



VALUES, WISDOM & KNOWLEDGE– The Ultimate Aim of Education

INTRODUCTION

What is the ultimate aim of ‘Education’ or studying any subject? It is generally thought that education means acquiring a Certificate or Degree after passing an examination. You think that even if you forget everything after the exam, but you have got the certificate or degree, you are educated. This is a wrong notion. After earning a certificate or a degree, you are only a qualified person, not an educated person.

Some others think that education means acquiring knowledge, which is generally equated to getting information about a subject, which is needed to pass an exam with good marks. This is also a wrong notion. ‘Knowledge’ is not just ‘Information’. It is much more than that. Information may be limited to our immediate purpose, which is in our context passing an exam and so limited to the syllabus or even limited to the important or expected questions in the exam.

Knowledge, in fact, is not, and cannot be the end of all education. Knowledge without understanding, without application in real life situations, is useless. Ultimately, the aim of education is to acquire wisdom. Wisdom is also closely related to what is called ‘World View’, which means a holistic understanding of our world, our universe, and our environment. World View comes by correlating the knowledge from all subjects.

Do you know that there is a close relationship between values, wisdom, and knowledge? Wisdom includes values and knowledge. Wisdom cannot be visualized without values. One cannot be called wise if he/she does not adhere to human values. And of course, knowledge that does not lead to wisdom is valueless.

Values can be defined as a set of norms of behavior that guide the people to do things in such a way that there will be joy, satisfaction, peace of mind, and harmony among individuals and in society.

Derived from a Latin word ‘valere’, values can be conceptualized as preferences, enduring beliefs, or standards of behavior which guide behaviour and attitude of an individual towards what is right or acceptable.

1.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- elucidate the ultimate aim of education.
- appreciate and explain the relationship between Values, Wisdom and Knowledge.
- list and appreciate Universal and Eternal Values.
- explain the Hindu concept of ‘*Vasudhaiva Kutumbakam*’ as a basic Hindu value.
- explain ‘True Secularism’.
- discuss in detail *Satyam*, *Shivam* and *Sundaram*.
- list Universal ‘Vices’ that need to be avoided as sins.
- list Universal Virtues enumerated in the ‘*Gita*’ as ‘*Daivi Sampath*’ or Divine Virtues.
- discuss Linguistic Connotations and sources of Knowledge and wisdom in Ancient Bharat.
- explain the terms: *Gyan*, *Pragya*, *Darshan*, *Vidya* and *Kala*.
- discuss the Meaning of Knowledge and Disciplines of Knowledge.

1.2 UNIVERSAL AND ETERNAL VALUES

There are three eternal universal human values: ***Satyam, Shivam Sundaram*** (or **Truth, Beauty and Goodness/Godliness**). All human beings are in search of these three values, though what they mean can vary from place to place as well as time to time. The main branches of Philosophy are based on these three values. *Satyam, Shivam, Sundaram* has its roots in Indian philosophy and also Western philosophy where it is known as Truth, Beauty and Goodness/Godliness. The main branches of Philosophy are:

- (i) Metaphysics/Ontology (Study of Reality)
- (ii) Epistemology (Theory of Knowledge/Methods of Knowledge)
- (iii) Logic (The most important method of Knowledge)
- (iv) Ethics/Axiology (Study of Good and Bad, Right and Wrong)
- (v) Aesthetics (Study of Beauty)

Evidently, the first three, i.e., Metaphysics/Ontology, Epistemology and Logic search for Satyam or Truth; the fourth, i.e., Ethics explores Shivam or Goodness; and the fifth, i.e. Aesthetics studies the concept of Sundaram or Beauty. These three values – Satyam, Shivam and Sundaram are very closely linked to our lives.

All truth—material, philosophic, or spiritual—is both beautiful and good. All real beauty—material, art or spiritual symmetry—is both true and good. All genuine goodness—personal morality, social equity & justice, or divine spirituality—is equally true and beautiful. Health, sanity, and happiness are integrations of truth, beauty, and goodness as they are blended in human experience. Such levels of efficient living come about through the unification of energy systems, idea systems, spiritual systems and value systems.

Satyam, Shivam, Sundaram also teach us to strengthen loving attitude towards everyone.

1.2.1 *Vasudhaiva Kutumbakam*: Key to Secularism

Another related wonderful concept given by Indian philosophy is ‘*Vasudhaiva Kutumbakam*’, meaning that the whole world, all human beings are one family. ‘*Vasudhaiva*’ means the Mother Earth or the World, implying all human beings, possibly all living beings on Earth. ‘*Kutumbakam*’ means family. Since all human beings are members of one family, we should have a loving attitude towards everyone, irrespective of religious, geographical, social or economic background. **Under this philosophy, all religions are considered to be different paths leading to a common end or goal.** There is one Supreme Power that is called ‘*Brahm*’. The Supreme Power is also called as God, *Ishwar*, *Allah*, etc. in various religions. Thus, Hindu religion, which is also called *Sanatan Dharma* (and includes Jainism, Buddhism and Sikhism as a part of the same ethos) is secular by virtue of its philosophy and its very nature. Even if there is a Hindu Country (or *Rashtra*), it will be secular naturally and all citizens will be able to live in harmony and peace. The Hindus never harm anyone of any other religion, unless someone tries to harm them. True Secularism means that:

- There is no discrimination in the name of religion;
- All religions are equal and so there is a common law or civil code for everyone (there is no scope for law based on religion);

- There is religious freedom and everyone is allowed to practice his/her religion;
- No one should interfere with the religion of others and so no one should try to convert others forcibly or by false propaganda
- There is no scope for partisan fundamentalist education, propagating fundamentalism or hatred towards other religions

Now, let us discuss the three Universal Eternal Values in detail, one by one.

1.2.2 *Satyam/Truth*

All of us are in search of truth – at every level. We are all seeking knowledge, which is closely linked to truth. Truth works at least at three levels – facts, reality and ultimate truth.

Facts can be comprehended through our five senses – seeing, hearing, smelling, touching and tasting. All sciences (physical & natural and social) try to establish facts. For instance, Physics studies the physical world; Chemistry studies facts of chemical reactions; and Biology studies the world of flora and fauna, i.e. living world.

Metaphysics goes beyond the physical world and attempts to study (and find) reality, which is beyond the five senses. Epistemology gives us the methods of finding knowledge, i.e. reality. Logic is the most important of these methods. In Indian Thought, there is the concept of '*Para Vidya*' and '*Apara Vidya*'. '*Para*' literally means beyond, and so *Para Vidya* refers to knowledge of the beyond or Metaphysics, whereas *Apara Vidya* is knowledge of the Empirical World, which can be acquired through our 5 senses or physical perception.

Even in everyday life, we like truth to prevail. Those who tell lies are not appreciated or liked in society. Can you identify any religion or faith which says that speaking truth is wrong?

We are also looking for truth about questions like:

- Who am I?
- What is the purpose of life?
- What is death? Is there life after death?
- What is God? Does He/She/It really exist?

- Is there a soul? Is it eternal?

All religions try to answer these questions. These are elements of what we may call the ultimate truth.

CHECK YOUR PROGRESS 1.1

I. Answer the following:

- (i) What is the ultimate aim of 'Education'?
- (ii) What is the meaning of the word 'Values'?
- (iii) What is the relationship between Values, Wisdom and Knowledge.
- (iv) Which are the 3 Universal and Eternal Values?
- (v) Name the 5 Branches of Philosophy? Also, mention the Universal and Eternal Value that it corresponds to.
- (vi) What do you understand by the term '*VasudhaivaKutumbakam*'?
- (vii) What are the different names given to the Supreme Power in different religions?
- (viii) Explain how Hinduism, Hindus and Hindu Rashtra are naturally secular.
- (ix) What is true secularism?
- (x) Distinguish between '*Para Vidya*' and '*Apara Vidya*'.

II. Fill in the blanks:

- (i) *Satyam, Shivam, Sundaram* has its roots in
- (ii) is the branch of philosophy that deals with methods of knowledge.
- (iii) Axiology is the branch of philosophy that deals with

1.2.3 Shivam/Goodness/Godliness

Just as we are in search of truth, we are also in search of Goodness/Godliness. Right from childhood, one wants to be a good child; we want to be called good persons all our lives. Even a criminal would try to justify his/her actions and try to prove that he/she is good, not bad.

Ethics provides the moral code, or philosophy, that guides a person's choices and behaviors throughout their life. The idea of a moral philosophy extends beyond the individual to include what is right (and what is wrong) for the community and society at large. Ethics is concerned with rights, responsibilities, use of ethically appropriate language, what it means to live an ethical life and how people make moral decisions.

Morality can be subjective; people may have strong and stubborn beliefs about what's right and wrong that can be in direct contrast to the moral beliefs of others. Yet even though morals can vary from person to person, religion to religion, and culture to culture, there are some universal moral values that stem from basic human emotions. For instance, **non-violence and not harming human beings, irrespective of their religious background, is and should be considered as a universal virtue. If someone kills or harms other human beings, even those who follow another religion, he/she cannot be called virtuous. Any claims that religion teaches killing other human beings are false claims. True religion cannot teach killing other humans, even those humans who follow other religions.**

Those who are considered morally good are said to be virtuous, holding themselves to high ethical standards, while those viewed as morally bad are thought to be wicked, sinful, or criminal.

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1.2.3.1 Vices

There are some vices considered to be deadly vices by most religions. These are:

- *Kaam* (Lust)
- *Krodh* (Anger/Wrath)
- *Lobh* (Greed)
- *Ahankar* (Ego/Vanity)
- *Irshya* (Jealousy)

Hinduism also includes *Moh* (Attachment to worldly objects and pleasures); and Christianity also includes Gluttony (habitual greed or excess in eating) and Sloth (reluctance to work or laziness).

According to Gandhiji, the following are signs of vice or immorality:

- Wealth without Work
- Pleasure without Conscience
- Science without Humanity
- Knowledge without Character
- Politics without Principle
- Commerce without Morality
- Worship without (Self) Sacrifice

1.2.3.2 Virtues

The *Gita* enumerates many virtues as *Daivi-Sampat* or divine qualities:

- Fearlessness
- Purity of heart
- Steadfastness and wisdom
- *Vivek* (ability to discriminate between right and wrong)
- *Nishkam Karma* (desireless action or doing one's duty without caring for the result)
- Charity
- Self-restraint
- Sacrifice
- Study of the scriptures
- Austerity or simplicity
- Straightforwardness
- Harmlessness (tendency of not harming anyone)
- Truth
- Absence of anger
- Renunciation
- Peacefulness
- Absence of crookedness
- Compassion to all living beings

- Non-covetousness (not having, or showing, a desire to possess something belonging to someone else)
- Mildness (soft-heartedness and sensitivity towards others)
- Modesty or humility
- Absence of fickleness (changeability, especially with regard to one's loyalties or affections)
- Vigour
- Forgiveness
- Purity
- Absence of jealousy, vanity and arrogance.

These virtues are manifestations of the four fundamental virtues: Non-violence, Truth, Purity, and Self-control. In fact, all the religions in the world speak of virtues. Right actions bring us happiness, peace and well-being. So, it is not surprising that all the major religions talk of virtues. For instance, in Christianity, there are seven virtues: Faith, Hope, Charity, Fortitude, Justice, Prudence, and Temperance. Every religion speaks of virtues, because every religion is a living entity and believes in the happiness and well being of all.

1.2.4 Sundaram/Beauty

Sundaram/Beauty is the third universal and eternal value. Similar to truth and goodness, we are in search of beauty, too, in our lives. What is beauty? The concept of beauty may change from person to person. In that sense, this is the most subjective among these three values, because where one looks for beauty may also change. Thus, some people look for beauty in nature (flora, fauna); some look for it in Arts (Painting, Sculpture, etc.); some search for beauty in literature (poetry, prose, drama); some look for beauty in people; some may find beauty in philosophical or spiritual or religious pursuits; and so on and so forth. Some look for beauty outside and others within. Some like people who are physically beautiful; others may like people who have inner beauty, those who are virtuous or accomplished people. In fact, you will be surprised to know how many different things people can find beauty in – things, people, places, ideas.

The famous Romanticist poet John Keats wrote, “*Beauty is truth, truth beauty. That is all ye know on earth, and all ye need to know*”. In another poem, he wrote, “*A thing of beauty is a joy forever*”.

Beauty is an emotional element, a pleasure of ours, which nevertheless we regard as a quality of things. The idea of beauty is found in almost every culture and at almost every time in human history, with many similarities. Beauty was, and still is, a term of great esteem linking human beings and nature with artistic practices and works since the early civilizations. From the early cultures, beauty, goodness and truth are customarily related. Beauty carries a double meaning. It is inclusive and exclusive. In the inclusive sense, beauty pertains to anything worthy of approbation, to human virtues and characters, to nobility and goodness, to hidden things and truth, to the natural and divine worlds. In the exclusive, restricted sense, it pertains to how things appear, their manifestations, and to the joys human beings experience when presented with beautiful things, human bodies, artefacts, natural creatures and things. The nature of beauty and its role in philosophy and aesthetics was explained right from the early periods.

CHECK YOUR PROGRESS 1.2

I. Answer the following:

- (i) What do you understand by the term '*Shivam*'?
- (ii) List the Universal Vices.
- (iii) List the signs of vice or immorality as given by *Gandhiji*.
- (iv) List the Universal Virtues enumerated in the '*Gita*' as '*Daivi-Sampat*' or Divine Qualities of a person.
- (v) Name the 4 fundamental virtues.
- (vi) What do you understand by the term '*Sundaram*'?

1.3 LINGUISTIC CONNOTATIONS AND SOURCES OF KNOWLEDGE AND WISDOM IN ANCIENT BHARAT

From ancient times, India has given a great importance to acquisition of knowledge and it has a vast fund of this knowledge in the form of intellectual texts - the world's largest collection of manuscripts, scriptures and thinkers and schools in so many domains of knowledge. *Shree*

Krishna in *Bhagwad Gita* tells Arjun that knowledge is the greatest purifier and liberator of the self.

Various terms are closely related to pursuit of knowledge like *Gyan*, *Pragya*, *Shiksha*, *Vidya*, *Kala* and *Darshan*. The root of the great reverence for all knowledge that is *Gyan*, wisdom that is *Pragya*, discipline that is *Vidya*, education that is *Shiksha*, craft that is *Kala* and philosophy that is *Darshan* is attached to the *Guru* in the Indian tradition as he/she is considered as the ultimate authority and source of all knowledge.

- ***Gyan* or *Jnana* (Knowledge):** In Vedic India, education was regarded as the means of self realization and salvation that is *moksha*, which was considered as the highest end of life. Learning was done to acquire *atmagyan* (knowledge about Self) or *brahmagyan* (knowledge about the Supreme).
- ***Pragya* or *Prajna* (Wisdom):** To acquire knowledge merely with the help of sense organs is called *Ajñāna* (ignorance) and to get knowledge by name and form is *Sajna* or *Sjnana*. Acquisition of special knowledge through analysis or contemplation which always remain constant is *Pragya*. Wisdom that is *Pragya* is built on our previous knowledge to give us new understanding by incorporating various value judgments and experiences and it develops our ability to predict and make inferences.
- ***Darshan*:** *Darshan* is the system or the point of view which leads to knowledge. Indian philosophers, *rishis* and *saints* use the term *Darshan* for philosophy. They expressed in *Darshan* experiences that they experienced themselves. Perception of truth is known as *Darshan*. In the words of *Dr. Radhakrishnan*, *Darshan* is the logical expression of the nature of reality.
- ***Vidya*:** When knowledge is gained in a particular domain and it is organised and systematized for reflection and pedagogy, it is known as *Vidya* which is based on discipline. 18 *Vidyas* have been enumerated, which include:
 - 4 *Vedas*: *Rigveda*, *Yajurveda*, *Samaveda*, *Atharva Veda*
 - 6 *Vedangas*: *Chhandassu*, *Kalpam*, *Niruktham*, *Sikshaa*, *Vyakarana*, *Jyotisham*
 - *Ashtadasa* (18) *Puranas*: (History)
 - *Mimamsa* (Study of Actions) and *Vedanta* (Study of Knowledge)
 - 4 Subsidiary *Vedas* - *Ayurveda* (Medicine), *Dhanurved* (Weaponry) *Gandharvaveda* (Music), *ArdhaShastram* (Economy and Polity)
 - *Shilpa* (Architecture)

- *Nayaya* and *Dharamshastras* (Law and Justice)
 - 6 Auxiliary Sciences - Phonetics, Grammar, Metre, Astronomy, Ritual and Philology.
- **Kala:** In the Indian context, Knowledge in different domains has been categorised into many disciplines that is *Vidya* and Arts that is *Kala*. Indian tradition talks of 18 major *Vidyas* that is theoretical disciplines (enumerated above) and 64 *Kalas* which are applied or vocational disciplines, that is Art and Craft. Applied Sciences, that is *Kala*, have a direct bearing on day-to-day life of the people and some of them are still a part of contemporary Indian life. The traditional list of *Kala* includes Poetry, Calligraphy, Dancing, Cooking, Carpentry, Agriculture, Animal Husbandry, Fishing, etc. Even for the crafts there are basic texts, for example the popular text *Pingla*.

CHECK YOUR PROGRESS 1.3

I. Answer the following:

- (i) Define *Gyan*.
- (ii) Define *Pragya*.
- (iii) Define *Darshan*.
- (iv) Define *Vidya*.
- (v) Define *Kala*.

II. Fill in the blanks:

- (i) To acquire knowledge with the help of sense organs is called
- (ii) Indian *Rishis* and *Saints* use the term *Darshan* for
- (iii) Indian tradition talks ofmajor *vidyas* and *Kalas*.
- (iv) is the popular text of craft.

1.4 MEANING OF KNOWLEDGE AND DISCIPLINES OF KNOWLEDGE

1.4.1 Meaning of Knowledge

Knowledge and its transmission is one of the key elements of education, apart from, and only second to, values and wisdom. What aspects of the vast fund of human knowledge are to be selected for transaction and which methods are to be used for this transmission? These questions are very important. According to *Nyaya*, one of the nine Schools of Thought in

Indian Philosophy, “Valid methods of knowledge include perception, inference, comparison and memory.” Now, let us explore and discuss the meaning of knowledge in detail.

The word ‘Knowledge’ is derived from the verb ‘to know’. It includes all which a person knows and believes to be true. According to the most widely accepted definition, knowledge is justified true belief. It is a kind of belief that is supported by the facts and truths. For example, the sun rises in the east is the knowledge or true belief which is supported by the fact, which is arrived at through daily observation by millions of people. To have a deeper understanding about knowledge let us analyze the following definitions:

- **Oxford Dictionary:** Knowledge means facts, information and skills acquired through experience or education. It is the theoretical or practical understanding of a subject.
- **Bertrand Russel:** “Knowledge is that which enlightens the human mind.”
- **William James:** “Knowledge is another name for practical achievement and success.”
- **Joad:** “Knowledge is an addition to our existing information and state of experiences.”
- **Socrates:** “Knowledge is the highest virtue.”
- **Radhakrishnan:** “Self-knowledge is inseparable from self-existence and it is the only true direct knowledge. It is obtained through all the three experiences i.e., cognition, conation and emotion.”
- **John Wiele:** “Knowledge is a body of information, technique and experience that coalesces around a particular subject.”
- **Nancy M. Dixon:** “Knowledge is defined as the meaningful links people make in their minds between information and its application in action in a specific setting.”

In the light of above definitions we can say that, knowledge is the familiarity, awareness or understanding of someone or something such as facts, information, description or skills, which is acquired through experience or education by perceiving, discovering or learning.

Knowledge can be conceived as experience organized through language into patterns of thought or structures of concepts thus creating meaning which in turn helps us to understand

the world we live in. It can also be conceived of as patterns of activity, or physical dexterity with thought, contributing to acting in the world, and the creating and making of things. Human beings over time have evolved many bodies of knowledge which include a repertoire of ways of thinking, of feeling and of doing things or constructing more knowledge.

Knowledge includes the beliefs about matters of facts, about things, objects, events or about relationships between facts and about principles, laws, theories related to nature and society. It includes the fact or condition of knowing which is gained through experience or education. Knowledge is the sum of human understanding of the world, be it physical, biological, social, mental or spiritual. In simple, but generalized way, knowledge is sum of human understanding of material and mental reality – given and constructed.

1.4.2 Nature of Knowledge

- **Knowledge is both Process and Product:** As a process, it refers to the method of coming to know the phenomenon. Knowledge as a product, is the result of knowing the process. Knowing happens through perception, reason and emotion.
- **Purpose of Knowledge:** The purpose of knowledge is different in different contexts.
- **Knowledge is Dynamic in Nature:** Knowledge keeps changing with the passage of time.
- **Knowledge is of Different Types:** Sources of knowledge are knower's senses and mind. Different sources of knowing construct different forms of understanding and different types of knowledge.
- Knowledge is subjective as well as objective in nature.
- Knowledge is a means to reach the truth.
- **Social Nature of Knowledge:** Knowledge is socially shared understanding as it is developed through collective efforts of people of society. It is acquired by individuals from their own experiences, as well as they build-up this knowledge by associating with other human beings. Therefore, the knowledge is acquired and built-up only in society and it is deep rooted in the social activities of humans.

- **Knowledge is Cumulative:** Knowledge is cumulative as it is preserved and transmitted from one generation to other. New innovations and facts are added with time. Knowledge grows through a process of not only adding to but also perfecting and rectifying the already existing body of knowledge.

1.4.3 Disciplines of Knowledge

Discipline means deep and detailed content knowledge of a particular academic area. Discipline can be defined as a term of learning that is structured in terms of a single type of knowledge. It has a set of concepts that are unique and distinct. Disciplines can be categorized into:

- I. **Basic Disciplines** - Basic Disciplines have their own concepts which are unique and distinctive to that discipline only. Principal Basic Disciplines are Humanities, Social Sciences Mathematics (also called Formal Science), Natural and Physical Sciences, Applied Sciences.
- II. **Applied Disciplines** - When knowledge of a basic discipline is used in other disciplines, they are called applied disciplines. For example, knowledge of science and technology is used in Engineering, so it is an applied discipline. Some other examples are: Agriculture; Architecture and Design; Business Studies & Accountancy; Education; etc.

Humanities: History, Languages and Literature, Law, Philosophy, Theology, Visual Arts, Performing Arts

Social Science: Anthropology, Archaeology, Economics, Geography, Political science, Psychology, Sociology, Social work

Natural Science: Biology, Chemistry, Physics, Earth Science, Space Science,

Formal Science: Computer Science, Mathematics

Applied Science: Agriculture; Architecture and Design; Business Studies & Accountancy; Education; Engineering and Technology; Environmental Studies and Forestry, Home Science & Human Ecology; Journalism, Media studies and Communication; Library

and Information Science; Medicine and Health; Military Science; Public Administration&Public Policy; Social Work, Tourism; Transportation, etc.

