. ‘If I could read and write, I would be poor. I would still be verger at St Peter’s Church in Neville Square.’

(Simplified)



Tape Script



Adam Ezra Cohen

Westinghouse Winner

Each year, the top high-school science students in the United States enter the Westinghouse Science Talent Search. This contest is the most prestigious of its kind, and it offers a \$40,000 college scholarship as its top prize. In 2004, with 1,652 students entering, the top prize was won by Adam Ezra Cohen, a 17 year-old senior from New York city. Adam won for his invention of an electrochemical paintbrush. This ‘paintbrush’ is an electronic circuit that prints tiny patterns on silicon surfaces—patterns so tiny that 50 words would fit within the width of a human hair. If further developed, the invention could be used to make powerful microchips for computers.

Impressive as this invention sounds, it’s only one among many for Adam. He already has 152 to his credit, including a computer cursor that users can move with their eyes.



Some people may have the idea that being a serious science student means being a serious person with no interests other than science. If so, they haven’t met Adam. He’s an outgoing young man who, on winning the prize, jumped in the air and hugged a judge. And he’s got a multitude of other interests, including biking, ice-skating, soccer, reading, and last but not the least, collecting wild mushrooms. ‘He’s a delight,’ his father says. ‘The only thing we have to watch is what he puts in our refrigerator-bottles filled with blue stuff and dried-up rats.’

Yet science is obviously very important to Adam, and someday he may be important to science. He’s using his scholarship to study physics at Harvard and speaks of plans of continuing on to a career as an inventor and researcher. Five Westinghouse winners have gone on to win Nobel prizes. Perhaps one day Adam will, too.

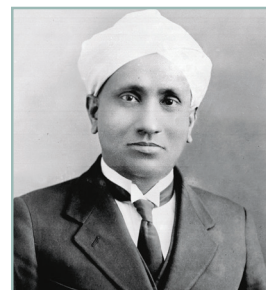


Nature



Introduction

- I. Read the following excerpt from Dr C.V. Raman's convocation address to the students at the Indian Institute of Technology, Madras (now Chennai) way back on July 30, 1966. Over five decades later, Dr Raman's words carry the same relevance for us.



Nature And Human Life

'...Just before I came to the Convocation, the Director was taking me on a 'joy ride' through your campus. I think I should correctly describe this as a joy ride. It was just thrilling, thrilling to see the wonderful old banyan trees or the wild grasses, the thorns here and there and occasionally a 'few' buildings by the way! Well, that is as it ought to be. Because I always thought that study, examinations, books, lectures and so on are but a very little part of a man or a woman.

I have always said to myself and others that I regard as the greatest feature of the world nature herself. She is the supreme artist; she creates forms of beauty, loveliness and colour, unsurpassable, and this has been so from the beginning of time. She is also the inspiration not only of artists, painters, sculptors and engineers, but also of men of science. When I say this, I remember, many years ago, I was standing below the pillars of the temple of Luxor. What did I find at the top? The lotus, papyrus. These forms of beauty of nature have been the inspiration of all mankind. Well, I should say that they should also be the inspiration of all these graduates of the year.

*Usually, technology and industry are associated, I don't say justly, with **squalour**, dust, ugliness, smoke and all sorts of **abomination**. That ought not to be so. I think your education is imperfect if you do not realise, my young friends, that life is not merely a question of getting food, clothes and shelter. Man does not live by bread alone. This has been realised from ancient times. I think that the finest things in life are not these, but music, colour, flowers, beauty, aesthetic sense, the satisfaction derived from those.'*

squalour: dirt

abomination: ugliness



II. Work with your partner. Complete the following statements and find out why nature, according to Dr C.V. Raman, is the greatest feature of the world.

- (a) Moving through natural scenes, enjoying the beauty of nature, is nothing less _____.
- (b) Nature is the supreme artist because _____.
- (c) Nature has not only inspired _____, _____, _____ and _____ but _____ also.
- (d) Technology need not be _____. We should seek inspiration from nature and combine _____ with beauty.

III. In groups of four, discuss how nature is essential both for the basic and the finer things of life.



A.1. You have visited the following cities/states during your vacation in different years.



Historical City
(Agra)



Metropolitan City
(Delhi)



Natural Beauty Resort
(Goa)



Hill Station
(Shimla)



Pilgrimage Centre
(Haridwar)



Pink City
(Jaipur)

Recollect memories of your visit.

