

A Friend Found in Music



Reflect and Respond

- I Read the questions given below and share your answers with your classmates and teacher.
1. What kind of music do you prefer to listen to—vocal or instrumental?
 2. Name your favourite musician(s).
 3. Give reasons for your choice.



Reading for Appreciation

Music is the ocean
That pulls me to the shore.
Music is the rhythm
That moves me to the core.

Music is the therapy
I need when I feel blue.
Music lifts my spirits
To make sure I pull through.

The times when I'm most cheerful,
It's clear, music was there.
Music is the needed friend
When no one seems to care.

BRYANNA T. PERKINS





Check Your Understanding

- I Read the poem again to complete the poet's diary about her feelings on music. Fill in the blanks with words from the poem.

Today, I've been thinking about how essential music is to me. It is like an ocean that calls me to its 1. _____. Music is the 2. _____ that harmonises with my 3. _____, moving me in ways I can't explain. When I feel sad or upset about things, music is the 4. _____ that eases the ache. It is amazing how music has the power to lift my 5. _____, and give me strength to pull through difficult times. I know that it is the effect of music whenever I feel 6. _____. Music is the much 7. _____, dependable friend when there is no one to 8. _____. Thank you, my dear music, for being my all-time comfort.

- II Let us appreciate the poem.

1. The phrase 'moves me' in the line 'That moves me to the core,' is an example of _____.
2. The poet uses metaphors for music. List these metaphors and rewrite them as similes. For example, Music is as _____ as _____.
3. What is the rhyme scheme of the poem? What impact does it have?
4. What is the poet's purpose in using the word 'music' repetitively?
5. What is the message the poet wishes to convey through the poem?
6. Identify the mood of the poem from the options given below.
 - (i) nostalgic
 - (ii) thoughtful
 - (iii) amused
 - (iv) playful
7. Give evidence from the poem to support that the speaker is the poet herself.





Critical Reflection

I Read the extract given below and answer the questions that follow.

1. *Music is the therapy
I need when I feel blue.
Music lifts my spirits
To make sure I pull through.*

(i) Complete the following sentence suitably.

The phrase 'feel blue' indicates _____.

(ii) Identify the line which shows music makes the poet happy.

(iii) What does the last line of the extract signify?

(iv) State whether the following sentence is true or false.

Music plays a vital role in the poet's life.

(v) Select the central idea of the extract from the following options.

A. Music brings comfort during sadness.

B. Music is a necessity in times of happiness.

C. Music improves our ability to pull heavy loads.

D. Music is a source of knowledge and excitement.

II Answer the following questions.

1. How is music able to move the poet 'to the core'?

2. Why does the poet compare music to a 'needed friend'?

3. Explain the poet's attitude towards music.

4. Support the opinion that this poem has a universal appeal.

5. Compare your experience of music with the feelings expressed in the poem.





Vocabulary in Context

I Read the following phrases from the poem denoting happiness and sadness.

Classify the words given in the box below as positive emotions and negative emotions.

feel blue

lifts my spirits

most cheerful

☀ Positive emotions (happiness): _____

☹ Negative emotions (sadness): _____

Now, fill in the blanks by choosing the correct word from those given in the brackets.

1. The familiar tune stimulated a rush of _____, transporting listeners back to cherished moments from their past. (nostalgia/elation)
2. The soulful ballad expressed the singer's _____, leaving the audience moved by the intensity of their emotions. (despondence/anguish)
3. The pianist played a soulful melody on the stage, creating an ambience of _____. (melancholy/despair)
4. The festive symphony filled the air with _____ tones, lifting the spirits of everyone present on the joyous occasion. (jubilant/euphoric)

II Read the highlighted word in the line given below.

*To make sure I **pull through***

The meaning of the verb 'pull' is 'move or remove something'. The preposition 'through' means 'from one end or side to the other'. However, when they come together they convey a completely different meaning. Here, 'pull through' means 'to succeed in doing something very difficult'.

When a verb consists of two parts, the first part is a verb; the second part is a preposition or an adverb. When they come in such combinations the verbs convey a totally different meaning. Such multi-verbs are called **phrasal verbs**.



Now, read the following lines from the poem.