1.4.3.1 Interdisciplinary Approach

Interdisciplinary Approach utilizes one discipline or several disciplines as a centre for organizing curriculum. For example, if we consider Economics, then knowledge of Mathematics and other branches of Social Science help to understand the key concepts of this discipline. This is an Interdisciplinary approach where one discipline is the principal organiser, related disciplines are serving as the support system aiding the principal organiser. Interdisciplinary approach is a mode of acquiring integrated knowledge from two or more disciplines, in order to have a better understanding and to solve a problem which would not have been possible through a single discipline.

1.4.3.2 Multidisciplinary Approach

In Multidisciplinary Approach, concepts are selected from various disciplines to create a new field of study. The new field results from intermingling the abstract concepts and is independent of the separate discipline from which it is formed. For example, in the area of Environmental Education, the knowledge of Biology, Geography, Physics, Chemistry and Education are used. There are other areas that are multidisciplinary like Home Economics, Sociology, Biology.

CHECK YOUR PROGRESS 1.4

I. Answer the following:

- (i) Define Knowledge.
- (ii) What are 'Basic Disciplines'?
- (iii) What are 'Applied Disciplines'?
- (iv) What is 'Interdisciplinary Approach'?
- (v) What is 'Multidisciplinary Approach'?

II. Fill in the blanks:

- (i) Knowledge is the highest
- (ii) When knowledge of basic discipline is used in other disciplines, they are called.....
- (iii) is an example of multidisciplinary.

RECAPITULATION POINTS

- Knowledge, in fact, is not, and cannot be the end all of education. Knowledge without understanding, without application in real life situations, is useless. Ultimately, the aim of education is to acquire wisdom. Wisdom is also closely related to what is called 'World View', which means a holistic understanding of our world, our universe, our environment. World View comes by correlating the knowledge from all subjects.
- There is a close relationship between values, wisdom and knowledge. Wisdom includes values and knowledge. Wisdom cannot be visualised without values. One cannot be called wise if he/she does not adhere to human values. Knowledge that does not lead to wisdom is valueless.
- There are three eternal universal human values: **Satyam, Shivam Sundaram (or Truth, Beauty and Goodness/Godliness)**. All human beings are in search of these three values, though what they mean can vary from place to place as well as time to time.
- The main branches of Philosophy are: Metaphysics / Ontology (Study of Reality); Epistemology (Theory of Knowledge/Methods of Knowledge); Logic (The most important method of Knowledge); Ethics (Study of Good and Bad, Right and Wrong); and Aesthetics (Study of Beauty).
- Metaphysics/Ontology, Epistemology and Logic search for *Satyam* or Truth; Ethics explores *Shivam* or Goodness; and Aesthetics studies the concept of *Sundaram* or Beauty.
- These three values – *Satyam*, *Shivam* and *Sundaram* are very closely linked to our lives.
- Another related wonderful concept given by Indian philosophy is '**Vasudhaiva Kutumbakam**', meaning that the whole world, all human beings are one family. '*Vasudhaiva*' means the Mother Earth or the World, implying all human beings, possibly all living beings on Earth. '*Kutumbakam*' means family. Since all human beings are members of one family, we should have a loving attitude towards everyone, irrespective of religious, geographical, social or economic background.
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religions. Thus, Hindu religion, which is also called *Sanatan Dharma* (and includes *Jainism, Buddhism Sikhism* and *Arya Samaj* - which is integral to *Hinduism* - as a part of the same ethos) is secular by virtue of its philosophy and its very nature.

- Even if there is a Hindu Country (or *Rashtra*), it will be secular naturally and all citizens will be able to live in harmony and peace. The Hindus never harm anyone of any other religion, unless someone tries to harm them.
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- Those who are considered morally good are said to be virtuous, holding themselves to high ethical standards, while those viewed as morally bad are thought to be wicked, sinful, or criminal.

- There are some vices considered to be deadly vices by most religions: *Kaam* (Lust); *Krodh* (Anger/Wrath); *Lobh* (Greed); *Ahankar* (Ego/Vanity); and *Irshya* (Jealousy).
- Hinduism also includes *Moh* (Attachment to worldly objects and pleasures); and Christianity also includes Gluttony (habitual greed or excess in eating) and Sloth (reluctance to work or laziness).
- According to Gandhiji, signs of vice or immorality: Wealth without Work; Pleasure without Conscience; Science without Humanity; Knowledge without Character; Politics without Principle; Commerce without Morality; and Worship without Sacrifice.
- The *Gita* enumerates many virtues as *Daivi-Sampat* or divine qualities: Fearlessness; Purity of heart; Steadfastness and wisdom; *Vivek* (ability to discriminate between right and wrong); *Nishkam Karma* (desireless action or doing one's duty without caring for the result); Charity; Self-restraint; Sacrifice; Study of the scriptures; Austerity or simplicity; Straightforwardness; Harmlessness (tendency of not harming anyone); Truth; Absence of anger; Renunciation; Peacefulness; Absence of crookedness; Compassion to all living beings; Non-covetousness (not having, or showing, a desire to possess something belonging to someone else); Mildness (soft heartedness and sensitivity towards others); Modesty or humility; Absence of fickleness (changeability, especially with regard to one's loyalties or affections); Vigour; Forgiveness; Purity; Absence of jealousy, vanity and arrogance.
- Four fundamental virtues are: Non-violence, Truth, Purity, and Self-control.
- Right actions bring us happiness, peace and well-being. So, it is not surprising that all the major religions talk of virtues. For instance, in Christianity, there are seven virtues: Faith, Hope, Charity, Fortitude, Justice, Prudence, and Temperance. Every religion speaks of virtues, because every religion is a living entity and believes in the happiness and well being of all.
- Beauty is an emotional element, a pleasure of ours, which nevertheless we regard as a quality of things. The idea of beauty is found in almost every culture and at almost every time in human history, with many similarities. Beauty was, and still is, a term of great esteem linking human beings and nature with artistic practices and works since the early civilizations.

- From the early cultures, beauty, goodness and truth are customarily related.
- Beauty carries a double meaning. It is inclusive and exclusive. In the inclusive sense, beauty pertains to anything worthy of approbation, to human virtues and characters, to nobility and goodness, to hidden things and truth, to the natural and divine worlds. In the exclusive, restricted sense, it pertains to how things appear, their manifestations, and to the joys human beings experience when presented with beautiful things, human bodies, artefacts, natural creatures and things. The nature of beauty and its role in philosophy and aesthetics was explained right from the early periods.
- From ancient times, India has given a great importance to acquisition of knowledge and it has a vast fund of this knowledge in the form of intellectual texts - the world's largest collection of manuscripts, scriptures and thinkers and schools in so many domains of knowledge.
- *Shree Krishna* in *Bhagwad Gita* tells Arjun that knowledge is the greatest purifier and liberator of the self.
- Various terms are closely related to pursuit of knowledge like *Gyan*, *Pragya*, *Shiksha*, *Vidya*, *Kala* and *Darshan*.
- The root of the great reverence for all knowledge that is *Gyan*, wisdom that is *Pragya*, discipline that is *Vidya*, education that is *Shiksha*, craft that is *Kala* and philosophy that is *Darshan* is attached to the *Guru* in the Indian tradition as he/she is considered as the ultimate authority and source of all knowledge.
- In the Indian context, Knowledge in different domains has been categorised into many disciplines that is *Vidya* and Arts that is *Kala*. Indian tradition talks of 18 major *Vidyas* that is theoretical disciplines and 64 *Kalas* which are applied or vocational disciplines, that is Art and Craft.
- Knowledge and its transmission is one of the key elements of education, apart from and only second to values and wisdom. What aspects of the vast fund of human knowledge are to be selected for transaction and which methods are to be used for this transmission? These questions are very important. According to *Nyaya*, one of the nine Schools of

Thought in Indian Philosophy, “Valid methods of knowledge include perception, inference, comparison and memory.”

- Knowledge can be conceived as experience organized through language into patterns of thought or structures of concepts thus creating meaning which in turn helps us to understand the world we live in. It can also be conceived of as patterns of activity, or physical dexterity with thought, contributing to acting in the world, and the creating and making of things. Human beings over time have evolved many bodies of knowledge which include a repertoire of ways of thinking, of feeling and of doing things or constructing more knowledge.
- Basic Disciplines have their own concepts which are unique and distinctive to that discipline only. Principal Basic Disciplines are Humanities, Social Sciences Mathematics (also called Formal Science), Natural and Physical Sciences, Applied Sciences.
- When knowledge of a basic discipline is used in other disciplines, they are called applied disciplines. For example, knowledge of science and technology is used in Engineering, so it is an applied discipline. Some other examples are: Agriculture; Architecture and Design; Business Studies & Accountancy; Education; etc.
- Interdisciplinary Approach utilizes one discipline or several disciplines as a centre for organizing curriculum.
- In Multidisciplinary Approach, concepts are selected from various disciplines to create a new field of study. The new field results from intermingling the abstract concepts and is independent of the separate discipline from which it is formed.

TERMINAL EXERCISE

- (a) Write a detailed note on ‘Ultimate aim of Education.
- (b) Explain how Values are related to Wisdom, Knowledge and Education.
- (c) Write an essay on ‘*Satyam*’.
- (d) Write an essay on ‘*Shivam*’.
- (e) Write an essay on ‘*Sundaram*’.

- (f) Write an essay on ‘*VasudhaivaKutumbakam*’.
- (g) Write an essay on ‘True Secularism’.
- (h) Write an essay on the Indian concept of Knowledge, explaining related terms like *Gyan, Pragya, Shiksha, Vidya, Kala* and *Darshan*.
- (i) Write an essay on ‘Meaning of Knowledge’.
- (j) Write an essay on ‘Nature of Knowledge’.
- (k) Write an essay on ‘Disciplines of Knowledge’.

ANSWERS TO ‘CHECK YOUR PROGRESS’

CHECK YOUR PROGRESS 1.1

I.

- (i) To acquire wisdom
- (ii) Page 1, 1: Paragraph 5
- (iii) Page 1, 1: Paragraph 4
- (iv) *Satyam, Shivam, Sundaram* (Truth, Beauty and Goodness/Godliness)
- (v) Page 2 - Metaphysics / Ontology.....Aesthetic (Study of Beauty)
- (vi) The whole world, all human beings are one family
- (vii) *Brahman, Ishwar, God, Bhagwan, Allah, Khuda*
- (viii) Page 3, Paragraph 1
- (ix) Page 3, Paragraph 1
- (x) Page 3, 3.1: Paragraph 4

II.

- (i) Indian philosophy and Western Philosophy
- (ii) Epistemology
- (iii) Study of values

CHECK YOUR PROGRESS 1.2

I.

- (i) Goodness/Godliness
- (ii) Page 5, 3.2.1: Paragraph 1
- (iii) Page 5, 3.2.1: Paragraph 3
- (iv) Page 5, 3.2.2: Paragraph 1
- (v) Non-Violence, Truth, Purity & Self-Control
- (vi) Page 6, 3.3: Paragraph 1

CHECK YOUR PROGRESS 1.3

I.

- (i) Page 7, 4: Paragraph 3
- (ii) Page 7, 4: Paragraph 4
- (iii) Page 7, 4: Paragraph 5
- (iv) Page 8, 4: Paragraph 1
- (v) Page 8, 4: Paragraph 2
- (vi) *Pragya*
- (vii) Point of view which leads to knowledge
- (viii) 18, 64
- (ix) *Pingla*

CHECK YOUR PROGRESS 1.4

I.

- (i) Page 8, 5.1: Paragraph 1
- (ii) Page 10, 5.3 I
- (iii) Page 10, 5.3 I
- (iv) Page 11, 5.3.1, Paragraph 1
- (v) Page 22, 5.3.2, Paragraph 1

II.

- (vi) virtue
- (vii) Applied Discipline
- (viii) Environmental Education/Home Economics/Sociology/Biology

SUPPLEMENTARY STUDY MATERIAL

- *Bhagavad Gita* as It is - Pocket Size by [*Bhaktivedanta Swami Prabhupada*](#) (Author)
- https://www.youtube.com/playlist?list=PLETbXIpgYH_qEOkBsrtzDD4arUW1cGrm6
- http://www.bhagavatgita.ru/files/Bhagavad-gita_As_It_Is.pdf
- <https://vedpuran.files.wordpress.com/2012/03/unencrypted-geeta.pdf>



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ORIGIN AND EVOLUTION OF ENGLISH & ENGLISH LITERATURE

INTRODUCTION

Language evolution is the gradual transformation and development of a language over time, encompassing shifts in vocabulary, grammar, pronunciation, and overall linguistic structure. Languages change over time due to a complex interplay of cultural, social, historical, and technological factors, reflecting the dynamic nature of human communication and expression. This dynamic process often results in the emergence of dialects and the extinction of certain linguistic elements. Additionally, external influences, such as globalization and technological advancements, contribute significantly to the ongoing evolution of languages. Understanding language evolution is crucial for linguists and researchers studying the intricate patterns and mechanisms underlying these transformations.

The present lesson will discuss the evolution of the English language and also make an attempt to comprehend the symbiotic relationship between language and literature. The focus here will be to understand how historical events have shaped the English language globally as well as to trace the impact of historical events on the development of English literature. The growth of English as one of the most significant official languages in India and the prevalence of English literature in the contemporary literary canon of the country will also be elucidated to understand the global reach of English literature and its impact on diverse cultures.

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2.1 LEARNING OBJECTIVES

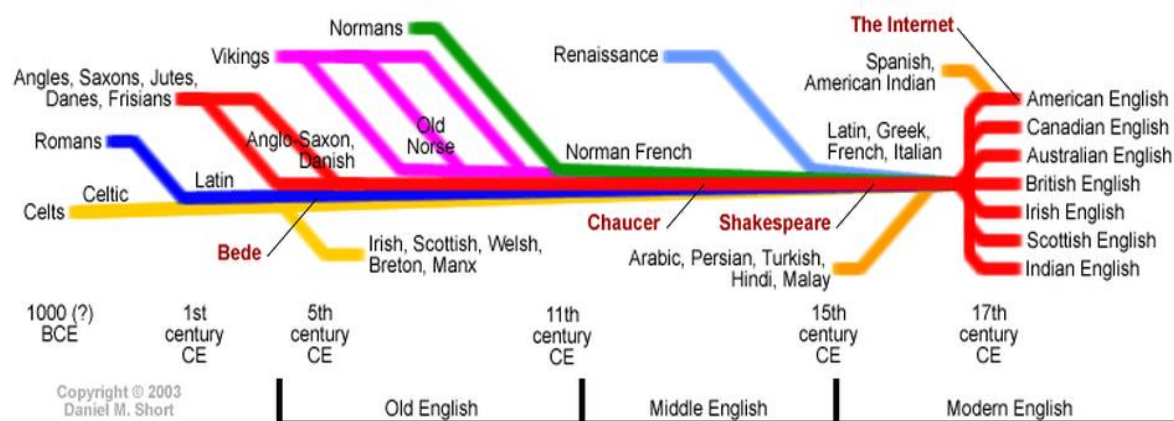
After reading this lesson, learners will be able to:

- recognize that languages change over time and identify key factors influencing this evolution.
- understand the symbiotic relationship between language and literature.
- comprehend the role of English as a global language and its adaptation to various regions and contexts.

- investigate the historical context of introduction of English language and literature in India.

2.2 ORIGIN & EVOLUTION OF ENGLISH

English language has a fascinating journey of growth and change over many centuries. Imagine a time long ago when people spoke Old English, which was quite different from the English we use today. In Old English, words had different forms depending on their role in a sentence. For example, the word “stone” could be “stan” or “stane” depending on how it was used. Also, Old English had many more sounds than we have today, making it sound quite different. As history unfolded, the Norman Conquest in 1066 brought new words and influences, making Middle English emerge. Think of knights, castles, and tales like those of Geoffrey Chaucer in this period. In the 14th century, Chaucer played a big role in shaping English. He wrote “*The Canterbury Tales*,” a collection of stories that helped establish English as a literary language. Chaucer’s work captured everyday English life, making it easier for people to connect with and understand the language as it evolved. Then came the Renaissance, a time of rebirth and rediscovery, influencing Early Modern English and giving us the works of William Shakespeare. Later, as the world connected more through trade and exploration, English absorbed words from various languages, creating a richer vocabulary. The invention of the printing press in the 15th century played a big role in standardizing English, making books more accessible. In the 17th century, the Great Vowel Shift took place which was *a massive sound change affecting the long vowels of English during the fifteenth to eighteenth centuries*. This shift changed how words sounded, bringing us closer to the way we speak today. With time, English spread globally, influenced by cultures worldwide, leading to the diverse forms we hear now. This linguistic diversity is evident in the various English accents, vocabulary differences, and unique expressions that have developed across different regions and countries. The global spread of English continues to shape its evolving nature, reflecting the richness of cultural exchanges in our interconnected world.



The figure below shows the timeline of the history of the English language. The earliest known residents of the British Isles were the Celts, who spoke Celtic languages—a separate branch of the Indo-European language family tree. Over the centuries the British Isles were invaded and conquered by various peoples, who brought their languages and customs with them as they settled in their new lives. There is now very little Celtic influence left in English. The earliest time when we can say that English was spoken was in the 5th century CE (Common Era—a politically correct term used to replace AD).

VALUE ADDED MATERIAL

Let us look at the chronological advancements in English.

A brief chronology of English

55 BC	Roman invasion of Britain by Julius Caesar	Local inhabitants speak Celticish
AD 43	Roman invasion and occupation. Beginning of Roman rule of Britain	
436	Roman withdrawal from Britain complete	
449	Settlement of Britain by Germanic invaders begins	
450-480	Earliest known Old English inscriptions	Old English
1066	William the Conqueror, Duke of Normandy, invades and conquers England	

c1150	Earliest surviving manuscripts in Middle English	Middle English
1348	English replaces Latin as the language of instruction in most schools	
1362	English replaces French as the language of law. English is used in Parliament for the first time	
c1388	Chaucer starts writing <i>The Canterbury Tales</i>	
c1400	The Great Vowel Shift begins	
1476	William Caxton establishes the first English printing press	Early Modern English
1564	Shakespeare is born	
1604	<i>Table Alphabeticall</i> , the first English dictionary, is published	
1607	The first permanent English settlement in the New World (Jamestown) is established	
1616	Shakespeare dies	
1623	Shakespeare's First Folio is published	
1702	The first daily English-language newspaper, <i>The Daily Courant</i> , is published in London	
1755	Samuel Johnson publishes his English dictionary	
1776	Thomas Jefferson writes the American Declaration of Independence	
1782	Britain abandons its colonies in what is later to become the USA	
1828	Webster publishes his American English dictionary	Late Modern English
1922	The British Broadcasting Corporation is founded	
1928	The <i>Oxford English Dictionary</i> is published	

CHECK YOUR PROGRESS 2.1

- Whose writings reflect the features of the Middle English period?
- How can you describe the Renaissance?
- How did the English vocabulary expand?
- Which historical incident in the 15th century influenced the standardization of English?
- What is meant by the Great Vowel Shift?

2.3 DEVELOPMENT OF ENGLISH LITERATURE

The journey of English language and literature is like a story closely connected, where language and literature work together, reflecting the changes in culture, society, and history. Imagine language as the tool that authors use to tell their stories, and literature as the stories that shape and influence the language itself. As time moved forward, English transformed from Old English, spoken by the Anglo-Saxons, to Modern English, seen in the way we speak today. Each era had its own language style, like the poetic Old English in the epic poem *Beowulf* or the diverse Middle English influenced by the Norman Conquest, showcased in Geoffrey Chaucer's *The Canterbury Tales*. Shakespeare's plays during Early Modern English show how language continued to evolve with standardization and the influence of the Renaissance. In the 18th century, the focus was on clear and precise language, as seen in works like Jonathan Swift's, shaping the language for that time. Following Jonathan Swift's era, English literature continued to evolve. In the Romantic period, poets like William Wordsworth and Samuel Taylor Coleridge celebrated Nature's beauty and human emotions, embracing a more emotional and imaginative approach. The Victorian era brought forth novelists like Charles Dickens, exploring social issues and industrialization's impact. Moving into the 20th century, modernist writers such as Virginia Woolf and T.S. Eliot experimented with new forms and perspectives, reflecting the upheavals of the time. Contemporary literature is diverse, with authors like J.K. Rowling in fantasy or Chimamanda Ngozi Adichie in addressing social themes, showcasing the ongoing richness and versatility of English literature. This fascinating journey of language and literature continues even today, adapting and growing with our world.

As the language evolved, so did the forms and styles of literature, from epic poems in Middle English to the complex novels of the Victorian era to the postmodern fictions of the 21st century. Conversely, literature contributes to language evolution by introducing new words, expressions, and grammatical structures. The relationship between the English language and

literature is dynamic and reciprocal, reflecting the continuous dialogue between the words people use and the stories they tell, making both language and literature integral components of cultural and intellectual heritage.

CHECK YOUR PROGRESS 2.2

- a. How does language and literature influence each other?
- b. What is the most distinct feature of the Old English language?
- c. Which significant event influenced the emergence of Middle English?
- d. What aspect of language use was emphasized in the 18th century?
- e. How does literature contribute to the evolution of the English language?

2.4 ENGLISH IN INDIA

Introduced by the British during colonization, English has become the official language of India alongside Hindi. Today, about 8 to 11% of the population speaks English as a second language. This linguistic journey in India spans approximately three centuries, starting with the arrival of the British on the Indian coasts.

English has evolved significantly over this time and has become an integral part of Indian life. People from diverse religions, communities, and cultures have embraced English for various reasons. As a result, it has become inseparable from our daily lives, and imagining a comfortable life in India without English is challenging.

In the current scenario, English symbolizes the aspirations of the people for quality education and active participation in national and international affairs. It is crucial to delve into the history and evolution of English in India and assess our progress with the language.

2.4.1 Evolution of English in India

The story of how the English language changed in India over several hundred years is very interesting and shows how historical, cultural, and social forces interact in complicated ways. The English language has roots in India that go back to the time when the British East India Company first set up shop in the country. During the early stages of language contact, English coexisted with a number of regional languages. This created a language context that was very diverse. English was mostly used by the British officials and traders to talk to each other during

the early stages of colonial rule. But as the British tried to set up a formal school system, it became much more important very quickly. English became the language used in schools and colleges, which strengthened its status as a language of access to information and power. This deliberate push for English schooling led to the rise of a new group of "anglicized" Indians who used English as a sign of their social status and modernity.

Colonialism significantly influenced the development of English in India. During the British colonial period, English became the language of administration, education, and governance. As a result, it gained prominence and was adopted by the elite and educated classes. The English language acted as a tool for communication across diverse linguistic communities in India. It facilitated interactions between different regions and communities, contributing to a sense of national integration. However, its adoption also led to a linguistic hierarchy, with English being associated with prestige and opportunity, while indigenous languages faced marginalization. Despite this, the blend of English with Indian languages gave rise to unique forms, like Indian English, showcasing the impact of colonialism on language evolution in the subcontinent.

After India got its freedom, English still had a lot of meaning, but it had a different focus. As India became more open to different languages, English became a second language that could live alongside many native languages. The fact that English is useful in real life in areas like business, technology, and higher education made its place even stronger. The language became a way for people from different cultural groups in India to communicate with each other and with people around the world. With the rise of globalization and information technology over the last few decades, the changes in Indian English have taken on new forms. English is used and influenced by more people than ever before because it is the language of the internet, international business, and scientific study.