Complete the given table by listing the specific sights/places/things you associate with each of these cities/states.

City/State	Sights	Places	Things
Agra			
Delhi			
Goa			
Shimla			
Haridwar			
Jaipur			

A.2. Share with your partner any memorable experience you had or any particular sight/place/incident that left a deep imprint on your mind.

A.3. Read the following poem.

▶ The Daffodils

I wandered lonely as a cloud
That floats on high o'er **vales** and hills,
When all at once I saw a crowd,
A host, of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a **bay**:
Ten thousand saw I at a glance
Tossing their heads in **sprightly** dance.

The waves beside them danced, but they
Outdid the sparkling waves in glee:
A Poet could not but be gay
In such a **jocund** company!
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in **pensive** mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.



—William Wordsworth

vales: valleys

bay: part of the sea within a wide curve of the shore

jocund: merry, cheerful

fluttering: waving or flapping quickly

sprightly: lively, full of energy

pensive: deep in thought

A.4. Complete a brief summary of the poem with suitable words or phrases.

Once the poet was roaming aimlessly when he saw a large number of _____. They were _____ in colour and _____ and dancing in the breeze.

The daffodils looked like innumerable _____ shining in the _____. At one glance, the poet was able _____ a large number of them. They were growing in a _____ line along the sea-shore. They were waving _____ in a cheerful dance.

The waves too appeared to be happy but they could not match the joy and gaiety of the flowers. The poet felt happy in the _____ of such lively company but he could not realise the real _____ of the scene at that time.

Later, whenever the poet lay on his _____ in a thoughtful mood, the _____ appeared before his mind's eye and his heart started _____. It was then that he realised that a beautiful scene or object is a source of lasting joy.

A.5. Mark the following statements with a (✓) if true and a (×) if false.

- (a) The poet compares himself to a floating cloud. ☐
- (b) He saw a few daffodils beside the lake. ☐
- (c) He compares the daffodils with the stars on the milky way. ☐
- (d) The waves outdid the sprightly daffodils. ☐
- (e) The sight of the dancing daffodils filled the poet's heart with immense joy. ☐
- (f) Whenever the poet's mind is unoccupied or he is in a thoughtful mood, the memory of the daffodils uplifts him and brings him great joy. ☐

A.6. Read the lines given below and answer the questions that follow.

(a) The waves beside them danced, but they
Outdid the sparkling waves in glee;

(i) Identify the poem and the poet.

(ii) Who are 'they' in line 1?

(iii) How did 'they' outdo the waves?

(b) They flash upon that inward eye
which is the bliss of solitude;

(i) What does the poet mean by 'inward eye'?

(ii) How is the inward eye a blessing given to us by solitude?

(iii) What happens to the poet when 'they' flash upon his inward eye?

A.7. Pick out at least four expressions from the poem that suggest the numerousness of the daffodils. Next, pick out words and phrases which describe the joy and pleasure of the flowers and the poet.

A.8. HOTS

The poet was wonderstruck by the beauty of the daffodils which he came across all of a sudden. Had the poet been able to enjoy their beauty to the same extent if it would have been a pre-planned visit? Discuss with your partner.

A.9. Pick any two similes from the poem 'Daffodils'. Make two sentences with the similes of your own.

A.10. Life Skills

Discuss in groups of four how nature can bring comfort to human beings when they are in grief and anxiety. Then prepare a speech to be given in the school assembly emphasising that it is important to get back to nature to destress ourselves and to experience pure joy.

A.11. Further Reading

Read the following poems by William Wordsworth.

- To a Butterfly
- Solitary Reaper
- Lucy Gray (Three years she grew in sun and shower...)





- B.1.** Nature influences our mind, body and soul. Recollect a morning walk in a nearby park. Pick out various objects of nature that affect the following parts of your body.

Body Part	Objects of Nature	Effect
Eyes	<i>flowers, trees, birds, etc.</i>	<i>give joy</i>
Ears		
Nose		
Skin		
Feet		
Mind		

- B.2.** Think of your favourite teacher. Discuss with your friend the qualities you admire in her/him and what you have learnt from her/him.
- B.3.** Nature is a great teacher. It is a guide, friend, mentor and philosopher. Read the following passage to know about some lessons of life it teaches us.