*Music is the rhythm
That moves me to the core.*

The phrase 'moves me' means 'to make somebody do something'.

'Move' also has different meanings. For example, to change position, to make progress, to take action, cause strong feelings.

III Choose the correct meaning from the box given below for the underlined phrasal verbs in the following sentences.

1. He's planning to move out of his parents' house next month.
2. Our new neighbours moved in yesterday.
3. I've been in this job long enough—it's time I moved on.
4. Can you move over a bit so I can sit down?
5. The police officer told the crowd to move along.
6. The bus moved off as soon as all the passengers were seated.

- (i) to start doing or discussing something new
- (ii) to begin living in a new home or place
- (iii) to start moving; to leave
- (iv) to go to a new position, especially in order to make room for other people
- (v) to leave a place where one has been living
- (vi) to shift position to make space for someone or something

IV Create phrasal verbs from the verbs 'put', 'get', 'look', 'break'. Find the meanings of the phrasal verbs you create. Make sentences with the phrasal verbs. Discuss them with your classmates and teacher.





Listen and Respond

I Before you listen, read the questions and guess the responses to the given questions.

- How are the two speakers connected?
 - parent-child
 - teacher-student
 - brother-sister
- Where is the conversation taking place?
 - music centre
 - park
 - school reception area
- Which musical instrument is the reason for the problem?
 - sitar
 - santoor
 - sarod
- What is the problem being discussed?
 - inability to play the musical instrument
 - irregularity of the music class
 - lack of choice of the musical instrument
- What has been the unsuccessful solution?
 - practising for longer hours
 - singing while playing the instrument
 - watching videos about playing the instrument
- What is the final decision taken?
 - change classes
 - pick a simpler instrument
 - purchase the musical instrument

II Now, listen to the conversation between the two people. As you listen, check your answers and rectify them wherever needed. Once done, discuss your responses with your classmates and teacher. (Transcript for teacher on page 270)





Speaking Activity

- I Work in groups of four and choose a role each. Use the cues given below to present a role play in the class. Frame your responses logically in complete sentences. You may frame appropriate questions to ensure continuity in the conversation.

Music teacher:

encourages the student to take up music classes

Student 1:

confused – feels music class may take away time from studies

Student 2:

music learner – is convinced that music is beneficial and can manage time

Parent:

initially doubtful but later supportive after the discussion



Writing Task

- I Your school is organising a musical evening on 21 June, World Music Day. You are presenting a Sitar recital at the event. Draft an invitation letter requesting your grandparents to attend the event.



Follow the guidelines given below to draft the invitation letter.

Format:

Sender's address

Date

Salutation: Dear...

Body of the letter:

- ✿ Ask about their well-being.
- ✿ Mention the event and give details—date, time, and venue.
- ✿ Request them to attend.

Complimentary close: Yours affectionately,

Name of the sender

Language:

- ✿ Use first person—'I' and second person 'We' and 'You'.
- ✿ Write in a warm and personalised style.



Learning Beyond the Text

- I Did you know, India's rich musical heritage has a lot to offer to our well-being? *Raga Chikitsa*, one of the ancient texts, elaborates on the healing properties of music. A seventeenth century work titled *Sangita Sudha* gives an account of the effects of music on emotions. Find out how music is used as an alternative therapy in the present times.
- II Everything in nature has a rhythm or sound vibration, even our heartbeat. Speak to your music teacher and find out about the origin of the seven *swaras* (notes) of Indian classical music.
- III You must have read or heard poems and songs about music—both in English and in your own language. Share some of them with your classmates and create a collection of these poems and songs together.



IV Read and enjoy the poem given below.

Music

When music sounds, gone is the earth I know,
And all her lovely things even lovelier grow;
Her flowers in vision flame, her forest trees
Lift burdened branches, stilled with ecstasies.

When music sounds, out of the water rise
Naiads* whose beauty dims my waking eyes,
Rapt in strange dreams burns each enchanted face,
With solemn echoing stirs their dwelling-place.

When music sounds, all that I was I am
Ere to this haunt of brooding dust I came;
And from Time's woods break into distant song
The swift-winged hours, as I hasten along.

WALTER DE LA MARE

*NOTE: *Naiad*—a water nymph said to inhabit a river, spring, or waterfall.