CHECK YOUR PROGRESS 2.3

- Who primarily used English during the early stages of colonial rule and for what purpose?
- How did the deliberate push for English schooling impact its status and usage in India?
- What happened to the significance of English after India gained its freedom?
- How did English adapt to its role in India as the country became more open to different languages?
- What factors have contributed to the changes in Indian English in recent decades?

2.4.2 Development of English Literature in India

The way English writing has changed over time in India is like a fascinating trip through time, mixing different voices and cultures. Some writers, like Rabindranath Tagore, were very important when the British ruled India as a colony. Tagore's *Gitanjali* was read all over the world and showed how Indian themes and faith could be beautifully written in English. Indian writers began to write about Indian life again after the country got its freedom. Other writers, like Mulk Raj Anand and Khushwant Singh, wrote about social problems and how hard life was after the British left India. R.K. Narayan set his stories in the made-up town of Malgudi.

People like Salman Rushdie, Arundhati Roy, Vikram Seth, and Amitav Ghosh brought back literature in the 1980s and 1990s. Rushdie's *Midnight's Children* got a big award and made Indian writing famous around the world. They wrote about things like how people live in different places and how East and West are coming together. Recently, there has also been a lot of great work by Indian women. *The God of Small Things* by Arundhati Roy has received many prestigious awards. Other women authors, such as Jhumpa Lahiri and Kiran Desai, also wrote about gender and identity. Now that we live in the internet age, more people can use blogs and social media to share their tales. This helps different opinions be heard, which makes Indian English literature even more interesting and varied. So, Indian English literature has changed a lot from the time the British came to India to now, when people all over the world are linked. Stories, cultures, and different points of view are woven together like a colorful tapestry, showing how literature can capture the essence of a country that is constantly changing.

CHECK YOUR PROGRESS 2.4

- How did Tagore's *Gitanjali* influence the growth of English literature in India?
- What did writers like Mulk Raj Anand and Khushwant Singh focus on in their writings after India gained its freedom?
- In which fictional town did R.K. Narayan set his stories?
- How did writers like Salman Rushdie, Arundhati Roy, Vikram Seth, and Amitav Ghosh contribute to Indian literature in the 1980s and 1990s?
- How has the internet age impacted the sharing of tales in Indian English literature?

2.5 ROLE OF ENGLISH AS A LANGUAGE IN A MULTICULTURAL WORLD

English is a widely spoken language that holds significant influence in our vast and diverse globe. It enables cross-cultural communication by serving as a comfortable gathering place for individuals from diverse countries and cultures to engage in conversation. Consider a scenario where you have a friend belonging to Japan, and the two of you communicate in the English language. It simplifies matters. English serves as more than just a means of communication; it grants access to acquiring new knowledge and opportunities. By engaging in activities such as watching films, listening to songs, or reading books in English, you are actively participating in the distribution of many cultural elements. English serves as an intrepid explorer, forging connections in every nook and corner of the world. English is widely employed by schools worldwide to instruct engaging subjects, and it frequently serves as a means of communication when conversing with those residing in distant locations. English is the universally agreed upon language in significant intergovernmental discussions. It functions as the interconnected agent that unifies all of us. English serves as a universal means of communication, facilitating mutual comprehension among individuals in our diverse and interconnected global society. However, it is important to acknowledge that there are numerous languages, each with its unique charm, and it is imperative that we appreciate them all.

CHECK YOUR PROGRESS 2.5

- How does English enable cross-cultural communication?
- What role does English play in significant intergovernmental discussions?
- How can we participate in spreading cultural elements?
- How do the schools worldwide make wide use of English language?
- Why is it important to acknowledge and appreciate the numerous other languages?

TERMINAL EXERCISE

A. Answer the following questions in brief:

- What is meant by language evolution?
- Which incident in the Middle Ages impacted the evolution of the English language?
- How did trade and exploration influence the growth of English?

- d. What linguistic change happened due to the Great Vowel Shift?
- e. What are some of the features of Chaucer's literary creations?
- f. Who primarily spoke the Old English language?
- g. Name an epic poem from the Old English period.
- h. What change did Jonathan Swift bring to the contemporary English literature?
- i. What happened when English co-existed with other Indian regional languages?
- j. Which era does Chaucer's *The Canterbury Tales* belong to?
- k. What kind of literary qualities did Shakespeare's plays demonstrate?
- l. What is meant by "anglicized" Indians?
- m. What happened when English became the language of educational institutes in India?
- n. Name a few writers who played important role in shaping the Indian literature during the colonial rule.
- o. Name some Indian authors who talked about social issues in their literary works.
- p. What is the fictional setting of R.K. Narayan's stories?
- q. Who were the noteworthy literary writers in India during the 1980s and 1990s?
- r. Name a few renowned female writers of India.
- s. What do you understand by cross-cultural communication?
- t. What kind of activities help us participate in cultural interchange?

B. Broad Questions:

- a. Write a short account of how colonialism impacted the development of English language in India.
- b. Write a short note on the role of English as a language in a multicultural world.
- c. What are the different stages of growth of English literature in India?
- d. Discuss, in detail, how language and literature are intricately linked to each other.
- e. Why do you think that it is important to acknowledge and appreciate each and every language around the globe?

ANSWERS TO 'CHECK YOUR PROGRESS'

CHECK YOUR PROGRESS 2.1

- a. Geoffrey Chaucer's writings reflect the features of the Middle English period.

- b. Renaissance can be described as a period of rebirth and rediscovery.
- c. The English vocabulary expanded when the various corners of the world connected with each other through trade and exploration.
- d. The invention of the printing press in the 15th century primarily influenced the standardization of English.
- e. The Great Vowel Shift refers to *a massive sound change affecting the long vowels of English during the fifteenth to eighteenth centuries.*

CHECK YOUR PROGRESS 2.2

- a. Language serves as the medium through which literature is expressed, and literature, in turn, shapes and influences the language. That is how language and literature influence each other.
- b. The most distinct feature of the Old English language is its unique vocabulary and grammatical structure.
- c. The Norman Conquest of 1066 influenced the emergence of the Middle English.
- d. In the 18th century, clarity and precision were emphasized in language use.
- e. Literature contributes to language evolution by introducing new words, expressions, and grammatical structures.

CHECK YOUR PROGRESS 2.3

- a. English was primarily used by the British officials and traders during the early stages of colonial rule. The main purpose was to communicate with each other meaningfully.
- b. During the colonial rule, when the British tried to set up formal school system, English became crucial very quickly. It became the language used in schools and colleges, which strengthened its status as a language of access to information and power.
- c. After India gained its freedom, English became a medium for people from different cultural groups in India to communicate with each other and with people around the world.
- d. As India became more open to different languages, English became a second language and started to be effectively used in areas like business, technology, and higher education.
- e. The rise of globalization and information technology over the last few decades have contributed to the changes in Indian English in recent times.

CHECK YOUR PROGRESS 2.4

- a. Rabindranath Tagore's *Gitanjali* showed how Indian themes and faith could be beautifully written in English. That is how the book influenced the growth of English literature in India.
- b. Writers like Mulk Raj Anand and Khushwant Singh focus on social problems in their writings, and also how hard was life after the British left India.
- c. The fictional town in which R.K. Narayan sets his stories, is known as Malgudi.
- d. Writers like Salman Rushdie, Arundhati Roy, Vikram Seth, and Amitav Ghosh spoke about issues like how people live in different places and how East and West are coming together. Their analysis of these aspects significantly contributed to Indian literature in the 1980s and 1990s.
- e. In the age of internet, more people can use blogs and social media to share their tales. This helps different opinions to be heard more widely. This makes Indian English literature more interesting and varied.

CHECK YOUR PROGRESS 2.5

- a. English enables cross-cultural communication by serving as a comfortable gathering place for individuals from diverse countries and cultures to engage in conversation.
- b. In significant intergovernmental discussions, English functions as the interconnected agent that facilitates mutual comprehension among individuals in our diverse and interconnected global society.
- c. By engaging in activities such as watching films, listening to songs, or reading books in English, we can participate in spreading cultural elements.
- d. The schools worldwide make wide use of English language to instruct engaging subjects and to disseminate knowledge and information to bridge cultural gaps.
- e. It is important to acknowledge and appreciate the numerous other languages because each of them has its unique charm and nuance.



PARTS OF SPEECH:

NOUN, PRONOUN AND ADJECTIVE

INTRODUCTION

Every word is a part of speech. The term “part of speech” refers to the role a word plays in a sentence.

We can categorize English words into **11 basic types** called “parts of speech” or “word classes”.

They are as follows

- Nouns, Pronouns and Adjectives
- Verbs and Adverbs
- Preposition and Conjunction
- Infinitives, Participles & Gerunds.

It's quite important to recognize parts of speech. This helps us analyse sentences and understand them. It also helps us construct good sentences.

Many words in English can have more than one role, or be more than one part of speech. For example, “work” can be a verb and a noun; “but” can be a conjunction and a preposition; “well” can be an adjective, an adverb and an interjection. In addition, many nouns can act as adjectives.

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3.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- identify parts of speech such as nouns, kinds of nouns, etc.
- understand the usage of Pronouns, Forms of Personal Pronouns, Nominative Case, Objective Case & Special Problems Usage in Pronoun.
- identify & analyze the usage of Adjectives, their Forms and Types.

Let us analyze the parts of speech one by one. You will learn this concept in three parts. Part I will describe in detail

- Nouns: Types
- Pronouns; Forms of Personal Pronouns; Nominative Case; Objective Case; Special Problems Usage in Pronoun
- Adjectives: Forms and Types

3.2 NOUNS

You have already studied that nouns are naming words.

A noun is a word used as the name of a person, place or thing. Thing includes objects that we can see, hear, taste, touch or smell.

For example:

1. Ashoka was a great King.
2. Kolkata is on the banks of the river Hoogly.
3. The rose smells sweet.
4. The sun shines bright.
5. His courage won him honour.

In the above sentences, the words, Ashoka, Kolkata, rose, sun & courage depict various nouns. Ashoka is the name of a person. Kolkata is the name of a place. Rose, sun and courage are also nouns.

What kinds of nouns are they?

3.2.1 Kinds of Nouns

Nouns are of four kinds. They are 1. Common Nouns, 2. Proper Nouns, 3. Collective Nouns and 4. Abstract nouns.

3.2.1.1 Common Nouns

These are names given in common to all people belonging to the same class or kind.

For example: boy, girl, king, queen, mother, father, school, country, city. They do not refer to any one specific/particular person or place or thing.

3.2.1.2 Proper Nouns

The name given to a particular person or place is called a proper noun.

For example: 1. India is a proper noun whereas the word country is a common noun.

2. Sita is a peaceful girl. The word girl is a common noun whereas the word Sita is a proper noun.

Proper nouns always begin with a capital letter. For example: Sita, Gopal, India, Sikkim.

CHECK YOUR PROGRESS 3.1

Identify the common nouns and proper nouns in the following sentences:

1. The man was lucky to escape.
2. Cities are larger in size than villages.
3. My friend was praised.
4. The enemies attacked the kingdom at night.
5. The wheel came off suddenly.
6. Flowers look pretty.
7. Solomon was famous for his wisdom.
8. Jawaharlal Nehru was the first Prime Minister of India.
9. Lata Mangeshkar is a famous singer.
10. Alexander the Great conquered many parts of the world.
11. Lord Ram killed Ravan.
12. Football is interesting to play.

3.2.1.3 Collective Nouns

A collective noun is the name of a number of persons or things taken together and spoken as a whole.

For example: 1. A crowd of people

2. A fleet of cars

3. A flight of steps

4. A herd of cattle

These are called collective nouns since they stand for more than one object of the same kind.

Some more examples

A swarm of bees, a fleet of ships, a flock of birds, a company of actors, a bunch of grapes and a litter of puppies are some examples of collective nouns.

CHECK YOUR PROGRESS 3.2

Identify the collective nouns in the following sentences.

1. The jury found the prisoner guilty.
2. The police dispersed the crowd.
3. The team of players celebrated their success.
4. A committee of five members was appointed.
5. Our class consists of twenty students.

3.2.1.4 Abstract Nouns

An abstract noun is usually the name of a quality, action, state considered apart from the object to which it belongs.

For example: Quality – goodness, kindness, darkness, brightness, honesty, wisdom, bravery

Action – laughter, love, glitter, judgement, hatred

State – childhood, boyhood, youth, slavery, sickness, death, birth, poverty

The names of arts and sciences are also abstract nouns: grammar, music chemistry.

NOTE: Nouns can further be classified as countable and uncountable.

Countable nouns are those which can be defined in quantity as numbers. For example: pens, cars, soldiers, cities, boxes, books, etc. These nouns take plural form. The given examples are also in plural.

Uncountable nouns are those which can be measured but not counted in numbers. They mainly denote substances or abstract things. They do not denote singular or plural.

For example: milk, strength, courage

CHECK YOUR PROGRESS 3.3

Identify the abstract nouns from the following sentences.

1. Fragrance of flowers filled the room.
2. The kindness of the archbishop reformed the thief.
3. Poverty in youth spoils life.
4. Sound of music gives new energy.
5. Childhood is considered the sweetest time of life.

3.3 PRONOUN

Pronouns are words used in place of nouns for convenience and easy understanding and usage.

For example: Rama killed Ravana. He did it to avenge the kidnapping of Sita.

In the second sentence, the first word, “he” refers to Rama.

It is tedious to go on using the same noun again and again in a connected speech. It creates hardship for the reader as well as the writer. While speaking also, it creates hardship and the listener has to strain to keep track. It leads to boredom.

When another word is used instead of a noun this situation is resolved.

Words used in place of nouns are called Pronouns. They are as follows:

Person	Number	Pronouns
First	Singular	I
	Plural	We
Second	Singular	You
	Plural	You
Third	Singular	He, She, It
	Plural	They

These pronouns are well-known to you from your previous learning. Note how the use of verb along with the Pronoun changes in various tenses.

Present Tense

For Example: I/We give sweets. Present Tense

You give sweets. Present Tense

They give sweets. Present Tense

He/ She gives sweets. Present Tense- the letter -s- is added to the verb.

Past Tense

I/ We/ You/ He/She/ They gave sweets. There is no change in the use of verb for any of the Pronouns.

These pronouns are called personal pronouns. Except the third person singular pronouns- he & she, the other pronouns do not denote gender differences.

Care should be taken in the choice of personal pronouns, based on number, gender and person.

For Example: Ramu and Raju are good friends. They know each other for a long time.

‘They’ – refers to Ramu and Raju- ‘They’ is chosen as the personal pronoun as it is plural.

Stella plays the violin beautifully. She practices for long hours. ‘She’ in the second sentence is a personal pronoun. It is suitable as it is feminine and singular.

CHECK YOUR PROGRESS 3.4

Fill in the blanks with suitable personal pronouns.

1. Sumeet is a good boy. _____ is regular in all his work.
2. Everyone likes sweets. _____ are enjoyed by all.
3. Those who behave well are respected. _____ are the role models everywhere.
4. Sheela dances well. _____ has learnt dance from a guru.
5. I am planning to visit many places of interest. _____ think is necessary for education.
6. You are taller than him. _____ do exercises regularly.

3.3.1 Forms of Personal Pronouns

We have already seen how the verb usage changes as per the subject (number) and tense of the pronoun used. The same table is presented with details of forms below.

Person	Number	Pronouns	Forms
First	Singular	I	Nominative
	Plural	We	Nominative
Second	Singular	You	Nominative
	Plural	You	Nominative
Third	Singular	He, She, It	Nominative
	Plural	They	Nominative

3.3.1.1 Possessive and Accusative Pronouns

PERSON	PRONOUN	POSSESSIVE	ACCUSATIVE
First	I/We	My, mine/our, ours	Me/us
Second	You	Your, yours	You
Third	He/she/it	His/her/hers, its	Him, her, it
	Them	Their, theirs	Them

Possessive pronouns are used as adjectives also. They indicate ownership: my books, his pens

CHECK YOUR PROGRESS 3.5

Identify all the pronouns in the following sentences.

1. Alice jumped up on to her feet, in no time.
2. There were doors all around, but they were locked.
3. Hari placed his book on the table.
4. Suresh is the head of the class, since he studies well.

5. The female lion is called the lioness. She has no mane.
6. We scored as many goals as them.
7. I hurt myself.
8. Birds build their nests on trees.
9. The horse broke its legs.
10. Train the child in the way he should be.

3.3.1.2 Other Forms of Pronouns

Pronouns are also used in many other forms such as

- Reflexive pronouns
- Emphatic pronouns
- Demonstrative pronouns
- Indefinite pronouns
- Distributive pronouns
- Relative pronouns

Let us now look at the usage and form of each of these pronouns.

3.3.1.2.1 Reflexive Pronouns

When 'self' is added to pronouns such as, my, your, him, her, it we get the reflexive pronouns such as myself, yourself, himself, herself, itself. They are called reflexive pronouns when the action done by the subject reflects upon the subject itself.

For example: 1. I hurt myself.
2. You know the result yourself.
3. He/She/They checked the fact for himself/herself/themselves.

3.3.1.2.2 Emphatic Pronouns

When pronouns are used for emphasis, they are called emphatic pronouns.

For example: I myself will go.
You yourself can check.
She/He herself/himself will come tomorrow.

3.3.1.2.3 Demonstrative Pronouns

When pronouns are used to point the objects they refer to, they are called demonstrative pronouns.

For example: This/That book is mine.

These/Those mangoes are ripe.

What was that noise?

All such people should be avoided.

3.3.1.2.4 Indefinite Pronouns

Pronouns which refer to persons or things in general, but not to any one or thing in particular are called indefinite pronouns. They are one, none, they, all, some, nobody, somebody, many, any, any one, anybody, everyone/body.

For example: 1. None of his poems are well-known.

2. All his poems are well-known.

3. Some are born great.

4. Everyone suspects him.

5. They do not believe anyone.

3.3.1.2.5 Distributive Pronouns

Pronouns which refer to person or thing one at a time are called distributive pronouns. On account of referring to one person or object at a time, they are always singular.

For example: 1. **Each** person took his turn.

2. I bought three mangoes for three rupees **each**.

3. **Either** of you can go.

4. The two men praised **each** other.

5. The crowd fought against **one another**.

6. **Neither** of you are correct.

NOTE: Each other should be used in speaking of two persons, one another should be used in speaking of more than two persons.

3.3.1.2.6 Relative Pronouns

Pronouns which refer or relate to some nouns used before are called relative pronouns.

These are: who, whose, whom, which, that, what. These pronouns sometimes occur as conjunctions, adjectives, adverbs, interrogatives, etc. We need to analyse the role of the pronoun as per the context.

- For example:**
1. This is the boy that I told you of. The word, 'that' is a relative pronoun acting as adjective.
 2. My father, who is a schoolmaster, is seventy years old. The word, 'who' is a relative pronoun acting as adjective.
 3. The teacher sent for the boy, who came immediately. The word, 'who' is a relative pronoun acting as conjunction. Non defining clause as it gives additional information.
 4. The man, who cheated me, was arrested by the police. The pronoun, 'who' defines and is part of the meaning. It is restrictive.
 5. This is the house which belongs to my uncle. The pronoun, 'which' defines the meaning and also acts like a conjunction.

CHECK YOUR PROGRESS 3.6

Identify the pronouns in the following sentences and name their types.

1. One hardly knows what to do in this situation.
2. These are merely excuses for not doing the task.
3. The man who is honest is trusted.
4. I remember the day that he came.
5. I have done the best that I can.
6. What is one man's meat is another man's poison.
7. They, who live in glass houses, should not throw stones.
8. Who laughs last laughs best.
9. The pen that you gave me is very good.
10. Where is the book that I gave you?

3.3.2 Special Problems in the Usage of Pronouns

3.3.2.1 Pronoun Problems

Following are the most common types of errors in the usage of pronoun. These errors can interfere with correct usage and the quality of English.

Compound subject or direct object. Pronouns formed by adding ever, so, soever, to who, which and what are called Compound Relative Pronouns. They are

1. whoever, whosoever, whichever, whatever, and whatsoever. These compound Relatives have no antecedent expressed.

For example: Whosoever digs a pit, will fall in it himself.

2. Whatsoever your hand finds to do, do it with dignity.
These forms are now ordinarily used.

For example: Whoever comes is welcome.

Take whichever you like.

I will go with whomever you choose.

3.3.2.2 Position of The Relative Pronoun

To avoid ambiguity, the relative pronoun should be placed as near as possible to its antecedent.

For example: The boy who won the first prize, is the son of my friend, Mr. Joshi.

Suppose we change the order of words, as follows, it would mean something quite different.

The boy is the son of my friend, Mr. Joshi, who won the first prize.

Study the above sentences and ask who won the prize. If it is the son, then the first sentence.

If it is Mr. Joshi, then the second sentence.

3.3.2.3 Usage of Myself

Reflexive pronouns are used as object of a verb and refers to the person or the object denoted by the subject.

For example: 1. I hurt myself.

2. You do it yourself.

When the same words, for example: Compound Personal pronouns are used for the sake of emphasis they are called Emphatic pronouns.

For example: 1. I myself saw him do it.

2. We saw the Prime Minister himself.

3. The town itself is not huge.

The two usages should be distinguished clearly.

What are the problems with the use of pronouns?

Pronouns often cause trouble, and **incorrect pronouns can be caught and corrected when editing an essay**. They may be part of a compound subject or object. The pronoun reference may be unclear, or ambiguous.

The pronoun used may be singular when the subject is plural, or vice versa.

For example: Mohan and Sohan are brothers. In this sentence there are two nouns. So, the subject is plural. So, the pronoun used should also be plural.

They are brothers. In this sentence, 'they' is the right pronoun.

Care should be used to choose the right pronoun.

What are the most common mistakes in the use of personal pronouns?

The most common errors occur **when subject and object forms are reversed**. Two additional errors that seem to be increasing are 1.) replacing a personal pronoun with a pronoun ending in -self

For example: Myself, himself, herself, etc.

Using a personal pronoun in a context that calls for a possessive adjective.

3.3.3 Examples Possessive Pronouns: Used in sentences

- The kids are yours and mine.
- The house is theirs and its paint is flaking.

- The money was really theirs for the taking.
- We shall finally have what is rightfully ours.
- Their mother gets along well with yours.
- What's mine is yours, my friend.
- The dog is mine.
- The cat is yours.

Possessive adjectives are **my, your, his, her, its, our, their**.

The pronouns used in these sentences are possessive pronouns. Using a personal pronoun in their place is a common error.

What is pronoun antecedent problem?

Pronoun-antecedent errors happen when a pronoun does not agree with its antecedent, which can create confusion in your writing. Pronouns are generic noun replacements such as him, her, it, and them. An antecedent is the noun that the pronoun replaces.

3.4 ADJECTIVES

A word which is used with a noun to point out the quantity or quality and adds to the meaning of the noun in some way is an adjective.