The Alchemy Of Nature

We instinctively turn to outdoor activities and nature as a way of relaxing and enhancing our well-being. Nature soothes and nurtures. Nature fulfils and motivates. Nature whispers and commands.

Are you listening?

When I do, it leaves me in complete awe.

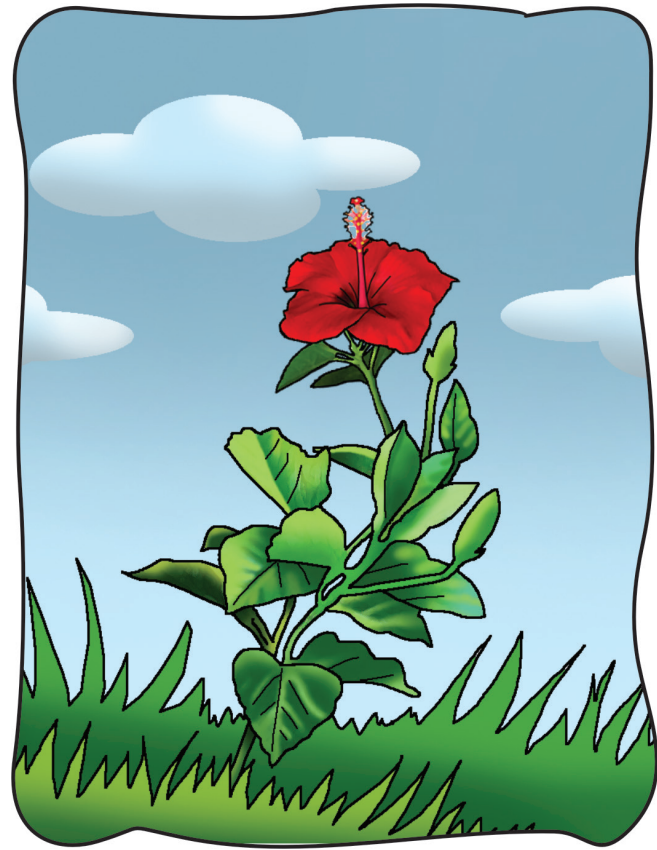
We have a hibiscus plant in our garden. Every fortnight a flower blooms on it—big, bright and tender. Through the day it smiles with the sun and dances with the wind, but as evening approaches, it starts **wilting**. The morning after, it withers completely and by the evening it falls and

wilting: losing freshness and drooping



becomes one with the earth again. The flower comes to life only for a day, yet it does so in full splendour. What if we too lived our life, however short, to its fullest?

We went to a rocky beach and saw the spread of the majestic ocean and the rocks alongside, carved, sculpted and shaped by the water. Water is so soft, rock so hard, yet, as the water flows over it every day, for years, the rock gives in. It takes the shape that the water commands. Our problems are so **colossal** and we are so small, yet if we persist....



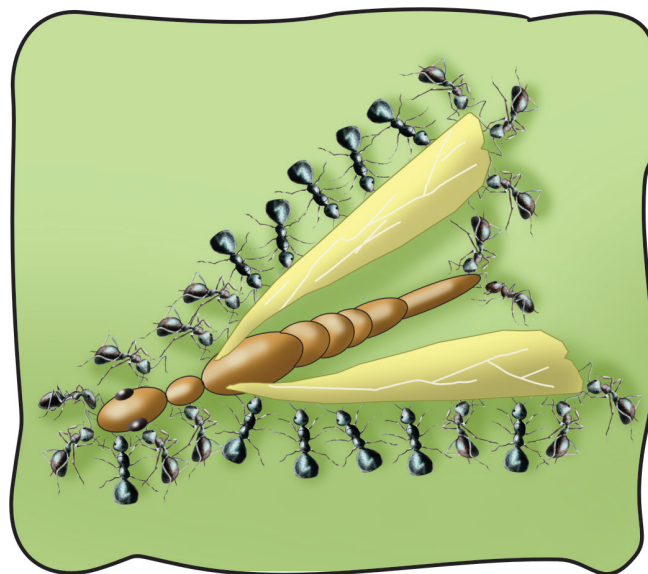
We saw small bits of grass peeping through the small cracks in a concrete pavement. It left us thinking: however impossible things may look, there is always an opening...

We saw a tree bare of all leaves in the cold winter months. We thought its chapter was over. But three months passed, spring set in and the tree was back to its green majesty once again, full of leaves, flowers, birds and life. What if we too had the conviction that however difficult things are right now, it will not remain so forever. Remember, this too shall pass.

colossal: immense

We saw an army of ants lugging a fly which was at least ten times an ant's size. The ants organised themselves around the fly, lifted it on their frail feelers and carried it through quite a distance. Their teamwork and perseverance were impressive. What if we too are consistent, organised, focused.....

Spider webs are delicate, yet very strong. A rainbow colours the entire sky. Oysters take in a grain of sand and open up with a pearl. Innumerable stars shine across the infinite sky. Clouds take new shapes with every passing moment. The wind makes the trees dance with unhindered passion. Water, without a hint of ego, changes its form according to the dictates of the sun and the wind. When we see a



caterpillar turn into a butterfly, a flower turn into a fruit, we experience the **alchemy** of nature..... we touch it and become gold ourselves.

—Raksha Bharadia

B.4. Who teaches us the following?

- (a) Humility _____
- (b) Passion _____
- (c) Combining strength with delicacy _____

B.5. HOTS

'Nature is the supreme artistic creation of God'. Collect three examples from 'The Alchemy of Nature' in support of this statement and write them in the space provided below.

- (a) _____
- (b) _____
- (c) _____

alchemy: a type of chemistry that seeks to turn other metals into gold

B.6. Life Skills/Values

Which of the lessons suggested in the passage do you find the most valuable to you as a student and how it will help you to become a better student? Discuss with your partner.

Nature	Observation	Moral Values / Life Skills
Rocks		
Spiders		
Oysters		
Stars		

B.7. Find words from the text which have the same meaning as the following.

- (a) brilliance _____
- (b) grand _____
- (c) belief _____
- (d) patience _____
- (e) continuous _____



B.8. Write an article for your school magazine on the topic–Nature: A Great Teacher.

Nature: A Great Teacher

By: _____

Class: _____



C.1. Fill in the blanks using the words given below.

**TEN THINGS YOU CAN DO TO HELP PROTECT
OUR ENVIRONMENT**

throw, taps, recycling, reusable, walk, litter, both, trees, water,
rubbish, switch off, paper

- (a) _____ or ride a bike instead of asking for a ride.
- (b) Don't _____, put your _____ in the bins provided.
- (c) Save newspapers for _____.
- (d) Use _____ sides of your writing and drawing _____.
- (e) Be sure to turn off all water _____ tightly.
- (f) When you leave a room, be sure to _____ the lights.
- (g) Don't let the _____ run when you brush your teeth.
- (h) Don't _____ rubbish down the toilet.
- (i) Use _____ cups and plates instead of paper ones.
- (j) Plant _____.

C.2. Discuss with your friend and find out what you can contribute to save the environment.

C.3. Listen to an article on 'Why We Should Take Care of the River Ganga.'

Listen to the audio CD titled *Listen & Comprehend* (Class-VIII). After listening, answer the questions asked in the audio CD orally. Listen to the tape script once again and attempt the given question. The tape script is given on page no. 93.

On the basis of your listening to the passage, fill in the blanks in the statements given below.

- (a) The Ganga is both a _____ and a _____.
- (b) The ambience of the banks of the Ganga is rich because of continuous meditation by _____.
- (c) The waters of the Ganga are believed to have the power to wash away _____.
- (d) In Indian mythology, King _____ obtained permission from the gods to bring the Ganga down to the earth.
- (e) He wanted the Ganga to wash over the ashes of the sons of one of his ancestors, _____.
- (f) _____ absorbed the force of the Ganga's mighty torrent.
- (g) From the head of Shiva, the Ganga flowed down as _____ rivers.
- (h) The name of the Ganga appears twice in the _____.
- (i) References to the Ganga can be found in the *Valmiki* _____ and the *Brahmanda* _____.
- (j) Poet _____ has composed beautiful verses in praise of the Ganga.
- (k) It is a pity that today the Ganga is _____.
- (l) If we do not save our water bodies, our future generations will not have a _____ environment.

C.4. Get into groups of four. Discuss and note down any three causes of the pollution of water bodies and the threat faced by us because of that.