- For example:**
1. Gita is a clever girl. Girl is common noun. Gita is proper noun. Clever describes Gita. It is an adjective.
 2. He gave me five mangoes. Five defines the mangoes. It is an adjective.
 3. Kolkata is a large city. City- common noun. Kolkata- proper noun. Large describes Kolkata. It is an adjective.
 4. I ate some rice. Rice is a common noun. Some describes rice. It is an adjective.
 5. What an idea! Idea is a noun. What is an exclamatory describing the noun. It is an adjective.

3.4.1 Kinds of Adjectives

a. Adjectives of Quality / Descriptive adjectives

These answer the question: of what kind?

For example: 1. The foolish old crow began to sing.
2. He is an honest man.

b. Adjectives of Quantity

These answer the question, how much?

For example: 1. I ate some rice.
2. He showed much patience.
3. He has little intelligence.
4. He lost all his wealth.
5. He did not eat any rice.

Words in the above sentences, such as, “some, much, little, all, any” answer the question “how much”. They are adjectives of quantity.

Numbers denoting how many persons or things, or in what order are **Adjectives of Numbers**.

For example: 1. The hand has five fingers.
2. Here are some ripe mangoes.
3. There are several mistakes in your exercise.

Sunday is the first day of the week.

C. **Adjectives of Numbers** can further be classified as

1. **Definite Numeral Adjective:** For example: one, two, three etc.
2. **Indefinite Numeral Adjective:** For example: all, many, few.

D. **Demonstrative Adjectives:** point out which person or thing is meant.

For example: This boy is stronger than Hari.

Those mangoes are sour.

E. Interrogative Adjectives: Question words such as, what, which, who, whose, etc. used with nouns to ask questions are Interrogative adjectives.

For example: 1. Which way shall we go?

2. Whose book is this?

CHECK YOUR PROGRESS 3.7

Identify the adjectives in the following sentences and name their kinds.

1. Abdul won the second prize.
2. Neither party is in the right.
3. He came here every day.
4. I have not seen him for several days.
5. My uncle lives in the next house.
6. Every dog has his day.
7. Don't be in such a hurry.
8. Few cats like cold water.
9. All mortals must die.
10. Which pen do you prefer?
11. What time is it?

RECAPITULATION POINTS

The term “part of speech” refers to the role a word plays in a sentence.

There are 11 basic types called “parts of speech” or “word classes”.

Nouns, Pronouns and Adjectives, Verbs and Adverbs, Preposition and Conjunction Infinitives, Participles & Gerunds are different parts of speeches.

There are four different types of nouns.

Pronouns are also used as adjectives in some contexts.

Infinitives, gerunds and participles differ in their usage and sometimes can give different meanings. Hence it is absolutely necessary to study the context.

TERMINAL EXERCISE

Identify the nouns and their types in the following sentences.

1. The crowd was very big.
2. We saw a fleet of ships in the harbour.
3. The elephant has great strength.
4. The soldiers were rewarded for their bravery.
5. He gave me a bunch of roses.
6. Cleanliness is next to godliness.
7. The class is studying grammar.
8. The Godhavari overflows its banks every year.
9. Our team is better than theirs.
10. Without health, there is no happiness.
11. The milkman comes every day.
12. The boy worked the sum quickly.
13. There is a cow in the garden.
14. His courage won him honour.
15. Miss. Kitty was rude.
16. Borrowed garments never fit well.
17. A guilty conscience needs no excuse.
18. Dewdrops glitter in the sunshine.
19. A hermit lives on top of a hill.
20. People who pay their debts are trusted.
21. He is a man of valour.
22. Sheela is a graceful girl.
23. She sings like a cuckoo.
24. It was a vigorous battle.
25. None like him.
26. They did not allow him to enter.

ANSWERS TO ‘CHECK YOUR PROGRESS’**CHECK YOUR PROGRESS 3.1**

1. Man—Common Noun
2. Cities, villages—Common Nouns
3. Friend—Common Noun
4. Enemies, kingdom—Common Nouns
5. Wheel—Common Noun
6. Flowers—Common Noun
7. Solomon—Proper Noun
8. Jawaharlal Nehru—Proper Noun
9. Lata Mangeshkar—Proper Noun
10. Alexander—Proper Noun, World—Common Noun
11. Ram, Ravan—Proper Nouns
12. Football—Proper Noun

CHECK YOUR PROGRESS 3.2

1. Jury
2. crowd
3. team of players
4. committee
5. Class

CHECK YOUR PROGRESS 3.3

1. fragrance
2. kindness
3. poverty
4. sound
5. childhood

CHECK YOUR PROGRESS 3.4

1. He
2. They
3. They
4. She
5. I, it
6. You

CHECK YOUR PROGRESS 3.5

1. her
2. they
3. his
4. he
5. she
6. we, them
7. I, myself
8. Their
9. Its
10. he

**CHECK YOUR PROGRESS 3.6**

1. One–indefinite pronoun.
2. These–demonstrative pronoun.
3. Who–relative pronoun.
4. that–adverbial
5. that–relative pronoun used as adjective, defining
6. What–relative pronoun
7. Who–relative pronoun used as defining
8. Who–relative pronoun-defining-
9. that–relative pronoun-
10. that- relative pronoun used as defining.

CHECK YOUR PROGRESS 3.7

1. second–Definite numeral adjective.
2. Neither–Distributive numeral adjective.
3. every day–Distributive numeral adjective.
4. several–Adjective of number.
5. next–Adjective of quality.
6. Every–Adjective of quantity
7. such–Adjective of quality.
8. Few–Adjective of number.
9. All–Adjective of number.
10. Which–Interrogative adjective.
11. What–Interrogative adjective.

SUPPLEMENTARY STUDY MATERIAL

Pick out twenty sentences from the reader of your class and try to analyse the parts of speech.

Identify the nouns in the following sentences as Countable and Uncountable.

1. I had some milk today.
2. She bought a dozen oranges.
3. He had less time as he was always busy.
4. Water should not be wasted.
5. Morning coffee should be taken in limited quantity.
6. A number of cars were seen moving fast down the lane.
7. He buys sweets every day.
8. His actions spoke louder than his words.
9. Peace should rule the earth.
10. Blood is thicker than water.



PARTS OF SPEECH: VERB AND TENSES

INTRODUCTION

A verb is an essential part of speech in a sentence. Without the verb, it would be impossible to indicate what the subject is doing. Verb refers to all actions, feelings, emotions and even a state of being.

4.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- understand the meaning of verb and its functions.
- identify verbs in their different forms and their functions.
- distinguish between the usage of different forms of verbs.

4.2 VERB AND THEIR FORMS

A verb is a word that tells or asserts about what a person does. It is the most important word in a sentence. There can be no sentence without a verb.

A verb describes i. what a person or thing does, ii. what is done to a person or thing, iii. what a person or thing is – in other words, a state of being.

For example: 1. Hari laughs.

2. The clock strikes. The words, laughs, strikes are verbs.

3. Hari is scolded. (what is done to a person or thing) Scolded is a passive voice verb.

4. The cat is dead. Dead refers to state of being.

A verb consists of more than one word, when it denotes a continuous action.

For example: 1. The girls were singing.

Or when it uses the perfect tense.

2. The watch has been found.

4.2.1 Forms of Verb

Adverbs are classified as follows, according to the meaning.

Verb has five different forms. They are Infinitives, Participles, Present, Past & Past Perfect Participles

4.2.1.1 Infinitives

The infinitive is the base of a verb, often preceded by, 'to' The infinitive, acts like a noun and does the work of the subject. Sometimes, it takes a verb – both direct & indirect. Let us analyse the following examples.

1. To err is human. In this sentence, 'to err' is the infinitive & subject of the verb, 'is'.
2. Musicians love to perform. In this sentence, 'to perform', the infinitive, is the object of the verb to love.
3. To work appropriately is our duty. The words, 'to work' is the subject of the verb, 'is' It also takes an object. It is like a noun.
4. The man refused to execute the given orders. In this sentence, the infinitive is the object of the verb refused.
5. All desire to fulfil their wants at the earliest. The infinitive in this sentence is the object of the verb desire. It also takes an object and adverb also.

From the given examples, we understand that infinitive is a kind of noun, with certain features of the verb, such as taking an object and adverbial qualifiers. Thus, the infinitive is a verb-noun.

The word, 'to' is frequently used with the infinitive, but it is not an essential part of it. After certain verbs, we use the infinitive without, 'to'.

For example: 1. Bid him go there.

2. I bade him go there.

3. Let him sit here.

4. I will not let you go.

5. Make him stand.

6. I made him run.

7. We need not go today.

8. You dare not do it.
9. I saw him do it.
10. I heard him cry.

In all the above sentences, the infinitives (words underlined) are used without, 'to'.

In the same way, the infinitive is used without, 'to', after the verbs, "will, would, shall, should, may, might, can, could and must"

For example: 1. He will pay the bill.

2. They should work harder.
3. He can speak many language.
4. You must come to the office at nine tomorrow.

Usages such as, had better, had rather, would rather, sooner than and rather than also take infinitives without to.

When an infinitive is used without to it is called bare infinitive.\

4.2.1.2 Use of the Infinitive

Let us now analyse various examples to understand how infinitives are used. Infinitives occupy a vital place in written English and to write simple and correct English we should definitely learn them well.

For example: 1. To do a great good, he did a small wrong. The infinitive in this sentence, acts like adverb.

2. To err is human. Here it is the subject of a verb.
3. To gain fame is worth ambition. Subject of a verb.
4. I did not mean to offend. Object in this sentence.
5. She likes to dance. Object of transitive verb
6. Grandma's greatest pleasure is to narrate stories. Complement of a verb 'is'.
7. The speaker is about to begin. Object of a preposition—about.
8. I saw him go. In this sentence, the infinitive, 'go' used like a noun. This is called simple infinitive. (bare infinitive)
9. We eat to live. To live expresses purpose. It qualifies the verb, 'eat'.

10. Students are anxious to learn. To learn is the infinitive. Anxious is the adjective. Thus, in this sentence, to learn qualifies the adjective.
11. There is no time to play. In this sentence, to play is the infinitive and it qualifies the noun time. So, it acts like an adjective.
12. To be honest, his intentions were not good. Here, the infinitive, to be honest, qualifies the whole sentence. Hence it is called qualifying infinitive.
13. To love is no crime. Active verb.
14. To have loved is no crime. Passive verb.

Thus, infinitives can take both active and passive forms.

From the above sentences, we understand that infinitives can be used as subject of a verb, object of a verb, complement of a verb, adjectives, adverbs, qualifiers for the full sentence and also in both active and passive voices.

CHECK YOUR PROGRESS 4.1

State how the infinitive is used in the following sentences.

1. I am sorry to hear this.
2. Everybody wishes to enjoy life.
3. You will have cause to repent.
4. He is too ill to do any work.
5. I come to bury Caesar.
6. She likes to play tennis.
7. Their custom is to pray daily.
8. I want to go.
9. Never seek to ask apology for the wrong reason.
10. This mango is fit to eat.

4.2.1.3 Participles

A participle is a word derived from a verb that can be used as an adjective or to form certain verb tenses. It can be called a verbal adjective.

In other words, a participle is a word which is partly a verb and partly an adjective.

There are two main types of participles: 1. Present participles always ending in ‘-ing’ which are used for continuous tense. 2. Past participles, typically ending in ‘-ed’, ‘-en’, ‘-n’, ‘-ne’, or ‘-t’.

Examples of Present Participles:

1. We met a girl carrying a basket of flowers.
2. Loudly knocking at the gate, he demanded admission.
3. The child, thinking all was safe, tried to cross the road.
4. I saw Kevin running down the street.
5. Everyone stared at the crying baby.

The underlined words in the above sentences are present participles.

They represent action going on or incomplete.

Examples of Past Participles:

1. Surprised by the sound of ambulance, every one gave way.
2. Andy cleaned up the broken glass.
3. Deceived by his friends, he lost all hopes.
4. Driven by hunger, he stole a piece of bread.
5. We saw a few trees laden with fruit.

The words underlined in the above sentences are participles. All these participles also act as adjectives.

4.2.1.4 Formation of Past Participle

The past participles of regular verbs are usually formed by adding the suffix ‘-ed’ (e.g. ‘walk’ becomes ‘walked’). This is identical to the past simple form of these verbs.

The past participles of irregular verbs don’t follow this pattern. Instead, they often end in ‘-en’, ‘-n’, ‘-ne’, or ‘-t’ (e.g. ‘kneel’ becomes ‘knelt’).

The past participle of an irregular verb is sometimes not the same as the past simple (e.g. ‘sung’ vs. ‘sang’). One letter has changed.

4.2.1.5 Uses of Participles

- A. Participles can be used as adjectives, in participle phrases, and to form perfect verb tenses. They can also be used to form passive sentences (example i.e., sentences in which the subject is acted upon).

For example: 1. A spent swimmer. (meaning he is tired out)
 2. A worried look. (meaning he looks anxious)
 3. A rolling stone. (meaning-a stone which rolls)
 4. A painted doll. (meaning-a doll which is painted)

- B. Like verbs, they may govern nouns or pronouns.

For example: 1. Hearing the noise, the boy woke up. (the noun noise is governed by the word hearing, which is a participle)
 2. Believing that the mother was nearby, the child stopped crying. (the noun child is governed by the word believing, which is a participle)

- C. Like verbs, the participles may be modified by adverbs.

For example: 1. Loudly crying, he drew attending. The word drew is modified by crying. It is a participle.
 2. The creaking door awakened the dog. The word door is governed by the word, creaking, which is a participle.

- D. Tenses are formed by from participles as follows.

1. From the present participle – I am loving.
2. From the past participle – I was loving.
3. From the future tense – I shall be loving.

Note: Care should be taken to use the right verb so that subject and verb agreement is ensured. Or it is an error in the use of participle.

For example:

1. Error: Going up the hill, an old temple was seen.

Correct: Going up the hill, he saw an old temple.

2. Error: Entering the room, the light was quite dazzling.

Correct: Entering the room, he found the light quite dazzling.

CHECK YOUR PROGRESS 4.2

Combine the following pairs of sentences into one by using a suitable participle.

1. The magician took pity on the cat. He turned it into a mouse.
2. We started early. We arrived at noon.
3. Nanak met his brother in the street. He asked him where he was going.
4. We met a man. He was carrying a log of wood.
5. He seized the stick. He ran to the door.
6. He had resolved on a course of action. He acted with vigour.
7. He staggered back. He sank to the ground.
8. A crow stole cheese. She flew to her nest to enjoy the sweet.
9. The letter was badly written. I had difficulty in reading it.
10. The train was ready to leave the station. The people had taken their seats.

4.2.2 Transitive and Intransitive Verbs

A verb that denotes an action which is passed over from the doer to the object is called transitive verb.

For example: 1. The boy kicked the ball.

2. I have learnt a lesson.

3. They plucked the mangoes.

4. Birds build nests.

Most transitive verbs take a single object. But verbs such as, give, ask, offer, promise, tell, etc. take two objects after them. One- an indirect object which denotes the person to whom something is given or for whom something is done.

For example: 1. His father gave him a watch. Him is indirect object, watch is direct object.

2. He told me a secret. Me indirect object, secret is direct object.

Intransitive verbs those verbs which denote action but do not pass it over to an object, or verbs which denote a state of being.

For example: 1. He ran a long distance.

2. The baby slept.

In these two sentences, the verbs are ran and slept. But there is no object in the sentences. The words, a long distance, in the first sentence, do not refer to an object. So these verbs are said to be intransitives.

Note that most verbs can be used as both transitive and intransitive.

For example:

	Transitive	Intransitive
1.	The driver stopped the train.	The train stopped suddenly.
2.	He spoke the truth.	He spoke haughtily.
3.	Rama rang the bell.	The bell rang loudly.
4.	The horse kicked the man.	This horse never kicks.

So, it is better to identify and say whether a verb is used transitively or intransitively rather than to say a verb is transitive or intransitive.

CHECK YOUR PROGRESS 4.3

Identify the verbs in the following sentences and say whether they are transitive or intransitive.

1. The sun shines brightly.
2. The clock ticks all day long.
3. Put away your books.
4. The cat sleeps on the rug.
5. Time changes all things.
6. Your book lies on the table.
7. The policeman blew his whistle.
8. I could not spare time.
9. I know a funny little old man.
10. I shall bring my camera with me.

4.2.3 Regular and Irregular Verbs

Regular verbs are verbs whose simple past and past participle are formed by adding the suffix ‘-ed’

For example: 1. Paint-Painted.

2. Laugh-laughed, walk-walked.

Irregular verbs are verbs that form their simple past and past participles in some way other than by adding the suffix ‘-ed’.

For example: 1. Sit-sat-sat.

2. Ring-rang-rung

3. Come-came-come

In these three words, the past tense is formed by changing one letter.

Four categories of irregular verbs

- Irregular verbs with the same base form, past tense and past participle
- Irregular verbs with the same base form and past participle
- Irregular verbs with the same past tense and past participle
- Irregular verbs with a different base form, past tense and past participle

Given below are some examples of irregular verbs. Fourth type in the list.

Examples for Irregular verbs where all the three forms are the same

Base form	Past Simple	Past Participle
Bet	Bet	Bet
Cost	Cost	Cost
Hurt	hurt	hurt
Let	let	let
Put	put	put

Examples of Irregular verbs with the same base form and past participle

Base form	Past Simple	Past Participle
Run	ran	run
Come	came	come
Become	become	become
Overcome	overcome	overcome

Examples where all three forms are different

Base form	Past Simple	Past Participle
bite	bit	bitten
Bleed	bled	bled
blow	blew	Blown
break	broke	Broken
bring	brought	brought

CHECK YOUR PROGRESS 4.4

Fill in the blanks with the right form of the verbs given in brackets.

- It is years since I _____ him. (meet)
- In recent times, the custom has _____ into disuse. (fall)
- Recently, the price of all commodities has _____ up. (go)
- He was much _____ by the news. (shake)
- The story is absolutely _____ out. (spin)
- The cart _____ in the mud. (stick)
- I have _____ a million tears. (weep)
- I was _____ away by an impulse. (bear)
- He had _____ his speech before we arrived. (begin)
- The robber _____ him a blow on his head. (deal)

4.2.4 Types

Finite and Nonfinite

Verbs which have the past or the present form are called FINITE verbs. In other words, verbs which indicate some actions are called finite.

Verbs, in any other form (infinitive, -ing, or -ed), are called NONFINITE verbs. This means that verbs with tense are finite, and verbs without tense are nonfinite.

Finite verbs are often groups of words that include such auxiliary verbs as can, must, have, and be: can be suffering, must eat, will have gone.

Finite verbs usually follow their subjects:

- For example:**
1. He coughs.
 2. The documents had discussed him.
 3. They will have gone.

Finite verbs are those verbs that agree with the subject and express the mood, tense, number and person. On the other hand, non-finite verbs do not agree with the subject and can be used in the present participle, past participle or infinitive forms to perform different functions in a sentence.

4.2.4.1 Examples of Finite verbs sentences

1. Sheela is happy. (The 'is' in this example is known as the finite verb)
2. We painted our home. ('Painted' is a finite verb)
3. I live in Spain. ('live' is a finite verb)
4. Mary enjoyed watching football. ('enjoyed' is a finite verb)
5. She goes. ('goes' is a finite verb)
6. She walked home. ('Walked' is a finite verb)

Thus, a verb which is limited by the rules of number, person, tense and voice is known as a Finite Verb Form.

4.2.4.2 Non-finite verb forms

Non-finite verb forms do not show tense, person or number. Typically they are infinitive forms with and without to (For example: to go, go), -ing forms and -ed forms (For example: going, gone).

For example: 1. It is dangerous to drive on this slippery road.

2. We are ready to play now.
3. I felt it difficult to comprehend.
4. I needed a sound sleep to calm my mind.
5. It is good to know that you can cook as well.

Infinitives, participles and gerunds are all non-finite verbs forms.

The tense of a verb shows the time of an action or event. Thus, there are three main tenses—Present, Past, Future.

For example: I write this letter to my sister. (The verb, 'write' indicates present tense as the action is going on at the time of speaking.)

1. I wrote this letter to my sister. (The verb, 'wrote', indicates past tense, as the actions already completed.)
2. I will write this letter to my sister. (The verb, 'will write' indicates future tense as the action has not yet taken place.)

4.2.5 Gerunds

Gerunds are nouns with, the meaning of verbs.

For example: 1. Reading is his favourite pastime.

2. Playing cards is not allowed here.
3. He is fond of hoarding money.

In all these sentences the underlined words are nouns with the meaning of verbs.

So, they are called gerunds. They usually end with -ing.

4.2.5.1 Uses

A. Both the infinitive and the gerund have the force of a noun and a verb. So, in some sentences, they can be used without any special difference in meaning.

For example: 1. Teach me to swim is the same as Teach me swimming.

2. To give is better than to receive is the same as Giving is better than receiving.

3. To see is to believe is the same as seeing is believing.

B. Both gerund and present participle end in -ing. So, we should be careful to distinguish.

1. He is fond of playing cricket. (gerund)

2. Playing cricket, he gained health. (Participle)

3. The old man was tired of walking. (Gerund)

4. Walking for a long time, he was tired.

C. Gerunds in Compound nouns:

For example: Walking stick, frying pan, writing table.

The words, walking, frying and writing are gerunds.

D. Gerunds are used as subject of a verb, object of a transitive verb, object of a preposition and complement of a verb as in the following sentences.

1. Seeing is believing. (Subject of a verb)

2. Stop playing. (Object of a transitive verb)

3. I am tired of waiting. (Object of a preposition)

4. Seeing is believing. (Complement of verb)

CHECK YOUR PROGRESS 4.5

Combine the following pairs of sentences into one by using suitable gerunds:

1. He praised all alike. It is equal to praising none.

2. He walked on the grass. It is forbidden.

3. He hunted a deer. It is not allowed in this country.

4. He hated spending money. He was a miser.

5. He was always reading small print. He ruined his eye sight.

6. Smoking is injurious. I detest.
7. I have to leave early. I hope you will excuse it.
8. The manager asked me too many questions. I disliked it.
9. I am going to sit here. Do you mind it?
10. You should be present. I insist on it.

4.3 TENSE

4.3.1 Forms of Tenses

The present and the past tense and the future tenses have the following four forms:

1. Simple Present/Simple Past/Simple Future
2. Present/Past/Future Continuous
3. Present/Past/Future Perfect
4. Present/Past/Future Perfect Continuous

For example: I love. (Simple Present) I loved. (Simple Past) I will love. (Simple Future)

I am loving. (Present Continuous) I was loving. (Past Continuous) I will be loving. (Future Continuous)

I have loved. (Present Perfect) I had loved. (Past Perfect) I will have loved. (Future Perfect)

I have been loving. (Present Perfect Continuous)

I had been loving. (Past Perfect Continuous)

I will have been loving. (Future Perfect Continuous)

Tense may be called as the form of a verb which shows the time and the state of an action. A verb in usage should agree with its number and person. It is shown in the examples above.

4.3.1.1 Uses

Simple Present Tense

1. To express habitual actions:

For example: He drinks tea every morning.

I get up at five o' clock every morning.

2. General rules:

For example: The sun rises in the east.

Honey is sweet.

3. In exclamatory sentences, beginning with here and there, to express what is actually taking place at the moment.

For example: Here comes the bus!

There she goes!

4. In vivid narrative as a substitute for the simple past.

For example: The King hurries /hurried to the capital.

Present Continuous Tense

Present Continuous tense is used to indicate actions going on at the time of speaking.

For example: She is singing now.

The boys are now playing hockey.

However, note that the following verbs, on account of their meaning are not normally used in continuous form.

For example: see, hear, smell, notice, recognize, appear, look, seem, want, wish, desire, feel, like, think, suppose, believe, mean, mind, have.

Present Perfect Tense

To indicate completed activities in the immediate past:

For example: He has just gone out. It has just struck ten.

To express past actions whose time is not given and not definite:

For example: Have you gone to Shimla?

I have never seen him angry.

Present Perfect Continuous Tense

To denote some action beginning at some time in the past and continuing till the present:

For example: I have known him for a long time.

He has been ill for some time.

We have lived there for the last ten years.

Past Tense & Past Continuous Tense

The simple past tense is used to indicate action completed in the past, whereas Past continuous tense is used to indicate an action going for some time in the past.

For example: 1. I received the letter a week ago. (Action completed)

2. She left school last year. (Action completed)

3. We were listening to music when he came. (Action of listening taking place at the time of speaking in the past)

4. He was playing Chess.

The first two sentences indicate simple past while the next two sentences indicate past continuous.

Past Perfect Tense

a. To denote actions which took place in the past.

b. while describing two such actions to denote the action which took place first.

For example: 1. When I reached the station, the train had started.

2. I had written the letter, before he arrived.

Past Perfect Continuous Tense

It is used to denote an action that began before a certain time in the past and continued up to that time.

For example: He had been writing a novel for the past two months.

She had been learning dance for the last five years.

Future Tense

This tense is used to talk about things which we cannot control.

It expresses the future as fact.

For example: 1. I will be twenty next Saturday.

2. We will know our exam results in May.

We use Future tense to talk about what we think or we believe will happen in future.

- For example:** 1. I think India will win the match.
2. I am sure Helen will get first class.

Sometimes, we use the form, 'going to' to express what seems likely to happen or what is on the point of happening.

- For example:** 1. The train is going to leave.
2. The cracker is going to explode.

Future Continuous Tense

This tense is used to talk about actions which will be in progress at a time in future.

- For example:** 1. By this time tomorrow, I will be in Singapore.
2. I suppose it will be raining when we start.

Future Perfect Tense

This tense is used to denote actions which will be completed by a certain time in future.

- For example:** 1. I shall have written my exercises by then.
2. He will have left before you reach there.

Future Perfect Continuous Tense

This tense is used to express actions which will be in progress over a period of time that will end in future.

- For example:** 1. By next March, we shall have been living here four years.
2. I will have been teaching for twenty years by July.

CHECK YOUR PROGRESS 4.6

Fill in the blanks with the correct forms of the verbs given in brackets.

1. The earth _____ around the Sun. (move)
2. Don't disturb me. I _____ my homework. (do)
3. This paper _____ twice weekly. (appear)
4. Our guests _____. They are _____ in the garden. (arrive, sit)
5. The plane _____ at 3.30 p.m. (arrive)

6. The next term _____ on 16th November. (begin)
7. Hurry up! The programme _____. (start)
8. Look at the clouds. It _____. (rain)
9. I won't go out, if it _____. (rain)
10. Unless we _____ now, we can't be on time. (start)
11. Abdul _____ to be a doctor. (want)
12. When I was in Srilanka, I _____ many friends. (visit)
13. It started to rain while we _____ tennis. (play)
14. He _____ asleep while he was driving. (fall)
15. The baby _____ all morning. (cry)

TERMINAL EXERCISE

Identify the verbs and tenses of the following sentences and state their forms.

1. The burglars broke open the door, strew the properties inside the house and tried to take what they wanted.
2. As the season changed, the leaves of the trees fell and the trees became barren.
3. The photographs on the wall reminded people of their past lives.
4. The clock ticked, being the only sound in the room.
5. Bullock-carts are now replaced by motor bikes.
6. The artist threw his paints in frustration.
7. Ants are quick to smell food.
8. Water starts giving foul smell when it stagnates.
9. The fragrance of ripe mangoes filled the room.
10. Success does not come without hard work.
11. She is baby-sitting tonight.
12. I am singing a song.
13. You are sharing your toys.
14. It was raining a little yesterday.
15. He was finished with the project.
16. The cookies were baked fresh this morning.
17. The song was sung well by her.
18. The new bed was brought into the house carefully.

19. The dog has dug a hole in the back yard.
20. He took a gardening class at the community college.

ANSWERS TO 'CHECK YOUR PROGRESS'

CHECK YOUR PROGRESS 4.1

1. Object of the verb sorry
2. Adverb as it expands the verb, wishes.
3. Qualifies the noun, cause
4. Qualifies an adjective
5. Qualifies a verb, to express a purpose
6. Object of the verb, 'likes'
7. Qualifies the noun custom
8. Acts like adverb, expanding the verb, 'want'
9. Acts like adverb, expanding the verb, seek
10. Acts like a complement

CHECK YOUR PROGRESS 4.2

1. Taking pity on the cat, the magician turned it into a mouse.
2. Having started early, we arrived at noon.
3. Meeting his brother in the street, Nanak asked him where he was going.
4. We met a man, carrying a log of wood.
5. Seizing the stick, he ran to the door.
6. Having resolved on a course of action, he acted with vigour.
7. Staggering back, he sank to the ground.
8. Having stolen the cheese, the crow flew to her nest to enjoy the sweet.
9. I had difficulty in reading the badly written letter.
10. The people having taken their seats, the train was ready to leave.

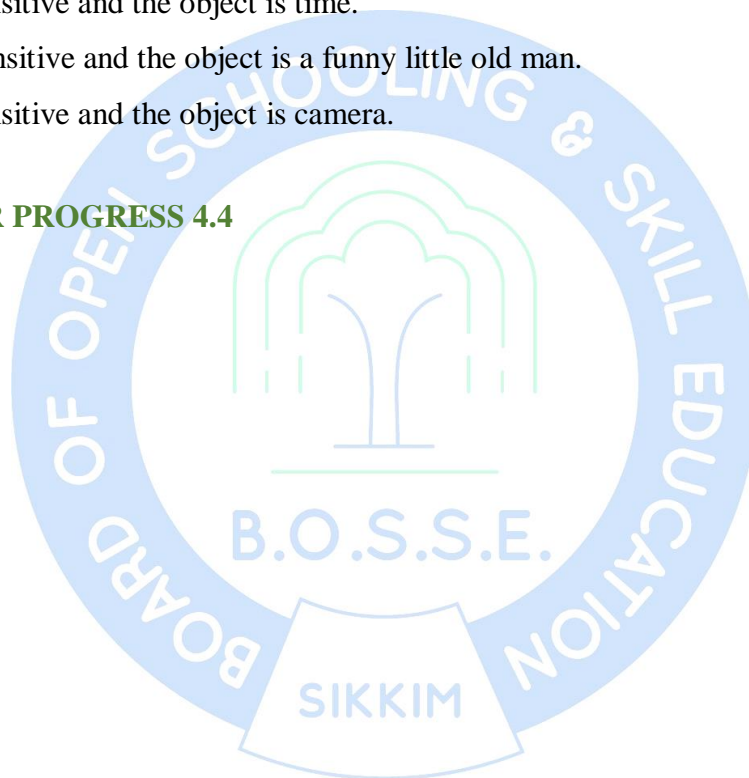
The underlined words in the above sentences are participles.

CHECK YOUR PROGRESS 4.3

1. shines-intransitive since brightly is an adverb.
2. Ticks is an intransitive verb since all day long is adverb.
3. Put away is a transitive verb and the object is your books.
4. Sleeps is an intransitive verb since-on the rug is an adverb.
5. Changes is transitive verb and the object is all things.
6. lies is an intransitive since on the table is an adverb.
7. Blew is transitive and the object is his whistle.
8. Spare is transitive and the object is time.
9. Know is transitive and the object is a funny little old man.
10. Bring is transitive and the object is camera.

CHECK YOUR PROGRESS 4.4

1. Met
2. Fallen
3. Gone
4. Shaken
5. Spun
6. Stuck
7. Wept
8. Borne
9. Begun
10. Dealt



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CHECK YOUR PROGRESS 4.5

1. Praising all alike is equal to praising none.
2. Walking on the grass is forbidden.
3. Hunting a deer is not allowed in this country.
4. The miser hated spending money.
5. Reading small prints always ruined his eyesight.
6. I detest smoking as it is injurious.
7. I hope you will excuse my leaving early.

8. I disliked the manager asking too many questions.
9. Do you mind my sitting here.
10. I insist on your being present.

CHECK YOUR LEARNING 4.6

1. Moves
2. am doing
3. Appears
4. have arrived, sitting
5. arrives
6. Begins
7. will start
8. will rain
9. rains
10. start
11. Wants
12. Visited
13. were playing
14. fell
15. has been crying

SUPPLEMENTARY STUDY MATERIAL

Read the passage below and identify the parts of speech that you learnt.

Today's woman is a highly self-directed person, alive to the sense of her dignity and the importance of her functions in the private domestic domain and the public domain of the world of work. Women are rational in approach, careful in handling situations and want to do things as best as possible. The Fourth World Conference of Women held in Beijing in September 1995 had emphasized that no enduring solution of society's most threatening social, economic and political problems could be found without the participation and empowerment of the women. The 1995 World Summit for Social Development had also emphasised the pivotal role of women in eradicating poverty and mending the social fabric.

PARTS OF SPEECH: ADVERB, PREPOSITION & CONJUNCTION

INTRODUCTION

There are some more parts of speech such as Adverbs, prepositions and conjunctions which play an important role in conveying the meaning in a paragraph or in a sentence.

5.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- adverb and its kinds.
- identify prepositions and their role in sentences.
- identify conjunctions and their role in sentences.
- identify the difference between conjunctions and adverbs.

5.2 ADVERB

A word that modifies the meaning of a verb or describes the verb is called an adverb.

Adverbs standing at the beginning of a sentence sometimes modify the whole sentence.

- For example:**
1. He ran quickly- ‘Quickly’ modifies the verb ran and so it is adverb.
 2. Govind reads clearly. ‘Clearly’ modifies the verb reads and so it is adverb.
 3. Sita was sitting close beside him. ‘Close’ beside modifies the verb sitting and so it is adverb.
 4. Probably he is mistaken. ‘Probably’ modifies the whole sentence.

5.2.1 Kinds of Adverb

Adverbs are classified as follows, according to the meaning.

- For example:**
1. I have heard this before.
 2. He arrived late.
 3. I have spoken to him already.

4. Wasted time never returns.

In the above sentences, the words, “before, late, already & never” are adverbs.

They indicate time. So. they are called **Adverbs of Time**.

Adverbs of Frequency show how often an action occurs.

For example: 1. I have told you twice.

2. He often makes mistakes.
3. She frequently comes unprepared.
4. He always does his best.

The words, “twice, often, frequently and always” are **Adverbs of Frequency**.

Adverbs of Place answer the question where:

For example: 1. Stand here. Here is an adverb of place.

2. Come in. In is adverb of place.
3. The horse galloped away. Away is an adverb of place.
4. The little lamb followed Mary everywhere. Everywhere is an adverb of place.

The words, “here, in, way, everywhere” are **Adverbs of Place**.

Adverbs of Manner show how or in what manner.

For example: 1. Govind reads clearly.

2. The Sikhs fought bravely.
3. Sadly we laid him down.
4. This story is well written.

In the above sentences, the words, “clearly, bravely, sadly, well” all indicate manner. So they are **Adverbs of Manner**.

Adverbs of Reason use words indicating reason, such as since, because, for, hence.

For example: 1. Hence, he is unable to refute the charges.

2. She did so because her brother told her.
3. Since her friend escaped, she could not escape.

In the above sentences, words, hence, because and since (meaning because) are indicative of reason. They are **Adverbs of Reason**.

Affirmation and negation are communicated using adverbs. Words such as, “surely, certainly” indicate affirmation and negation.

For example: 1. Surely you have not forgotten.

2. Certainly, we will do so.

CHECK YOUR PROGRESS 5.1

Identify the adverbs in the following sentences and name their kinds.

1. Once or twice we have met alone.
2. Do not walk so fast.
3. I am much relieved to hear it.
4. Father is somewhat better.
5. She was dressed all in black.
6. I remember the house where I was born.
7. She arrived a few minutes ago.
8. Rome was not built in a day.
9. I wonder why you never told me.
10. We rose very early.

5.3 PREPOSITION

A preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else.

For example: 1. There is a cow in the field.

2. He is fond of tea.

3. The cat jumped off the chair.

In sentence one, the word, ‘in’ shows the relation between cow and the field. It joins a noun to another noun.

In sentence two, the word, ‘of’ shows the relation between attribute shown by the word, fond and tea. It joins a noun to an adjective.

In sentence three, the word, ‘off’ shows the relationship between jumping and chair. It joins a noun to a verb.

These words are called prepositions.

A preposition may have two or more objects.

For example: The road runs over hill and plain.

Usually, a preposition is placed before an object, but sometimes it follows it.

For example: 1. Here is the watch that you asked for. The word that is a preposition and it follows the word, watch, which is an object.

2. That is the boy whom I was speaking about. The word, “whom” follows the word, “boy”, which is an object.

Note that the prepositions, “for, from, in, on” are omitted before nouns of place or time.

5.3.1 Kinds of Preposition

5.3.1.1 Simple preposition

For example: at, by, for, from, in, of, off, on, out, through, till, to, up, with.

5.3.1.2 Compound Preposition

Compound Prepositions are generally formed by prefixing a preposition to a noun, adjective or adverb. These are about, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within and without.

For example: 1. They spoke about the problems.

2. The branch of the tree above my head is bent.

3. The bridge is across the river.

4. People walk along the coast enjoying cool breeze.

5. Reach home before 6 o’ clock

6. Don’t hide behind the wall.

7. The ball lies below/under the table.

8. Within every person, there lies the power of magic.

The underlined words in the above sentences are all prepositions.

5.3.1.3 Phrase preposition

These are groups of words used with the force of a single preposition.

They are, according to, agreeably to, in accordance with, in place of, in addition to, along with, on behalf of, instead of, in course of, by virtue of, by the sake of, in favour of, on account of, owing to, in lieu of, with a view to, in case of etc.

- For example:**
1. By virtue of the power vested in me, I hereby order that the meeting should be conducted.
 2. He persevered in spite of difficulties.
 3. In the event of his dying without an issue, his nephew will inherit the property.
 4. He acted according to my instructions.
 5. There is a big tree in front of his house.
 6. In the course of his researches, he met with many difficulties.
 7. He abdicated the throne in favour of his eldest son.
 8. By means of rope ladders, they scaled the wall.
 9. Owing to his ill health, he retired early from business.
 10. In order to avoid stress, he compromised.

All the underlined words in the above sentences are prepositions.

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CHECK YOUR PROGRESS 5.2

Fill in the blanks in the following sentences with suitable prepositions.

1. Little Jack Horner sat _____ a corner.
2. The lion and the unicorn fought _____ the crown.
3. I tried to reason him _____ his fears.
4. A little girl sat _____ a tree.
5. A number of rocks came _____ her head.
6. He goes _____ Church _____ Sundays.

7. I can never return _____ my poor dog.
8. He died fighting _____ his country.
9. _____ a month, he returned.
10. Why don't you go _____ your brother?

NOTE: Whether a word is used as adverb or preposition can be identified from the context. If a word governs a noun or pronoun, it is a preposition. It is an adverb, when it does not.

For example: 1. Go and run about. (Adverb)

Don't loiter about the streets. (Preposition)

2. Let us move on. (Adverb)

The book lies on the table. (Preposition)

5.4 CONJUNCTION

A conjunction is a word which merely joins together words or sentences.

Examples of Conjunctions: and, but, or, either or neither nor, both and, though, although, even though, not only but also, etc.

By using conjunctions to join sentences together, we make them more compact.

In other words, we make them easy to speak and write.

Conjunctions should be carefully distinguished from relative pronouns, adverbs and prepositions.

For example: 1. This is the house that Jack built. That is used as relative pronoun. It refers to the house and also joins two sentences.

2. This is the place where he was murdered. Where is used as Relative adverb. It modifies the word murdered and also joins sentences.

3. Take this and give that. And is a conjunction. And simply joins two sentences. It does no other work.

So, conjunctions can be distinguished from Relative pronouns and relative adverbs by the fact that conjunctions do only joining and no other work.

Prepositions also join and also govern other words. But conjunctions do only joining and nothing else.

5.4.1 Classes of Conjunction

Some conjunctions are used in pairs. For example: either–or, neither–nor, whether–or, not only–but also, and, but, for, or.

Such conjunctions are called **Correlative / Co-ordinating conjunctions**. These conjunctions join two independent clauses known as main clauses. These conjunctions can be omitted and replaced by a coma or semicolon.

Since they are used to join two main clauses, they are called co-ordinating conjunctions.

For example: 1. He visited not only Delhi but also Agra.
2. Tell the truth or be punished.

Compound Expressions are called **compound conjunctions**.

For example: In order that, on condition that, as well as, as soon as, even if, so that, etc.

I read the book thoroughly in order that I may score good marks.

For example: 1. I read the paper because it interests me.
2. Although she was sick, she did not stop working.
3. I do not know whether he is right.
4. You will pass if you study well.

The underlined groups of words in the above sentences, are dependent on the other groups of words to complete the meaning. Conjunctions which connect such groups of words are called subordinating conjunctions. They are classified as per the meaning as follows.

1. **Time:** I would die before I do it.
2. **Cause or Reason:** Since you wish it, it shall be done.
3. **Purpose:** We eat so that we may live.
4. **Result or Consequence:** He was so tired that he could scarcely stand.
5. **Condition:** 1. Rama will go if Hari goes. 2. Grievance can not be redressed unless it is known.
6. **Concession:** I will not see him, though / although / even though he comes.
7. **Comparison:** He is stronger than I am.

5.4.2 Some Usage

The following conjunctions are used to mean the descriptions given against them

1. **Since** – from and after the time when

For example: I am in a dilemma since I saw you.

It is also used to mean because, for, as (depicting reason)

For example: Since you wish it, let it be so.

Or – Used as an alternative: You must work or starve.

To introduce alternate name or synonym

For example: The violin or the fiddle has become the leading instrument.

To mean otherwise: We must hurry or night will overtake us.

As nearly equivalent to and: The troops did not lack strength or courage.

If- Meaning condition. There are three types of usages.

On the condition or supposition that-

For example: If he is there, I shall see him.

Admitting that: If I am blunt, I am at least honest.

Whether: I ask/ asked him if he will/ would help me.

Whenever: If I feel any doubt, I enquire.

That, than and lest are also used as conjunctions.

While is used to mean during the time or as long as.

Only as a conjunction means except that. The day is very pleasant, only very cold.

CHECK YOUR PROGRESS 5.3**I. Fill in the blanks with conjunctions.**

1. I am right _____ you are wrong.
2. _____ he has not paid the bill, his electricity was cut.
3. _____ I was not a stranger to books, I had no practical acquaintance with them.
4. Love not sleep _____ you come to poverty.
5. _____ he was sleeping, an enemy sowed fare.
6. You may take this _____ that.
7. _____ there is war, _____ many will die.
8. I am _____ tired, _____ I cannot go on.

II. Combine the pairs of sentences given into one using a suitable conjunction.

1. My brother is well. My sister is ill.
2. I honour him. He is a brave man.
3. He is rich. He is not happy.
4. My brother was not there. My sister was not there.
5. Hari went to school. Sita stayed at home.
6. I ran fast. I missed the train.
7. He was afraid of being late. He ran.
8. We love Bahadur. He is faithful
9. This mango is large. It is sweet.
10. I lost the prize. I tried my best.

III. Combine the following pairs of sentences by using infinitives.

1. Save your life. Part with your purse.
2. My right is there. None can dispute it.
3. I am not afraid. I will speak the truth
4. This bag is very heavy. No one can lift it.
5. They can play. They have the ball.
6. He collects old stamps. This is his hobby.
7. He was grieved. He could not speak.
8. Don't do it. There is no need.

9. You can not go. I will not permit.
10. This is the bill. You have to pay.

RECAPITULATION POINTS

Adverbs, prepositions and conjunctions play a crucial role in defining the meaning of a sentence. Conjunctions help in combining sentences. Some adverbs play the role of a conjunction at times. Students should observe the sentence carefully to check if it an adverb or a conjunction. Prepositions can be either a single word or a group of words. We need to choose the right one as per the context.

TERMINAL EXERCISE

Identify the parts of speech in the following sentences and name them.

1. There was a quarrel between them.
2. The yield from their cow was good.
3. The farmer and his sons worked hard in the fields to harvest the crops.
4. She had a beautiful face and her fingers were like the petals of a rose.
5. The portrait on the wall made everybody silent and sombre.
6. In spite of several warnings from the teacher, the student continued his wrong doings.
7. There remained nine green bottles on the wall, after one fell and broke.
8. In the event of a war all, men have to join the army and fight for the country.
9. The baby cried because the medicine was bitter.
10. Many tourists are attracted towards the Himalayas.
11. The pillar near me is made of concrete.
12. Between the two of them, there is not much difference.
13. If countries decide to keep peace, there will be no war.
14. Though he was tired, he continued to do his work.
15. She spun around like a top, gracefully and then hopped.
16. I as well as you passed the examination.
17. Robbers not only looted the village but also set the homes on fire.
18. Coffee was both delicious and creamy.
19. Mary was sitting under a tree.
20. We spent a quiet evening at home.

21. I have a friend who lives in Spain.
22. His car crashed severely.
23. She speaks gently.
24. She never bunks her classes.
25. This door opens frequently.

ANSWERS TO 'CHECK YOUR PROGRESS'

CHECK YOUR PROGRESS 5.1

1. once or twice—adverb of frequency
2. Fast—adverb of manner
3. Much—adverb of degree
4. somewhat—adverb of manner
5. all in black—adverb of manner
6. Where—adverb of place
7. a few minutes ago—adverb of time
8. in a day—adverb of time
9. never—adverb of manner
10. early—adverb of manner

CHECK YOUR PROGRESS 5.2

1. in
2. for
3. out of
4. under
5. over
6. to, on
7. with
8. for, on behalf of
9. After
10. Along with/with

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CHECK YOUR PROGRESS 5.3

- I. 1. But
2. Since
3. Though
4. lest
5. While
6. or
7. If-then
8. so-that

- II. 1. My brother is well whereas my sister is ill.
2. I honour him because he is a brave man.
3. Though he is rich he is not happy.
4. Neither my brother nor my sister was there.
5. Hari went to school whereas /but/yet Sita stayed at home.
6. Though/although/even though I ran fast, I missed the train.
7. Since he was afraid of being late, he ran.
8. We love Bahadur as /because/since/for he is faithful.
9. This mango is large and sweet.
10. I lost the prize, though/although/even though I tried my best.