Causes of Pollution	Danger

- C.5.** You and your friends have formed a 'Friends of the Earth' club. You prepare a street play to convey the message that the clock is fast ticking away and that we must recognise the urgency with which we need to act.

Distribute roles. Enact your presentation in the class. Prepare a speech for the morning assembly on the topic – 'Save your environment, Save yourself'.

- C.6.** Project

Your school has developed a bio-diversity park with a nursery, botanical garden and space for vermicomposting.

As a member of the 'Haritima Club', responsible for the maintenance of the park, design an attractive pamphlet to be circulated amongst students. Include the features of the park and instructions to be followed for its preservation.



Read it Yourself

Read the following story written by Ruskin Bond.

▶ The Cherry Tree

One day, when Rakesh was six, he walked home from the Mussoorie *bazaar* eating cherries. They were a little sweet, a little sour; small, bright red cherries, which had come all the way from the Kashmir Valley.

Here in the Himalayan foothills where Rakesh lived, there were not many fruit trees. The soil was stony, and the dry cold winds stunted the growth of most plants. But on the more sheltered slopes there were forests of oak and deodar.

Rakesh lived with his grandfather on the **outskirts** of Mussoorie, just

outskirts: the outer districts



where the forest began. His father and mother lived in a small village fifty miles away, where they grew maize and rice and barley in narrow terraced fields on the lower slopes of the mountain. But there were no schools in the village, and Rakesh's parents were keen that he should go to school. As soon as he was of school-going age, they sent him to stay with his grandfather in Mussoorie.

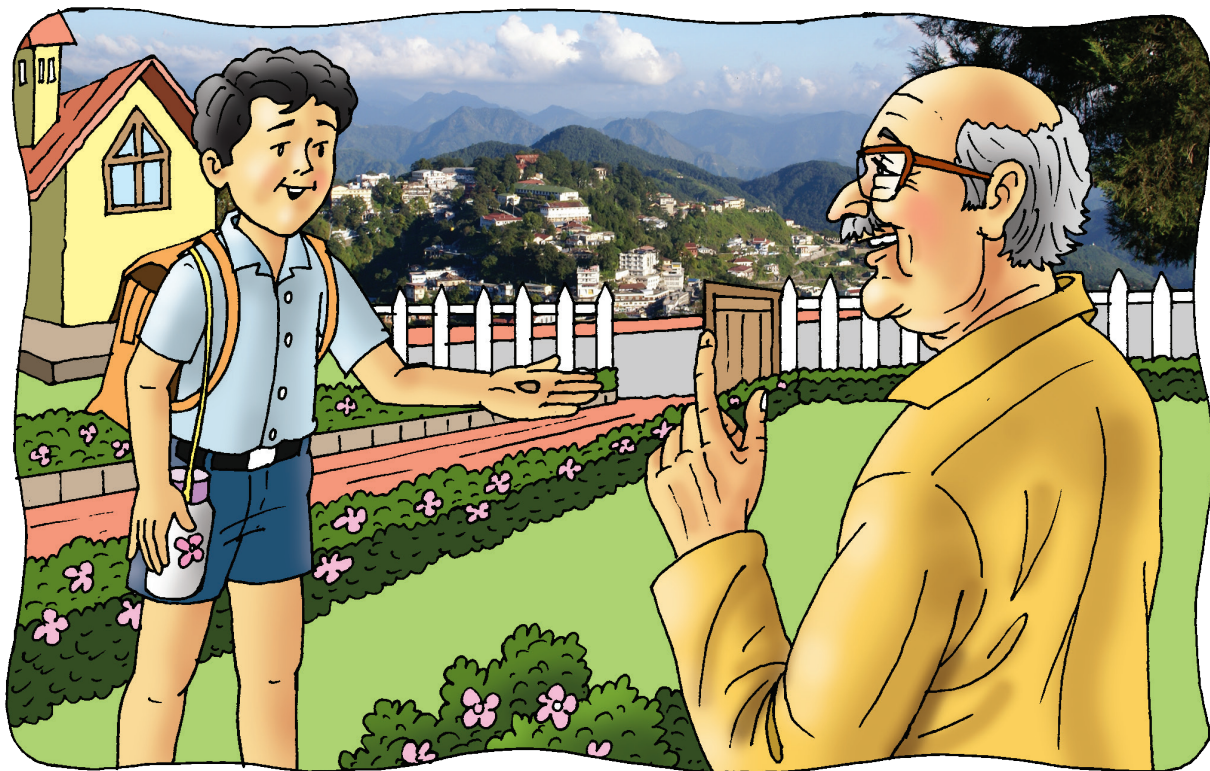
Grandfather was a retired forest **ranger**. He had a little cottage outside the town.