- III. 1. Part with your purse to save your life.
2. There is none to dispute my right.
3. I am not afraid to speak the truth.
4. This bag is too heavy for anyone to lift it.
5. They have the ball to play.
6. His hobby is to collect old stamps.
7. He was too grieved to speak.
8. There is no need to do it.
9. I will not permit/let you go.
10. You have to pay this bill.

Or This is the bill for you to pay.

SUPPLEMENTARY STUDY MATERIAL

Identify the parts of speech you studied in the following passage.

For many years now, the Governments have been promising the eradication of child labour in hazardous industries in India. But the truth is that despite all the rhetoric, no Government so far has succeeded in eradicating this evil, nor has any been able to ensure compulsory primary education for every Indian child. Between 60 and 100 million children are still at work instead of going to school, and around 10 million are working in hazardous industries. India has the biggest child population of 380 million in the world; plus, the largest number of children who are forced to earn a living.



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DIRECT & INDIRECT SPEECH

INTRODUCTION

TRANSFORMATION OF SENTENCES

Direct & Indirect speech are exclusive grammar topics included in Transformation of Sentences in English Grammar. There are other topics also. In this chapter, we are going to focus on Direct & Indirect Speech.

Many a time, we need to describe an event or action exactly as it happened. We also repeat what someone said. To describe what different people spoke, or how they respond, there are two kinds of speeches. They are Direct Speech and Indirect speech.

We use direct speech when we simply repeat what someone says, putting the phrase between speech marks.

Example: He hurriedly came in and said, “I have to go.”

6.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to

- understand the usage of Direct & Indirect speech.
- identify the difference between direct & indirect speech.
- identify the various techniques of changing direct speech into indirect speech.
- identify the differences in the punctuations between direct speech and indirect speech.

6.2 DEFINITION OF DIRECT SPEECH

Oxford Learner’s Dictionary defines direct speech as “a speaker’s actual words.”

Collins Dictionary defines direct speech as “speech which is reported by using the exact words that the speaker used.

Cambridge Dictionary says, “when you use direct speech, you repeat what someone has said using exactly the words he used.”

6.2.1 What is Direct Speech Used for?

Direct Speech is used in books and newspaper articles. While reporting news, the reporters use only Direct Speech for the sake of authenticity.

Using direct speech means repeating the spoken phrase or word exactly as it was said. You can use this to repeat something that was said in the past – but you can also use it to express something being said in the present, too.

When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words. We may be reporting something that's being said NOW at the time of speaking or telling someone later about a previous conversation.

It is a representation of what a person actually said.

It is usually placed inside a quotation mark and is accompanied by reporting verb.

In a speaking event, when Direct speech is used, it means there is dramatization going on.

6.2.2 Rules in Direct Speech

The first point that you have to remember is that direct speech is the repetition of the exact words of the speaker, so you do not have a choice to add or remove words to and from what is said.

For the same reason, these words spoken by the speaker have to be enclosed within quotation marks or speech marks.

Example: The students asked, "When is the test?"

You can also use words like replied, asked, screamed, etc. to state what the speaker said according to the emotion in which it is being spoken.

Note the coma immediately after the word asked in the above example. The coma is followed by open quotation marks, the words of the speaker (the first letter of the first word is a capital letter) followed by a period, question mark or exclamation mark and then close quotation marks.

6.2.3 How to Practice Direct Speech?

You can read short stories and convert them into dialogues. Change the lines of every character into direct speech.

Using direct speech, write dialogues for a story you know.

Dramatize an incident or a day in your life using direct speech.

6.2.4 Examples of Direct Speech

1. Selvi said to her brother, "Can you drop me on your way home?"
2. Gayatri said, "My father has been working as a doctor for ten years."
3. Cindrella said, "Oh God! It is 12 o' clock."
4. Neena said to her mother, "Is it right to be selfish?"
5. My mother said to me, "Why are you late?"
6. The girl standing near the gate said, "Please help."
7. The army commander said, "Forward March."
8. The little boy said excitedly, "That was wonderful!"
9. Maduri said, sitting on the sofa, "At last you could find time!"
10. The journalist said, "We should find the truth"
11. "How beautiful the rose is!" said the little girl.
12. The teacher said to her class, "Let us be honest."

Note: Direct speech does not restrict itself to a particular type of sentence. The above examples indicate how direct speech is used in all types of sentences. Soon we will learn how each sentence is converted into Indirect speech.

CHECK YOUR PROGRESS 6.1

1. Construct two sentences in Direct speech on your own. Refer to the learning material given above and check if your sentences are correct.
2. Reflect on the role of punctuation marks in Direct speech.

6.3 INDIRECT SPEECH - INTRODUCTION

Indirect speech is what is known as Reported speech. It is because the words spoken by a person are recalled/reported to another person at a different time and probably a different location.

Since it is not spoken by the person involved directly, it is called Indirect speech. It does not use the person's actual words.

6.3.1 What is Indirect Speech Used for?

It is used for informing a person's conversation or sharing some information to another person at a later time. Hence, indirect speech is in past tense mostly, with a few exceptions.

Rules for Indirect speech.

Remove the comma and the inverted commas. End the sentence with a full stop. If the verb inside the inverted commas/quotation marks is in the present tense, change it into the corresponding past tense.

6.3.2 Difference between Direct & Indirect Speech

Direct objects are the nouns or pronouns receiving the action, while the indirect objects are the nouns or pronouns affected by the action. Indirect objects are the recipients of the direct objects.

Direct speech describes when something is being repeated exactly as it was – usually in between a pair of inverted commas. For example:

Indirect speech shares the same information. But instead of expressing someone's comments or speech by directly repeating them, it involves reporting or describing what was said. An obvious difference is that with indirect speech, you won't use inverted commas.

Indirect speech or Reported speech is usually used to talk about the past, so we normally change the tense of the words spoken.

6.3.3 How to Practice Indirect Speech?

In a group of four students, practice speaking/asking questions/making requests/commands/exclamations.

What is spoken by a person should be reported by another. In this method, oral practice can be undertaken.

Examples:

1. **Direct Speech:** Raju said, "I'm going to buy a bus."
Indirect Speech: Raju said/told (that) he was going to buy a bus.
 (Or) Raju declared his intention to buy a bus.
2. **Direct Speech:** The King said, "Punish that man. Behead him."
Indirect speech: The King ordered to punish that man by beheading him.
3. **Direct Speech:** The accused pleaded, "Not Guilty."
Indirect speech: The accused pleaded not guilty.
4. **Direct Speech:** Her father said to her, "Where are you going?"
Indirect speech: Her father asked her where she was going.
5. **Direct Speech:** He said, "Oh! What a waste of time!"
Indirect speech: He declared that it is a huge waste of time.
6. **Direct Speech:** She cried, "How sad it is!"
Indirect Speech: She cried that it was very sad.
7. **Direct Speech:** You said, "Where did you buy it?"
Indirect Speech: You asked where I had bought it.
8. **Direct Speech:** We said, "We need a break."
Indirect Speech: We said that we needed a break.

6.3.4 How to Change Direct Speech into Indirect Speech?

The examples given in 6.3.2 are indicators of how to convert/change Direct speech into Indirect Speech.

Let us now analyse the changes we bring in while rewriting Direct speech into Indirect Speech.

Example 1: Raju said, "I am going to buy a bus."

Answer: Raju said/told that he was going to buy a bus.

Observe the changes.

While rewriting in Indirect speech, we remove the punctuation comma and quotes opening and closing. We also introduce the word, “that” for the purpose of linking the two parts of sentences into one.

Example 2:

Cindrella said to the step mother, “May I go to the party to meet the Prince?”

Answer: Cindrella asked the step mother whether/ if she might go to the party to meet the Prince.

Observe that the question mark at the end of the direct speech is turned into a full stop. Also observe the change in the word order. In direct speech, “May I go...” is converted into whether/is she might go... since the question is not a question any more when it is reported later.

Example 3:

My mother said to me angrily, “Why are you late?”

Answer: My mother asked me angrily why I was late.

Observe the changes: The words, said to me are replaced with asked me since it is a question and a question is generally asked.

The word order, why are you is changed into why I was.

The word order in English is sentence is generally Subject followed by Verb. But in a question it is Verb followed by subject. So “why are you” is used in question. In Indirect speech/ reported speech it is changed into, “why I was.”

Example 4:

The passer-by said to the police man, “Please show the way to the railway station.”

Answer: The passer-by requested the policeman to show the way to the railway station.

Sine the word please is used it is a request. Instead of introducing the word that, we use the word, to in changing requests and commands into Indirect speech.

The Captain said to the soldiers, “Stand straight.”

Answer: The Captain commanded the soldiers to stand straight.

The teacher said to the students, “Answer to the point.”

Answer: The teachers commanded the students/ directed the students to answer to the point.

Example 5:

The reporter said, “Alas! Mahatma Gandhi is dead.”

Answer: The reporter exclaimed with sorrow that Mahatma Gandhi was dead.

The Coach of the Cricket Team said, “Hurrah! we have won the match.”

Answer: The Coach of the Cricket team exclaimed with joy that they had won the match.

For expressions showing grief, we use the words, with sorrow while reporting or changing into Indirect speech.

For expressions indicating joy, we use the words with joy.

6.3.5 Adverbs of time

Adverbs of time such as, today, tomorrow, this week used in Direct speech will change as follows in Indirect speech.

DIRECT SPEECH	INDIRECT SPEECH
Now	Then
Here	There
Today	That day
This week	That week
Tomorrow	The next day/The day after
Next week/month/year	Coming week/month/year

Yesterday	The day before/The previous day/week month/year
There	There

Reporting eternal facts.

Eternal facts are unchanging facts. When we rewrite sentences with such facts into Indirect speech, we should not change the tense.

Example: The teacher said, “The earth goes round the sun”

Answer: The teacher said /told that the earth goes round the sun.

6.4. HOW TO CHANGE INDIRECT SPEECH INTO DIRECT SPEECH?

To achieve this process, you simply reverse what you did while rewriting direct speech into indirect speech.

1. Insert the comma and quotes open and close in the right place.
2. Change the tense of the sentence, according to the context.
3. All indirect speech sentences end with only full stop. While rewriting into Direct speech use the required punctuation marks according to the type of sentence given-such as statement-full stop, question/interrogative- question mark, request/ command – full stop & Exclamations- exclamatory mark.
4. Change the adverbs as required-Refer to the table given under 6.3.5

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6.4.1 Examples of Indirect Speech

1. She told her younger brother that she needed time to do her homework.

Answer: She said to her younger brother, “I need time to do my homework.”

2. Their father promised that he would take them to the beech the next day.

Answer: Their father said, “I will take you to the beech tomorrow.”

3. They told us that they had been waiting for a long time.

Answer: Direct speech: They said to us, “We have been waiting for a long time.”

4. You told us that we should wait here.

Answer: Direct Speech: You said to us, "You should wait here."

5. She asked why I was laughing so much.

Answer: Direct Speech: She said, "Why are you laughing so much?"

6. I reported that my book was missing.

Answer: Direct Speech; I said, "My book is missing."

Observe the changes the highlighted words have undergone.

CHECK YOUR PROGRESS 6.2

Rewrite the following sentences as directed.

1. Michael said to Mary, "Your library book is due for returning." (Rewrite in Indirect Speech.)
2. "Hurrah! We have won," said the Team Captain. (Rewrite in Indirect Speech.)
3. "Alas! poor child," said the doctor. (Convert into Indirect Speech.)
4. The teacher said to the students, "Don't waste your time." (Change into Indirect Speech.)
5. The soldier voiced his determination to win over the enemy. (Rewrite into Direct Speech.)
6. My father told me that I should be punctual in all my work. (Convert into Direct Speech.)
7. Lord Ram told Ravan to come back to the battlefield the next day. (Rewrite as Direct Speech.)
8. The teacher asked the students why they were late the previous day. (Rewrite as Direct Speech.)
9. He said, "I am receiving many wrong calls in my mobile phone." (Rewrite as Indirect Speech.)
10. He spoke sadly that his grandfather had died. (Change into Direct Speech.)

TERMINAL EXERCISE

I. Rewrite the following sentences into Indirect Speech.

1. The tourist said to the policeman, "Please guide me."
2. The mother said to the son, "Don't waste your food."

3. The king said to the soldiers, "Don't be afraid to fight with the enemy."
4. The Minister said, "We will keep our promises."
5. The teacher said to the students, "Stand in height order."
6. He said to himself, "What if I don't go to school?"
7. The Prince said to Cinderella, "We will marry."
8. My father said to me, "Discipline is important."
9. The singer said to the audience, "Your appreciation is important."
10. The policeman shouted, "Catch that thief."

II. Rewrite the following sentences in Direct Speech.

1. The stranger looked keenly at the traffic and remarked it was a big city.
2. The vendor told the purchaser that they give two years warranty.
3. The Minister appealed to the people not to waste water.
4. The Archbishop uttered the word peace.
5. The child shouted that he wanted his toy.
6. They told that they had committed a big blunder.
7. She felt miserable and said it was very sad.
8. We spoke in disbelief that it had happened.
9. He shouted aloud in happiness that it was great.
10. I told the boy not to stand in the way.

ANSWERS TO 'CHECK YOUR PROGRESS'

CHECK YOUR PROGRESS 6.1

1. Do it yourself

CHECK YOUR PROGRESS 6.2

1. Michael told Mary that her library book was due for returning.
2. The Team Captain rejoiced that they had won.
3. The doctor expressed his sympathy for the child.
4. The teacher advised the students not to waste their time.
5. The soldier said, "I will certainly win over the enemy."
6. My father said to me, "Be punctual in all your work."

7. Ram said to Ravan, “Come to the battlefield tomorrow.”
8. The teacher said to the students, “Why were you late yesterday?”
9. He said that he was receiving many wrong calls in his mobile phone.
10. He said sadly, “Alas! My grandfather has died.”



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ACTIVE & PASSIVE VOICE

INTRODUCTION

We all know that there are several ways of expressing a point. Each person expresses his/her views depending on what he/she requires to focus on. The beauty of the language lies in the expressions.

The structure of the language is classified using varying names. The use of the verb plays a major role. There can be no meaningful sentence without a verb. The function of the verb is vital and grammar patterns are formed based on it.

Active and passive voice is also one such function of grammar.

7.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- understand the concept of voice in grammar.
- differentiate between active and passive voice.
- identify the forms of verb.
- recognize the change in the verb while using active and passive voice.
- recognize and identify the change in pronoun while using active and passive voice.

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7.2 WHAT IS VOICE IN GRAMMAR?

Voice, in grammar is a form of a verb indicating the relation between the participants in a narrated event (subject, object) and the event itself. Common distinctions of voice found in languages are those of active & passive voice.

Most people prefer to use active voice while speaking and writing as it is more direct. It is easy to understand, fewer hurdles and no roadblocks.

In normal contexts such as everyday life the active voice is used more often.

However, in official contexts or formal contexts, passive voice is used. It is the formal and typically verbose style of official documents.

The passive voice may be a better choice, however, when the doer of the action is unknown, unwanted, or unneeded in the sentence.

Or when the writer wishes to emphasize the action of the sentence rather than the doer of the action.

Example: At last, the high jump record was broken.

Or when the writer wishes to use passive voice for the sentence variety in long paragraphs.

Although sometimes criticized for being evasive, the passive voice can be useful when someone plans to emphasize an action that has taken place or when the agent of an action is unknown, as is often the case in news coverage.

Confusing Active and Passive Voice

Sometimes, the sentence appears to be written in active voice but it uses language that dissociates the performer from the action being performed.

“The lamp fell over” is active voice, but it gives the impression of passive voice because there is no obvious doer of the action like Jerry in “Jerry knocked over the lamp.”

What is the difference between Active & Passive voice?

In the active voice, the sentence subject performs the action on the action's target i.e., object.

In the passive voice, the target of the action is the main focus, and the verb acts upon the subject.

In short, when the subject of the verb is doing the action of the verb, the verb is said to be in the active voice.

In other words, the sentence should contain a transitive verb i.e., a verb which requires a direct object.

For example- The dog bit the postman.

In this sentence, action is “biting” The performer of the action is the dog. Hence, it is the subject.

The target of the action i.e., the object is the postman. Since the subject of the verb is doing the action here, this sentence is called an active voice sentence. It has a transitive verb ie biting.

A verb can be described as transitive or intransitive based on whether it requires an object to express a complete thought or not. **A transitive verb is one that only makes sense if it exerts its action on an object.** An intransitive verb will make sense without one. Some verbs may be used both ways.

Study the following sentence.

Colourful birds live in forests.

In this sentence you cannot identify an object.

Colourful = Adjective. Birds = subject (Noun)

Live = Intransitive verb. There is no object.

In forests = adverbial phrase as it adds more meaning or describes the verb.

Since there is no object in this sentence, it cannot be rewritten or converted into passive voice.

For example, for passive voice.

The postman was bitten by the dog.

Here the target of the action i.e., the postman is the focus. He takes the place of the subject. The verb bit acts on the subject in the active voice sentence. It also changes into be + the past participle i.e., was bitten.

The subject in the active voice sentence takes the position of the object in the passive voice sentence.

In other words, the subject and object in active voice sentence interchange their positions.

7.2.1 Direct & Indirect Object

The basic sentence pattern in English is Subject(S) + Verb(V) + Object (O) + ----

After object whatever occurs is likely to be of different combinations, such as complements etc.

Objects are of two kinds.

Direct & Indirect Object.

A direct object is the person or thing that directly receives the action or effect of the verb. It answers the question "what" or "whom."

For example, in the above sentence, "The dog bit the postman" the postman is the direct object.

An indirect object answers the question "for what," "of what," "to what," "for whom," "of whom," or "to whom" and accompanies a direct object.

An indirect object is the word or phrase that receives the direct object.

In the sentence, "The girl gave her friends a cake" the indirect object is the students.

When we rewrite such sentences into passive voice it will be as follows.

A cake was given by the girl to her friends. Notice the insertion of the word, to, before the words, her friends.

More examples.

1. **Active Voice:** I bought apples for my parents.
Passive Voice: Apples were bought by me for my parents.
2. **Active Voice:** The postman delivered us our letters.
Passive Voice: Our letters were delivered to us by the postman.
3. **Active Voice:** He celebrated his birthday to make his friends happy.
Passive Voice: His birthday was celebrated by him to make his friends happy.
4. **Active Voice:** The bowler passed the ball to the batsman to bat.
Passive Voice: The ball was passed by the bowler to the batsman to bat.
5. **Active Voice:** My mom bought flowers for the pooja the next day.
Passive voice: Flowers were bought by my mom for the pooja the next day.
6. **Active Voice:** The boy shot an arrow at the bird.
Passive Voice: An arrow was shot by the boy at the bird. (At the bird is not an object in this context.)

NOTE: An indirect object needs a direct object. Without the direct object there can be no indirect object. You need to identify the verb and the direct object in a sentence before you identify the indirect object.

CHECK YOUR PROGRESS 7.1

I. Change the following sentences from passive voice to active voice:

1. The book was read by Jane last night.
2. The proposal has been accepted by the committee.
3. A new project will be initiated by the team.
4. The letter was written by Mary.
5. The cake will be baked by my sister for the party.

II. Change the following sentences from active voice to passive voice.

1. The teacher explains the lesson to the students.
2. The company will launch a new product next month.
3. The chef is preparing a delicious meal in the kitchen.
4. They awarded her the Nobel Prize for literature.
5. People speak English in many countries around the world.

7.3 VERB FORMS-A QUICK RECALL

Verb in any sentence, is vital. We already saw that there can be no meaningful sentence without a verb.

The form of verb used will depend on the tense used.

You have already learnt that there are three types of tenses such as present, past and future. Please recall that there are also other tenses depending on the nature of the action as follows.

Tenses	Examples
Simple Present Tense	I write a letter.

Present Continuous	I am writing a letter
Present Perfect Tense	I have written a letter
Present Perfect Continuous Tense	I have been writing a letter
Simple Past Tense	I wrote a letter.
Past Continuous	I was writing a letter.
Past Perfect Tense	I had written a letter
Past Perfect Continuous	I had been writing a letter.
Simple Future Tense	I will write a letter.
Future Continuous Tense	I will be writing a letter.
Future Perfect Tense	I will have written a letter.
Future Perfect Continuous Tense.	I will have been writing a letter.

Observe how the verb forms change according to the tense.

Note that there is no passive voice formation for the tenses mentioned below.

- Present Perfect Continuous Tense
- Past Perfect Continuous Tense
- Future Perfect Continuous Tense
- Future Continuous Tense

Sentences with these verbs cannot change into passive voice. They can be only Active voice sentences.

7.4 TYPES OF VERBS

We have learnt that changing active Voice into passive voice involves change of verbs also. It is appropriate that we recall the types of verbs.

There are, be verbs, modals and verbs which indicate actions such as run, sit, write, etc.,

What type of verb is be?

The most common **linking verb** is the verb be verb in all of its forms such as, am, are, is, was, were, etc. Let us first see how these be verbs are used.

SUBJECT	TENSE	FORM OF BE VERB
I /We	Present	am/ are
I / We	Past	was/were
You (Singular & plural form)	Present	are
You (Singular & plural form)	Past	were
He/She/ It	Present	is
He/she /it	Past	was
They	Present	are
They	Past	were

Been and being and V3 of Be verbs.

7.4.1 Modals

Modals are a type of auxiliary verb (helper verb). They're used together with the main verb of the sentence.

Modal verbs show possibility, intent, ability, or necessity.

Examples:

can, could, may, might, shall, should, will, would, and must.

Ought, dare & need are sometimes classified as modals. However, in usage, mostly they are only infinitives without the word to. (bare infinitive).

7.5 RULES FOR ACTIVE AND PASSIVE VOICE.

When a sentence is in the *active voice*, the subject of the sentence is the one doing the action expressed by the verb. In the *passive voice*, the subject is the person or thing acted on or affected by the verb's action.

In other words, the object in active voice takes the position of the subject. The passive voice is typically formed with a form of the verb *be*—such as *is*, *was*, or *has been*—and the past participle of the verb.

For example: My brother threw the ball. (active voice)

The ball was thrown by my brother. (passive voice).

Active And Passive Voice Rules for Conversion of Sentence with Examples.

Present Tense

I wrote a letter. (Subject + Verb + Object) (Active)

A letter was written by me (Object) + (auxiliary verb) + (past participle) + (by subject).(passive)

My mother cooks food. (Subject + Verb + Object) Active)

The food is cooked by my mother (Object) + (auxiliary verb) + (past participle)

Present Continuous Tense

Active Voice	Passive Voice (Auxiliary Verb- is/am/are + being)	Example
Subject + is/am/are + v1 + ing + object	Object + is/am/are + being + V3 + by + subject	Active: Raju is playing guitar.
Negative Sentence:	Object + is/am/are + not + being + V3 + by Subject	Passive: The guitar is played by Raju Active: I am not eating sweets these days.

Subject + is/am/are + not + v1 + ing + object		Passive: Sweets are not being eaten by me these days.
Is/am/are + subject + v1 + ing + object	Is/am/are + Object + V3+ by subject	Active: Are monkeys eating mangoes? Passive: Are mangoes being eaten by monkeys?

Present Perfect Tense

Active Voice	Passive Voice (Auxiliary Verb- has/have +been)	Example
Subject + has/have + v3 + object	Object+ has/have + been + V3 + by + subject	Active: He has drawn a work of art. Passive: A work of art has been drawn by him.
Negative sentence Subject + has/have + not + v3 + object	Object + has/have + not + been + V3 + by Subject	Active: She has not accepted the truth. Passive: The truth has not been accepted by her.
Interrogatives? Has/have + subject + v3 + object	Has/Have + Object + been + V3 + by subject	Active: Have you seen my book? Passive: Has my book been seen by you?

Past Simple Tense

Active Voice	Passive	Examples
Subject + V2+ object	Object + was/were V3 + by + subject	Active: Rama paid the bills Passive: The bills were paid by Rama.
Negative Subject + did + not + v1+ object	Object + was/were + not + V3 + by Subject	Active: We did not like the food. Passive: The food was not liked by us.
Did + subject + V1+ object	Was/were + Object + V3 + by subject	Active: Did you buy the kite? Passive: Was the kite bought by you?

Past Continuous Tense

Active Voice	Passive Voice (Auxiliary Verb- was/were + being)	Example
Subject + was/were + v1 + ing + object.	Object + was/were + being + V3 + by + subject	Active: She was singing a song. Passive: A song was being sung by her.
Negative: Subject + was/were + not + v1 + ing + object	Object + was/were + not + being + V3 + by Subject	Active: She was not oiling the lamp properly Passive: The lamp was not being oiled by her properly.
Interrogative:	Was/were + Object + being + v3 + by + subject	Active: Were the boys playing games?

Was/were + Subject + V1 + ing + object		Passive: Were games being played by the boys?
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Past Perfect Tense

Active Voice	Passive Voice (Auxiliary Verb- had +been)	Example
Subject + had + v3 + object	Object + had + been + V3 + by + subject	Active: India had won the match. Passive: The match had been won by India
Negative Subject + had + not + v3 + object	Object + had + not + been + V3 + by Subject	Active: Zimbabwe had not won the final match. Passive: The final match had not been won by Zimbabwe

Future Tense

Active Voice	Passive Voice (Auxiliary Verb- will+ be)	Example
Subject + will + v1+ object	Object + will + be + v3 + by = Subject	Active: Rekha will complete the work. Passive: The work will be completed by Rekha.
Negative: Subject + will + not + V1 + object	Object + will + not + be + V3 + by Subject	Active: Brutus did not kill Caesar

		Passive: Caesar was not jilled by Brutus.
Interrogative Will + Subject + V1 + object	Will + Object + be + v3 + by + subject	Active: Will luck turn a pebble into gold? Passive: Will a pebble be turned into gold by luck?

7.6 PRONOUN AND THE USE OF VOICES

The basic rules are:

- The subject becomes the object and the object becomes the subject
- Use third form of verb such as is/ am/ are/ was/ were/ been/ being, as per the tenses in passive voice
- Active pronoun changes to passive pronoun, like 'I' changes to 'me'.
- There is no passive voice of present/ past/ future perfect continuous and future continuous sentences
- Use "by" before subject in passive voice.

Given below is a table of how the pronouns change from active into passive voice.

ACTIVE VOICE PRONOUN	PASSIVE VOICE PRONOUN
I	me
We	us
He	him
She	her
They	Them
You	You

It	It.
----	-----

CHECK YOUR PROGRESS 7.2

Convert the following active voice sentences to passive voice, incorporating the appropriate pronouns, and vice versa.

1. She sent an invitation to him.
2. They will assign the task to us.
3. Someone stole my bike yesterday.
4. The teacher gave a book to the student
5. The committee will announce the results to her.

TERMINAL EXERCISE

Identify the voice in the following sentences. Try rewriting them as required.

1. Honey was purchased by Jocky.
2. The tiger chased the deer.
3. She had tried tying the knot.
4. India won its freedom in 1947.
5. My friend is cultivating an apple orchard.
6. You will have completed class XII by this time next year.
7. I will be presenting a concert next year.
8. Birds build new nests often.
9. Water is being wasted by ignorant people
10. He is playing games for long hours every day.
11. She told me the news.
12. Why did you give her that book?
13. The teacher assigned the students homework.
14. The musician gave a concert in every city.
15. The man dropped his axe in the river.

ANSWERS TO CHECK YOUR PROGRESS 7.1

CHECK YOUR PROGRESS 7.1

- I. 1. Jane read the book last night.
2. The committee accepted the proposal.
3. The team will initiate a new project.
4. Mary wrote the letter.
5. My sister will bake the cake for the party.

- II. 1. The lesson is explained to the students by the teacher.
2. A new product will be launched by the company next month.
3. A delicious meal is being prepared in the kitchen by the chef.
4. The Nobel Prize for literature was awarded to her by them.
5. English is spoken by people in many countries around the world.

CHECK YOUR PROGRESS 7.2

1. An invitation was sent to him by her.
2. The task will be assigned to us by them.
3. My bike was stolen yesterday by someone.
4. A book was given to the student by the teacher.
5. The results will be announced to her by the committee.

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PUNCTUATION

INTRODUCTION

Language is a means to communicate with one another. In all means of communication, certain marks are required to give pauses. We need some symbols to divide the group of words to make a sentence proper, and effective so that the meaning conveyed should be clear and correct.

In a group of words when such marks are not used, the sentence is incomplete and its meaning is not clear. The sentence sounds strange and often misunderstood. Every language has a set of written symbols and sounds which are used for a better understanding and communication.

Now what are these symbols and sounds called?

These symbols and sounds are called punctuation marks. Punctuation marks are symbols and sounds which help organize ideas, thoughts, feelings and express the intended meaning effectively.

8.1 LEARNING OBJECTIVES

After reading the lesson, you will be able to:

- Make use of Full Stop.
- Understand where the Question Mark is used.
- Identify where to insert a Comma.
- Recognize the Quotation Marks in a sentence.
- Make use of Apostrophe.
- Classify the Hyphen in a sentence.

8.2 USE OF FULL STOP (.)

- A full stop is used to indicate that a sentence is complete and over. Full stop is commonly used at the end of an Assertive sentence or Imperative sentence.

For Example

- a. Udyan is an advocate by profession. (Assertive sentence)
- b. Education is very important in everyone's life. (Assertive sentence)
- c. Man is a social animal. (Imperative sentence)
- d. India is the oldest democracy. (Assertive sentence)
- e. Get up early in the morning. (Imperative sentence)
- f. This class has to join me in the new project on "Save Trees, Save Environment".
(Imperative sentence)

DIFFERENCE BETWEEN FULL STOP AND DOT WHEN IN USE

The terms "full stop" and "dot" are often used interchangeably, but they have specific contexts in which they are applied. Here's a breakdown of the differences between them:

1. Full Stop:

- In Grammar and Punctuation:
 - A full stop is a punctuation mark (.) used at the end of a sentence that is not a question or exclamation.
 - It indicates the completion of a thought or idea and serves to separate one sentence from another.
- Example:
 - The cat is on the mat.
- Usage:
 - Use a full stop to end assertive (declarative) and imperative sentences.

2. Dot:

- In General Usage:
 - "Dot" is a more general term that can refer to any small, round mark.
 - It can be used in various contexts, including technology, mathematics, and design.
- Examples in Technology:
 - In web addresses (URLs), the dot separates different parts of the address (e.g., www.example.com).
 - In file extensions (e.g., .txt, .jpg).
- Examples in Mathematics:
 - In mathematics, a dot can represent multiplication (e.g., 2×3 can be written as $2 \cdot 3$).
- Examples in Design:
 - In design and typography, dots can be used for decorative purposes or to create patterns.
- Usage:
 - The term "dot" is more versatile and can be applied to various contexts where a small, round mark is used.

While a "full stop" specifically refers to a punctuation mark used at the end of a sentence, "dot" is a more general term that can refer to a small, round mark in various contexts, including technology, mathematics, and design.

CHECK YOUR PROGRESS 8.1

Insert a full stop wherever required.

- a. A young boy was arrested by police on charges of theft The boy repeatedly told the police officer that he was not a thief The boy said he was trying to help the baby stuck between the door
- b. The Election Commission is preparing for the 2024 elections They request everyone to cast their votes sincerely
- c. I am going for the meeting Send me the presentation when it is completed
- d. The boss requested the staff to join him for the lunch party You can resume your office work after tea
- e. The tour has been fixed for the next week Those willing to join can apply Contact the office for further details
- f. A beggar requested the girl to help him cross the road The girl not only helped him cross the road but also gave him some cash for meals He thanked the kind girl He blessed her
- g. The principal had called the parents of Rajesh He assured them he would join others in the sports events The sports event would be held within three weeks The parents thanked the principal and left satisfied

8.3 QUESTION MARK (?)

A question mark (?) is a mark put after a sentence that asks a question. Such a sentence is called an Interrogative sentence or Question sentence.

For Example:

- Did you pay your dues in time?
- Is the class ready for the test?
- Has your course been finished?
- Does he come regularly?
- Why was he absent yesterday?
- Will you be punctual in future?
- Could you behave politely?
- May I attend the class, Sir?

- Would you give me your pencil, please?
- Can the swimmer get the prize?

8.3.1 Direct Questions

An Interrogation mark is used after a direct question.

For example:

1. Did you file your report on the current status of the floods?
2. Is the class ready for the quiz competition?

8.3.2 Indirect Questions

No question mark is placed at the end of the sentence using indirect questions.

For example:

1. I wanted to know where the class had gone.
2. The guide asked the tourists if they enjoyed the trip.
3. The children asked me when Saheed Bhagat Singh was hanged.
4. Gandhiji taught us why we should not be violent.

CHECK YOUR PROGRESS 8.2

Insert a question mark wherever required.

- a. What sort of business are you doing in Dubai
- b. The visa officer asked me when did I get married
- c. Would you mind giving the police your contact number
- d. What is this group of students doing here
- e. In which field would you like to pursue your education

DID YOU KNOW?

Aristophanes of Byzantium was a librarian in a museum at a place called Alexandria. He introduced the punctuation marks.

Initially, words were presented in capitals letters. Spacing was introduced by Irish monks. Cursive writing was to form letters to write in a speed. Writing in speed, further introduced lower case of alphabets e.g. a b c d x y z

8.4 COMMA

Comma is used to:

- * To separate nouns and pronouns

For Example:

1. I, my son and daughter went to see the movie.
 2. The principal, staff and students worked to make the Annual Function successful.
- As a mark when we refer to some person.

For Example:

1. Good morning, Sir.
 2. Dear Sir, we all respect you and will always remember you.
- When two sentences stand on their own and are connected with a conjunction (and, but, for, nor, or, so, yet), a comma has to be put before the conjunction.

For Example:

1. Abhimanyu is good in law, politics and accounts but not in administration.
 2. Sneha loves to act, sing, and dance but very bad at cooking.
 3. Both Abhimanyu and Sneha ordered a pizza with lots of cheese, mushrooms, onions and red chillies.
- Comma separates introduction of a sentence

A comma is used to separate the introductory part of a sentence from the main part.

For Example:

1. As the rain was very heavy, our outdoor shooting had to be cancelled.
2. After the meeting concluded, all the faculty heads left the conference room.

CHECK YOUR PROGRESS 8.3

Insert comma wherever required.

- a. Ram Bharat Lakshman and Shatrughan were brothers.
- b. Kaushayla Sumitra and Kakeyi were Dashrath's wives.
- c. Indian holy books include Vedas Purans Upnishads.
- d. Time tide waits for none.
- e. Slowly steady wins the race.
- f. Oil which is lighter than water rises to the surface.
- g. The almirah of the dead old lady contained worn out clothes' old shoes dirty hats and some legal documents.
- h. The lady in the white gown at the party was very attractive gracious and soft spoken.
- i. There is no doubt that the painting of Shubhi was huge colourful ugly and the worst entry in the art exhibition.

LET'S LEARN NEW WORDS

Read the passage given below:

Bears are found in countries like America, Asia, Africa and Europe. Their built is massive and they have thick legs but short tails. Bears eat almost everything and so are not completely carnivorous. In captivity bears enjoy vegetables, milk, fruit, rice, meat, and porridge.

Polar bears live in the Arctic and its surrounding areas. They live on fish and seals in their natural state. Polar bears are powerful in strength and are able to tolerate the cold of the Arctic region.

List out at least 4 new words and use them in a sentence. An example has been provided.

Word	Sentence

Built	Wrestlers eat a lot of proteins for a strong <u>built</u> .

DO YOU KNOW

- There are many rules for a comma.
- Comma helps improve writing for better understanding.
- Comma is the most frequently used punctuation mark.
- Comma is similar in shape as an apostrophe.
- Comma often represents a pause when something is spoken aloud.
- Comma is used to clarify the meaning in a verbal communication.

8.5 QUOTATION MARKS

- Quotation marks are used in narration, phrases and quotes. They indicate the beginning and end of a speech or a question.

For Example

1. Sh. Rakesh asked the teacher, “Why have you punished my son?”
2. Sameeksha said, “My team has worked very hard on the “Save Trees Save Nature” project”.
3. A famous quote of Dr. APJ Kalam is, “Dream is not that which you see while sleeping, it is something that does not let you sleep.”

* In some cases, a quotation within a quotation is introduced. In such a case a single inverted comma is used on either side.

1. The teacher said, “Our principal told us, ‘Don’t forget to give holidays home work to the students’.”

2. The speaker said, “Shastri Lal Bahadur was simple and honest and believed in ‘Jai Jawan, Jai Kisan.’”
3. The swami advised the congregation, “Believe in God and do the right as ‘powers above are just’.”
4. The warriors said, “We fight for Mother India as ‘Mother alone take care of her children’.”

CHECK YOUR PROGRESS 8.4

Read the sentences given below and insert Quotation marks where ever needed.

1. Seema said in case of an emergency, I shall raise an alarm.
2. I have read Pandit Nehru’s book, **The Discovery of India**, said Sunita.
3. Vani found the main door lock broken, all things scattered, wardrobes open. She cried, May God save us! What happened? Her husband Naren asked.
4. Sardar Patel said, little ponds of water tend to become stagnant and useless.
5. He just said, see you in the evening, and then left.
6. Union is strength, stay united, said our teacher.
7. Hard work never goes waste, advised us our old uncle.
8. We know that unity is discipline, our monitor uttered.
9. Wait here till I come, instructed my elder brother.
10. India was and will always be the Vishwa guru, announced our leader.

8.6 APOSTROPHE

The apostrophe is also a punctuation mark.

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In English, the apostrophe mark is used for showing possession.

- The sign (') shows something belongs to someone. Hence, it is a possessive form. It is also called genitive form. In a case where possession is expressed, one noun will always be followed by another noun.

For Example

- 1a. This bag belongs to Karan.
- 1b. This is Karan’s bag.
- 2a. Dr. Rajender Prasad was the **first President** of India.
- 2b. Dr. Rajender Prasad was India’s first President.

- 3a. Barbee patted the head of the dog.
 3b. Barbee patted the dog's head.
 4a. This is the house of my grandma.
 4b. This is my grandma's house.
 5a. This best handbag belongs to my mother.
 5b. This is my mother's best handbag.
 6a. This policy is of our government.
 6b. This is our government's policy.
 7a. I like the design of the car.
 7b. I like the car's design.
 8a. The child put her hand on the arm of her father.
 8b. The child put her hand on her father's arm.
 9a. This is the college of the girl.
 9b. This is the girl's college.
 10a. It is a uniform of a policeman.
 10b. It is a policeman's uniform.

CHECK YOUR PROGRESS 8.5

I. Read the set of words given below. Use an apostrophe wherever needed. An example has been provided.

S. No.	Set of words	Use of apostrophe
	Cannot	Can't
a	Would not	
b	You are	
c	It is	
d	Has not	
e	They will	

f	Shall not	
---	-----------	--

II. Read the sentences given below. Use apostrophe to show possession.

- Sunny saw blood oozing from the leg of Buzzo.
- The dining table of Ms. Sahay was slightly crack.
- A bird is drawn on the notebooks of Sameer.
- These soft toys are of Paarth.
- This estate belongs to Sh. Devraj Singh.
- I wore the shoes of my sister.
- She is a close friend of my sister.
- I am the owner of this old car.
- They are the supporters of my father.
- I admire the manners of Babbal.

8.7 HYPHEN

8.7.1 Use of Hyphen

* Hyphen is a punctuation mark that is used to join words. In simple words, a hyphen is used to make compound words.

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For Example

son in law	son-in-law
empty handed	empty-handed
farfetched	far-fetched
baby sister	baby - sister

brother-in-law	brother – in - law
pen friends	pen - friends
bride to be	bride – to- be
air conditioner	air- conditioner
T shirt	T- shirt
time table	time- table
well being	well - being
strong legs	strong- legs
off duty	off- duty

- Also used with prefixes.

For Example

ex student	ex-student
self sufficient	self - sufficient
anti national	anti - national

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CHECK YOUR PROGRESS 8.6

Read the words given below. Insert a hyphen wherever needed. An example has been provided.

S. No.	Set of words	Hyphen used words
	Self service	Self-service
1	Thesaurus	

2	Editor in chief	
3	Daughter in law	
4	Definition	
5	Merry go round	
6	Anti Inflammatory	
7	King size	
8	Pottery	
9	Turtle	
10	Misbehaving	

LET US WRITE

Read the following information about Sachin Tendulkar and develop a paragraph on him. An example has been provided.

- Born 24 April 1973
- Former International cricketer often referred as Master Blaster.
- Test debut 15 November 1989 against Pakistan
- Captained Indian National team
- Highest run scorer ODI (18,000) and Test Cricket (15,000)
- Inaugural player to achieve 100 international centuries. 51 test centuries, 49 ODI centuries but unfortunately no T20 century
- Most Man-of- the- match awards
- Last match played In November 2013 and retired
- Member of Parliament, Rajya Sabha
- Felicitated by the Govt. of India
 - Arjun Award (1994)
 - Khel Ratan Award (1997)
 - Padma Shri (1998)
 - Padma Vibhushan (2008)

- * Bharat Ratna (2010)
- * Youngest and first sportsperson to get Bharat Ratna

SACHIN TENDULKAR

Sachin Tendulkar the former International cricketer was born on April 24, 1973.

.....

RECAPITULATION POINTS

As you know now that to understand a sentence or some group words, some punctuation marks are required. Use of some punctuation marks have been explained in this lesson. Examples of the punctuation marks will help you to understand sentences better and use punctuation marks effectively.

TERMINAL EXERCISE

Punctuate the sentences given below. Use full stop, comma, quotation marks, apostrophe, hyphen, question mark.

1. Hitendra said the retirement party of Naman is on 31st August 2023
2. I love mango milk shake but my brother prefers hot chocolate milk
3. I love to see movies at the PVR but I dont like to have the popcorns there
4. I love my India my heart my soul India said Sarita.
5. Why don't you study our ancient literature said the professor.
6. Would you join me in the picnic Mr. Sharma
7. Einstein asked his history teacher why we should cram facts day and night
8. The child asked his dad when we became independent
9. Bhagat Singh Rajguru Sahdev and others died for Mother India
10. Ram Lal asked why his son had not been selected

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 8.1

- a. A young boy was arrested by police on charges of theft. The boy repeatedly told the police officer that he was not a thief. The boy said he was trying to help the baby stuck between the door.
- b. The Election Commission is preparing for the 2024 elections. They request everyone to cast their votes sincerely.
- c. I am going for the meeting. Send me the presentation when it is completed.
- d. The boss requested the staff to join him for the lunch party. You can resume your office work after tea.
- e. The tour has been fixed for the next week. Those willing to join can apply. Contact the office for further details.
- f. A beggar requested the girl to help him cross the road. The girl not only helped him cross the road but also gave him some cash for meals. He thanked the kind girl. He blessed her.
- g. The principal had called the parents of Rajesh. He assured them he would join others in the sports events. The sports event would be held within three weeks. The parents thanked the principal and left satisfied.

CHECK YOUR PROGRESS 8.2

- a. What sort of business are you doing in Dubai?
- b. The visa officer asked me when did I get married.
- c. Would you mind giving the police your contact number?
- d. What is this group of students doing here?
- e. In which field would you like to pursue your education?

CHECK YOUR PROGRESS 8.3

- a. Ram, Bharat, Lakshman and Shatrughan were brothers.
- b. Kaushayla, Sumitra and Kakeyi were Dashrath's wives.
- c. Indian holy books include Vedas, Purans, Upnishads.
- d. Time, tide waits for none.
- e. Slowly, steady wins the race.

- f. Oil, which is lighter than water, rises to the surface.
- g. The almirah of the dead old lady contained worn out clothes', old shoes, dirty hats and some legal documents.
- h. The lady in the white gown at the party was very attractive, gracious and soft spoken.
- i. There is no doubt that the painting of Shubhi was huge, colourful, ugly and the worst entry in the art exhibition.

Carnivorous	Lion is a carnivorous animal.
Captivity	He was released after 865 days in captivity.
Strength	The strength of the wind forced them back to port.
Tolerate	How was it that she could tolerate such noise?

CHECK YOUR PROGRESS 8.4

1. Seema said, "In case of an emergency, I shall raise an alarm."
2. "I have read Pandit Nehru's book, **The Discovery of India**", said Sunita.
3. Vani found the main door lock broken, all things scattered, wardrobes open. She cried, "May God save us!" "What happened?" her husband Naren asked.
4. Sardar Patel said, "little ponds of water tend to become stagnant and useless."
5. He just said, "see you in the evening", and then left.
6. "Union is strength, stay united", said our teacher.
7. "Hard work never goes waste", advised us our old uncle.
8. "We know that unity is discipline", our monitor uttered.
9. "Wait here till I come", instructed my elder brother.
10. "India was and will always be the Vishwa guru", announced our leader.

CHECK YOUR PROGRESS 8.5

I.

a	Won't
b	You're
c	It's

d	Hasn't
e	They'll
f	Shan't

II. a. Sunny saw blood oozing from his dog Buzzo's leg.

b. Ms. Sahay's dining table was slightly crack.

c. A bird is drawn on Sameers's notebooks.

d. These are Paarth's soft toys.

e. This is Sh. Devraj Singh's estate.

f. I wore my sister's shoes.

g. She is my sister's close friend.

h. I am this old car's owner.

i. They are my father's supporters.

j. I admire Babbal's manners.

CHECK YOUR PROGRESS 8.6

S. No.	Set of words	Hyphen used words
1	Thesaurus	The-sau-rus
2	Editor in chief	editor-in-chief
3	Daughter in law	Daughter- in-law
4	Definition	Def-i-ni-tion
5	Merry go round	merry-go-round.
6	Anti Inflammatory	Anti- Inflammatory
7	King size	King-size
8	Pottery	Pot-tery
9	Turtle	Tur-tle
10	Misbehaving	Mis-be-having



NOTE-MAKING, SUMMARIZING & SUB-TITLING

INTRODUCTION

Today, extensive reading is the buzz word in every field of study or research. While reading, we are often bombarded with information of a vast ambit. It often becomes difficult to recall all the key points of a passage/article we may have read.