Rakesh was on his way home from school when he bought the cherries. He paid fifty paise for the bunch. It took him about half an hour to walk home, and by the time he reached the cottage there were only three cherries left.

'Have a cherry, Grandfather,' he said, as soon as he saw his grandfather in the garden.

Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some time, rolling it round and round on his tongue until all the tang had gone. Then he placed the seed on the palm of his hand and studied it.

'Are cherry seeds lucky?' asked Rakesh.



ranger: an official in charge of a forest

‘Of course.’

‘Then I’ll keep it.’

‘Nothing is lucky if you put it away. If you want luck, you must put it to some use.’

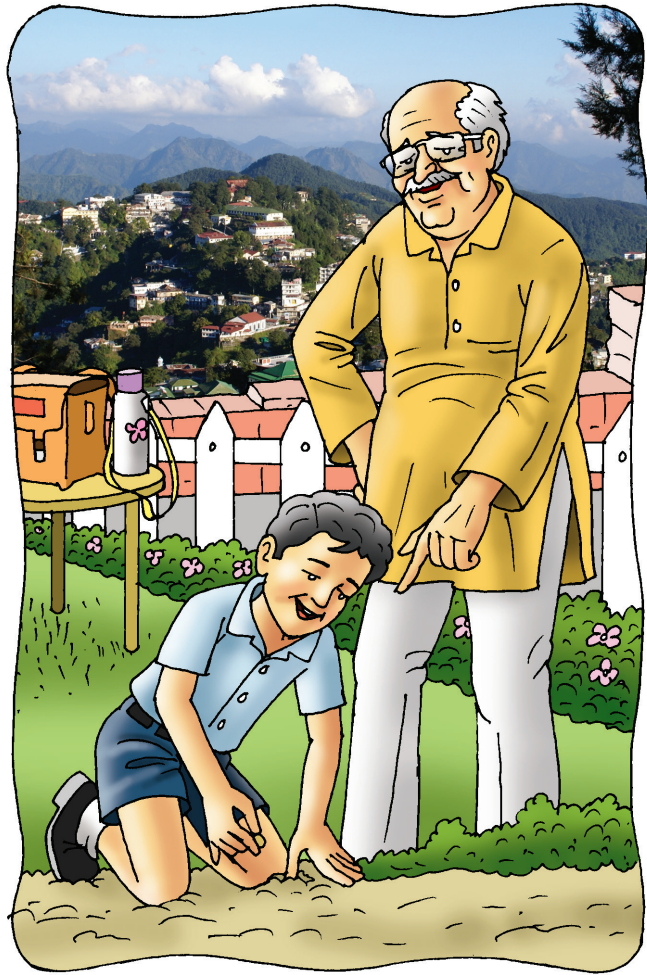
‘What can I do with a seed?’

‘Plant it.’

So Rakesh found a small spade and began to dig up a flower bed.

‘Hey, not there,’ said Grandfather. ‘I’ve sown mustard in that bed. Plant it in that shady corner, where it won’t be disturbed.’

Rakesh went to a corner of the garden where the earth was soft and yielding. He did not have to dig. He pressed the seed into the soil with his thumb and it went right in.



Then he had his lunch and ran off to play cricket with his friends and forgot all about the cherry seed.

A few months later, one morning in the garden Rakesh bent to pick up what he thought was a small twig and found to his surprise that it was well-rooted.

He stared at it for a moment, then ran to fetch Grandfather, calling, ‘Dada, come and look, the cherry tree has come up!’

‘What cherry tree?’ asked

Grandfather, who had forgotten about it.

‘The seed we planted last year—look, it’s come up!’

Rakesh went down on his haunches, while Grandfather bent almost double and peered down at the tiny tree. It was about four inches high.

‘Yes, it’s a cherry tree’, said Grandfather. ‘You should water it now and then.’

Rakesh ran indoors and came back with a bucket of water.

‘Don’t drown it!’ said Grandfather.

Rakesh gave it a sprinkling and circled it with pebbles.

‘What are the pebbles for?’ asked Grandfather.

‘For privacy,’ said Rakesh.

He looked at the tree every morning but it did not seem to be growing very fast. So he stopped looking at it—except quickly, out of the corner of his eye. And, after a week or two, when he allowed himself to look at it properly, he found that it had grown—at least an inch!

That year the monsoon rains came early and the cherry tree grew quickly in this season.

It was about two feet high when a goat entered the garden and ate all the leaves. Only the main stem and two thin branches remained.

‘Never mind,’ said Grandfather, seeing that Rakesh was upset. ‘It will grow again, cherry trees are tough.’

Towards the end of the rainy season new leaves appeared on the tree. Then a woman cutting grass scrambled down the hillside, her **scythe** swishing through the heavy monsoon **foliage**. She did not try to avoid the tree: one sweep, and the cherry tree was cut in two.



scythe: an implement with a curved blade on a long handle for cutting long grass

foliage: leaves

When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired.

‘Maybe it will die now,’ said Rakesh.

‘Maybe,’ said Grandfather.

But the cherry tree had no intention of dying.

By the time summer came round again, it had sent out several new shoots with tender green leaves. Rakesh had grown taller too. He was eight now, a sturdy boy with curly black hair and deep black eyes. Blackberry eyes, Grandfather called them.

That monsoon Rakesh went home to his village, to help his father and mother with the planting and ploughing and sowing. He was thinner but stronger when he came back to Grandfather’s house at the end of the rains, to find that the cherry tree had grown another foot. It was now up to his chest.

Even when there was rain, Rakesh would sometimes water the tree. He wanted it to know that he was there.

One day he found a bright green **praying mantis** perched on a branch, peering at him with bulging eyes. Rakesh let it remain there. It was the cherry tree’s first visitor.

The next visitor was a hairy caterpillar, who started making a meal of the leaves. Rakesh removed it quickly and dropped it on a heap of dry leaves.

‘They’re pretty leaves’, said Rakesh. ‘And they are always ready to dance. If there’s a breeze.’

After Grandfather had come indoors, Rakesh went into the garden and lay down on the grass beneath the tree. He gazed up through the leaves at the great blue sky; and turning on his side, he could see the mountain striding away into the clouds. He was still lying beneath the tree when the evening shadows crept across the garden. Grandfather came back and sat down beside Rakesh, and they waited in silence until the stars came out and the nightjar began to call. In the forest below, the crickets and cicadas began tuning up; and suddenly the tree was full of the sound of insects.

praying mantis: a grasshopper-like insect





‘There are so many trees in the forest,’ said Rakesh. ‘What’s so special about this tree? Why do we like it so much?’

‘We planted it ourselves,’ said Grandfather. ‘That’s why it’s special.’

‘Just one small seed,’ said Rakesh, and he touched the smooth bark of the tree that had grown. He ran his hand along the trunk of the tree and put his finger to the tip of a leaf. ‘I wonder,’ he whispered, ‘is this what it feels to be God?’



Tape Script



Why We Should Take Care Of The River Ganga

The Ganga is both goddess and river. Sitting on the banks of the Ganga is in itself an uplifting experience, as the ambience is rich with the meditations of sages from time immemorial. As the consort of Shiva, flowing from his matted locks as Shakti, her waters are believed to have the power to wash away all sin.

How the Ganga was brought down to earth is told in the story of Bhagiratha, who obtained permission from the gods for the river to descend to earth so that the sacred waters might wash over the ashes of the sons of his ancestor, Sagar. The Ganga came down but Shiva absorbed the force of the mighty torrent by letting it flow through his hair. From the head of Shiva it flowed down as the *Sapta-Sindhva* or the seven sacred rivers.



The name of Ganga appears twice in the Rig Veda. We find references to the Ganga in the *Valmiki Ramayana*, the *Brahmanda Purana*, the *Devi Bhagavatam* and the *Mahabharata*. A number of Sanskrit poets, including Adi Sankara, have composed beautiful verses in praise of the Ganga.

Our great rivers, including the Ganga, are dying. If we do not succeed in a determined effort to save these important water bodies, we are risking the right of future generations to a healthy, life-enhancing environment. Veda Vyasa said : ‘*Anyone who cuts trees and pollutes rivers commits suicide.*’

—Kailash Vajpeyi