Note-making is a means to capture the key ideas of a given passage in an easily readable, logically structured format. The style is fairly casual through within the prescribed framework and we are even allowed to use abbreviations.

The key to abbreviations at the end of the task ensures that any other reader may also be able to interpret the gist of the passage. Thus, note-making can be a wonderful tool to take notes in class, share notes with each other and even revise for an exam.

9.1 LEARNING OBJECTIVES

After reading this lesson, learners will be able to:

- make notes of the study material.
- summarize the text.
- Provide the title and the subtitle.
- identify the main theme and the points of any given text.

9.2 NOTE-MAKING

9.2.1 Purpose of Note-Making

*To revise lessons before examinations.

*To write a report or any composition.

- *To plan a speech or any lecture.
- *To convey any message only by giving important details.
- *To make presentation.
- *To summarise the text that you have read.

9.2.2 How to make Notes?

STEP 1: Notice that the important information has to be underlined.

STEP 2: Read the passage again asking yourself questions and answering them as you read.

STEP 3: With the help of the answers, note down the main points. Write the points without full forms of the verbs.

STEP 4: Two or three related ideas can be combined into one point.

STEP 5: Use of colons, use of the long dash.

STEP 6: Now go over the facts and number them.

STEP 7: Finally, we go over the facts and number them again.

9.2.3 Characteristics of Note- Making

1. Notes are not written in grammatically correct sentences.
2. Notes are much shorter than original text.
3. The main points and the supporting details are distinguished.
4. Many unimportant words, helping words, etc., are usually dropped out.
5. Information is condensed by using symbols, abbreviations, shorter words, etc.
6. **Try not to exceed 5 words in every heading and supporting points.**
7. Try to complete the notes within 4 to 5 headings.
8. Notes should be presented in a systematic manner that brings out the structure of the original text.
9. Heading and supporting details are numbered.
10. Finally, the summary is prepared on the basis of the notes prepared. It should not exceed the limit of 80 words.

9.2.4 Tips to Prepare Notes

1. Prepare notes using phrases only, **never use complete sentences.**
2. The topic sentence of each paragraph is the main point and ideas affiliated to it are Sub-points-one or more, depending on the concepts in the paragraph.
3. Each sub-point may or may not have supplementary ideas which become sub-subpoints.
4. Provide an appropriate title for the notes or the summary or abstract, as given in the question.
5. Include a minimum of 4-6 distinctly different recognizable short forms i.e., abbreviations of the words in the notes.
6. Cover all the important points in the notes meaningfully to prepare the abstract/summary in about 80-100 words.
7. Write the summary or abstract in complete sentences in a paragraph.

CHECK YOUR PROGRESS 9.1

Read the passage given below and answer the questions that follow:

Artificial intelligence (AI) is making a difference to how legal work is done, but it isn't the threat it is made out to be. AI is making impressive progress and shaking up things all over the world today. The assumption that advancements in technology and artificial intelligence will render any profession defunct is just that, an assumption and a false one. The only purpose this assumption serves is creating mass panic and hostility towards embracing technology that is meant to make our lives easier.

1. Give the perfect Title for the Note.
2. **On the basis of your understanding of the above passage, make notes on it using headings and subheadings.**

9.3 SUMMARISING

Summarizing follows note-making, summarizing is the selection and paraphrasing information of the original source. This is done by analyzing the paragraphs/ passage in order to formulate a plan of writing.

9.3.1 How to make Summary?

The process of summarizing would involve the steps followed in note-making:

1. Underlining important ideas
2. Writing them down, abridging the verbs
3. Avoiding examples, explanations, repetitions

However, instead of nominalizing the points, we expand the points into full sentences and link them using suitable connectors. We need to be precise in our expression. The summary will contain all the main ideas of the original. Practice in using one word for many will help.

CHECK YOUR PROGRESS 9.2

1. Read the passage given below and answer the questions that follow:

Let us understand what this means explicitly for the legal world. The ambit of AI includes recognizing human speech and objects, making decisions based on data, and translating languages. Tasks that can be defined as 'search-and-find' type can be performed by AI.

Introducing AI to this profession will primarily be for the purpose of automating mundane, tedious tasks that require negligible human intelligence. The kind of artificial intelligence that is employed by industries in the current scene, when extended to the law will enable quicker services at a lower price. AI is meant to automate a number of tasks that take up precious working hours, lawyers could devote to tasks that require discerning, empathy, and trust-qualities that cannot be replicated by even the most sophisticated form of AI. The legal profession is one of the oldest professions in the world. Thriving over 1000 years; trust, judgement, and diligence are the pillars of this profession. The most important pillar is the

relationship of trust between a lawyer and clients, which can only be achieved through human connection and interaction.

On the basis of your understanding of the above passage, make notes on it, using headings and subheadings.

2. While artificial intelligence can be useful in scanning and organizing documents pertaining to a case, it cannot perform higher-level tasks such as sharp decision-making, relationship-building with valuable clients and writing legal briefs, advising clients, and appearing in court. These are over and above the realm of computerization.

On the basis of your understanding of the above passage, make notes on it, using headings and subheadings.

3. The smooth proceeding of a case is not possible without sound legal research. While presenting cases lawyers need to assimilate information in the form of legal research by referring to a number of relevant cases to find those that will favour their client's motion. Lawyers are even required to thoroughly know the opposing stand and supporting legal arguments they can expect to prepare a watertight defence strategy. AI, software that operates on natural language enables electronic discovery of information relevant to a case, contract reviews, and automation generation of legal documents.

On the basis of your understanding of the above passage, make notes on it using headings and subheadings.

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9.4 SUB- TITLING

The purpose of sub- titling is to convey the main idea or theme of each section of a long piece of writing. It helps the reader know at a glance the sub- topics that are being addressed. Giving suitable sub-titles helps break the monotony of reading long passages.

FORMAT:

Title
1. Heading 1

1.1

1.2

1.3 Supporting points

1.4

2. Heading 2

2.1

2.2

2.3 supporting points

2.4

3. Heading 3

3.1

3.2

3.3 Supporting points

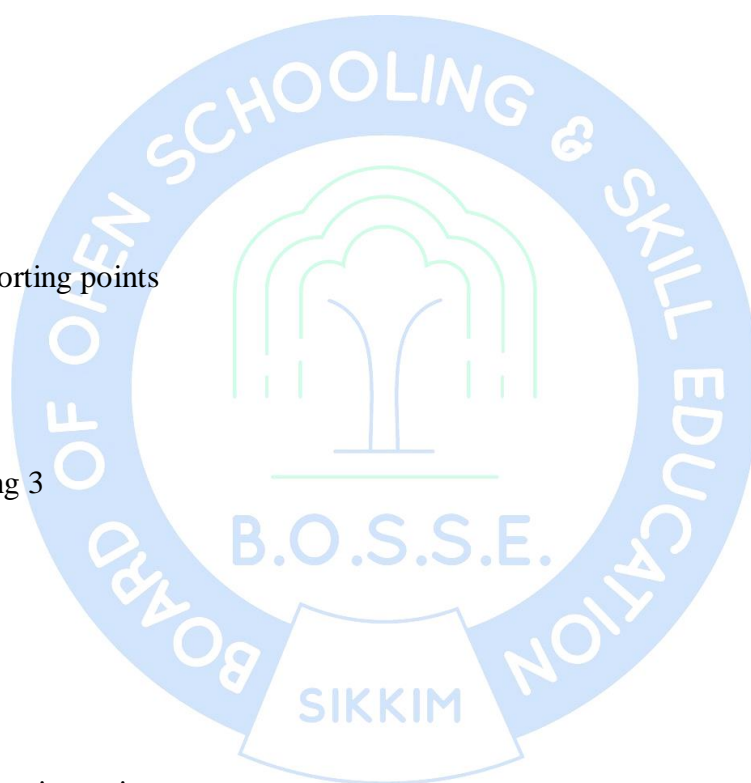
3.4

4. Heading 4

4.1

4.2

4.3 supporting points



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4.4

Key to Abbreviations

1. Eg . – example
2. Etc - etcetera
3. & - and

9.5 SUMMARISING

Write a single paragraph of the essay. Your summary should be no longer than 250 words. A good summary answers the reader's questions: "What point is the original making?"

SOLVED EXAMPLES**QUESTION: 1**

Read the passage given below and answer the questions that follow:

Effective speaking depends on effective listening. It takes energy to concentrate on hearing and to concentrate on understanding what has been heard. Incompetent listeners fail in a number of ways. First, they may drift. Their attention drifts from what the speaker is saying. Second, they may counter. They find counter-arguments to whatever a speaker may be saying. Third, they compete. Then, they filter. They exclude from their understanding those parts of the message which do not readily fit with their own frame of reference. Finally, they react. They let personal feelings about a speaker or subject override the significance of the message which is being sent.

What can a listener do to be more effective? The first key to effective listening is the art of concentration. If a listener positively wishes to concentrate on receiving a message, his chances of success are high.

It may need determination. Some speakers are difficult to follow, either because of voice problems or because of the form in which they send a message. There is then a particular need for the determination of a listener to concentrate on what is being said.

Concentration is helped by alertness. Mental alertness is helped by physical alertness. It is not simply physical fitness, but also positioning of the body, the limbs and the head. Some people also find it helpful to their concentration if they hold the head slightly to one side. One useful way for achieving this is intensive note-taking, by trying to capture the critical headings and sub-headings the speaker is referring to.

Note-taking has been recommended as an aid to the listener. It also helps the speaker. It gives him confidence when he sees that listeners are sufficiently interested in taking notes; the patterns of eye-contact when the note-taker looks up can be very positive; and the speaker's timing is aided-he can see when a note-taker is writing hard and can then make effective use of pauses.

Posture too is important. Consider the impact made by a less competent listener who pushes his chair backwards and slouches. An upright posture helps a listener's concentration. At the same time, it is seen by the speaker to be a positive feature amongst his listeners. Effective listening skills have an impact on both the listener and the speaker.

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary.

ANSWER

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Title: The Art of Effective Listening Notes:

1. Eff. speaking depends on:
 - 1.1 eff. Listening
 - 1.2 concen. on listening
 - 1.3 concen. on understanding what you hear
2. Reasons why incompetent listeners fail:
 - 2.1 their attention drifts
 - 2.2 they find counter arguments

2.3 they compete & then filter 2.4. they react

3. Ways for a listener to be more eff.:

3.1 concen. on the msg. recd.

3.1.1 mental alertness

3.1.2 phys. alertness-positioning body

3.1.3 note-taking-aid to listener helps speaker-gives him confidence encourages the eye contact

4. Impce. of posture

4.1 helps listeners in concen.

4.2 seen by spkr. as a +ve feature among his listeners

◆ List of Abbreviations

Eff.	effective
concen.	concentrating
msg.	message
recd.	received
phys.	physical
+ve	positive
impce.	importance
spkr.	speaker

(b) Write a summary of the passage in not more than 80 words using the notes made and also suggest a suitable title.

Answer:

Title: The Art of Effective Listening

Summary: Effective speaking and effective listening are two sides of the same coin, both equally important. An incompetent listener will always fail as he drifts away from counters, competes and finally filters what the speaker is saying. To be a good listener concentration is important combined with mental and physical alertness. The importance of other factors like

note-taking and posture cannot be ignored. All these are effective listening skills and are viewed as a positive feature by the speaker among his listeners. They have an impact not only on the listener but also on the speaker.

QUESTION: 2

Read the passage given below and answer the questions that follow:

Artificial intelligence (AI) is making a difference to how legal work is done, but it isn't the threat it is made out to be. AI is making impressive progress and shaking up things all over the world today. The assumption that advancements in technology and artificial intelligence will render any profession defunct is just that, an assumption and a false one. The only purpose this assumption serves is creating mass panic and hostility towards embracing technology that is meant to make our lives easier.

CHECK YOUR PROGRESS 9.3

4. AI utilizes big-data analytics which enables visualization of case data. It also allows for creation of a map of the cases which were cited in previous cases and their resulting verdicts, as per the website Towards Data Science. The probability of a positive outcome of a case can be predicted by leveraging predictive analytics with machine learning. This is advantageous to firms as they can determine the return on investment in litigation and whether an agreement or arbitration should be considered.

1. Write any 3 abbreviations.

2. Write a summary of the passage in about 80 words.

Title: Embracing Sustainable Development for a Brighter Future

In an era where the global community faces pressing challenges such as climate change, resource depletion, and social inequality, the concept of sustainable development has emerged as a beacon of hope. As students, you are the torchbearers of change, entrusted with the responsibility to shape a future that is not only prosperous but also environmentally and socially responsible.

Sustainable development is a holistic approach that seeks to meet the needs of the present without compromising the ability of future generations to meet their own needs. It revolves around three interconnected pillars: economic development, social equity, and environmental conservation. Striking a delicate balance among these pillars is essential for creating a world where prosperity is inclusive, and the planet thrives for generations to come.

At the heart of sustainable development lies the recognition that economic growth must be pursued responsibly. As students, you are the architects of innovation and progress. Embrace the challenge of finding solutions that do not deplete finite resources or harm the environment. Explore ways to promote circular economies, where resources are used efficiently, waste is minimized, and the life cycle of products is extended. By fostering sustainable economic practices, you contribute to the well-being of both people and the planet.

Social equity is another cornerstone of sustainable development. In your pursuit of knowledge, consider the societal impacts of your actions. Champion inclusivity and diversity, recognizing that a truly sustainable society leaves no one behind. Be advocates for fair labor practices, gender equality, and access to education and healthcare for all. Sustainable development is not just about protecting the environment; it's about creating a world where everyone has the opportunity to thrive and reach their full potential.

Environmental conservation is perhaps the most visible aspect of sustainable development. The health of our planet is intricately linked to our own well-being. As students, embrace a conservation mindset in your daily lives. Reduce your carbon footprint by choosing sustainable transportation options, minimizing energy consumption, and supporting eco-friendly initiatives. Take an active interest in conservation efforts, whether it's planting trees, participating in beach cleanups, or advocating for policies that protect our natural habitats. Remember, the small actions you take today can have a profound impact on the health of our planet tomorrow.

Education plays a pivotal role in advancing sustainable development. Arm yourselves with knowledge about the interconnected challenges facing our world and the potential solutions that exist. Seek interdisciplinary perspectives that span science, technology, humanities,

and social sciences. Engage in conversations with peers, educators, and experts to broaden your understanding and refine your ideas. By being well-informed, you empower yourselves to be catalysts for change.

In conclusion, the journey towards sustainable development is a collective endeavour, and as students, you play a crucial role in shaping the future. Embrace the principles of economic responsibility, social equity, and environmental conservation in your academic pursuits and daily lives. The choices you make today will ripple through time, influencing the world you inherit and the legacy you leave for generations to come. Together, let us embark on a path of sustainable development, weaving a tapestry of progress, equity, and environmental stewardship for a brighter and more sustainable future.

TERMINAL EXERCISE

1. Read the passage given below and answer the questions that follow:

Despite all the research everyone of us catches cold and most of us catch it frequently. Our failure to control one of the commonest of all ailments sometimes seems ridiculous. Medical science regularly practises transplant surgery and has rid whole countries of such killing diseases as Typhus and the Plague. But the problem of common cold is unusually difficult and much has yet to be done to solve it. It is known that a cold is caused by one of a number of viral infections that affect the lining of the nose and other passages leading to the lungs but the confusing variety of viruses makes study and remedy very difficult. It was shown in 1960 that many typical colds in adults are caused by one or the other of a family of viruses known as rhinoviruses, yet there still remain many colds for which no virus has as yet been isolated.

There is also the difficulty that because they are so much smaller than the bacteria which cause many other infections, viruses cannot be seen with ordinary microscopes. Nor can they be cultivated easily in the bacteriologist's laboratory, since they only grow within the living cells of animals or plants. An important recent step forward, however, is the development of the technique of tissue culture, in which bits of animal tissue are enabled to go on living and to multiply independently of the body. This has greatly aided virus research and has led to the discovery of a large number of viruses. Their existence had previously been not only unknown but even unsuspected.

The fact that we can catch a cold repeatedly creates another difficulty. Usually, a virus strikes only once and leaves the victim immune to further attacks. Still, we do not gain immunity from colds. Why? It may possibly be due to the fact that while other viruses get into the bloodstream where anti-bodies can oppose them, the viruses causing cold attack cells only on the surface. Or it may be that immunity from one of the many different viruses does not guarantee protection from all the others. It seems, therefore, that we are likely to have to suffer colds for some time yet.

- (a) On the basis of your reading of the above passage, make notes on it in points only, using abbreviations, wherever necessary. Also, suggest a suitable title.
- (b) Write a summary of the passage in not more than 80 words using the notes made.

2. Read the passage given below and answer the questions that follow:

Research has shown that the human mind can process words at the rate of about 500 per minute, whereas a speaker speaks at the rate of about 150 words a minute. The difference between the two at 350 is quite large.

So, a speaker must make every effort to retain the attention of the audience and the listener should also be careful not to let his mind wander. Good communication calls for good listening skills. A good speaker must necessarily be a good listener.

Listening starts with hearing but goes beyond. Hearing, in other words is necessary but is not a sufficient condition for listening. Listening involves hearing with attention. Listening is a process that calls for concentration. While, listening, one should also be observant. In other words, listening has to do with the ears, as well as with the eyes and the mind. Listening is to be understood as the total process that involves hearing with attention, being observant and making interpretations. Good communication is essentially an interactive process. It calls for participation and involvement. It is quite often a dialogue rather than a monologue. It is necessary to be interested and also show or make it abundantly clear that one is interested in knowing what the other person has to say.

Good listening is an art that can be cultivated. It relates to skills that can be developed. A good listener knows the art of getting much more than what the speaker is trying to convey. He knows how to prompt, persuade but not to cut off or interrupt what the other person has to say. At times the speaker may or may not be coherent, articulate and well organised in his thoughts and expressions. He may have it in his mind and yet he may fail to marshal the right words while communicating his thought.

Nevertheless, a good listener puts him at ease, helps him articulate and facilitates him to get across the message that he wants to convey. For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be both physical and psychological. Physical barriers generally relate to hindrances to proper hearing whereas psychological barriers are more fundamental and relate to the interpretation and evaluation of the speaker and the message.

- (a) On the basis of your reading of the above passage, make notes in points only, using abbreviations wherever necessary. Supply a suitable title.
- b) Write a summary of the above passage in about 80 words

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 9.1

1. **Artificial Intelligence: Not a threat**

2. 1. Not a threat

1.1 is of help

1.2 makes life easier

1.3 no profession defunct

CHECK YOUR PROGRESS 9.2

1. I. will help legal field

1.1 recog. human speech and object

1.2 making decisions based on data

1.3 translates langs.

1.4 do search and find tasks

2. I. cannot perform high level tasks like

1.1 writing legal briefs

1.2 advising clients

1.3 apprng in courts

a. sharp decision making

3.

1. Function of AI.

1.1 collates data

1.2 predicts probable outcomes

1.3 tells return on invest.

1.4 considering agreement or arbitration

CHECK YOUR PROGRESS 9.3

Key to Abbreviations

Abbreviations	Words
AI	Artificial Intelligence
RoI	Return on Investment
Adv.	Advantageous

Summary

"Sustainable development, a vital concept for students, emphasizes the harmonious integration of economic prosperity, social equity, and environmental conservation. As future leaders, students are urged to foster responsible economic growth, champion social inclusivity, and actively engage in environmental conservation. By embracing a conservation mindset, advocating for equitable practices, and pursuing interdisciplinary knowledge, students contribute to a brighter and more sustainable future. Their choices today shape a legacy of progress, equity, and environmental stewardship for generations to come."

INTRODUCTION

Paragraphs play an important role in effective writing. They serve as building blocks that organize and convey our thoughts with clarity and coherence (unity). Whether you're a student trying to improve your writing skills or a professional seeking to enhance your communication abilities and understanding. The art of writing well-structured paragraphs is essential. In this lesson, we will explore the fundamentals of paragraph writing, from the significance of topic (main) sentences to the art of supporting details and transitions. We will provide practical tips and examples to equip you to create interesting and cohesive paragraphs that captivate your readers and convey your ideas precisely and clearly.

10.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- understand the definition of a paragraph.
- enlist the characteristics and features of a paragraph.
- understand and apply the characteristics and features of paragraph.
- develop good paragraph.
- differentiate between types of paragraphs and their functions.
- will be able to draft different types of paragraphs

10.2 PARAGRAPH WRITING

10.2.1 What is a paragraph?

A paragraph is a series of sentences developing one main idea.

10.2.2 What are the characteristics and features of a paragraph?

Unity, cohesion, and completion are the characteristics of a paragraph. The features of a paragraph are that it contains a topic sentence, supporting sentence, and concluding sentence.

10.2.3 How is a good paragraph developed?

Good paragraphs can be developed by ensuring Coherence, Unity, Clarity, Support, Transition, Engagement, and Cohesiveness. By achieving these objectives, paragraph writing enhances the overall clarity, organization, and impact of written communication, allowing writers to effectively convey their ideas to the intended audience.

Coherence is achieved when ideas are logical and organized. The readers can follow the flow of thoughts and understand the connections between sentences and ideas.

Unity is achieved when one main idea or topic is developed through supporting sentences which provide a clear and concise message to the reader.

Clarity means when ideas are expressed in clear and effective sentences. The writer uses appropriate language, precise vocabulary, and coherent sentences structures to convey meaning accurately.

Support is ensured by providing evidence, examples, and supporting details to reinforce the main idea. They offer explanations, illustrations to help readers understand and believe in the argument presented. It serves the purpose of the writer.

Transition means using transitional words, phrases, or sentences to create smooth transitions between ideas and paragraphs. This ensures a natural flow of thoughts, making it easier for readers to follow the writer's thought.

Engagement is to captivate the readers using storytelling techniques, vivid descriptions, or rhetorical device to create interest and capture the reader's attention.

Cohesiveness is the connections that is established through thematic links, logical progression, and shared ideas, creating a unified and comprehensive composition.

10.2.4 What are the different types of paragraphs?

Narrative: Paragraphs written as narration are a chronological presentation of events that add up to a story. Paragraphs of this type contain characters, setting, conflicts, and resolution.

EXAMPLE:

I walked through the dense forest, crunching the leaves beneath my feet. The tall trees towered above, their branches swaying in the gentle breeze. As I moved deeper, the sunlight filtered through the thick canopy, casting dappled shadows on the forest floor. Suddenly, a vibrant bird soared overhead. Its colourful plumage caught my eye. It was a magical experience.

Descriptive: Descriptive paragraph uses a lot of describing words. The dense forest beckoned me as I stepped onto the trail. The earthy scent of damp moss and fallen leaves filled the air. Sunlight filtered through the dense foliage, creating a mesmerizing interplay of light and shadow on the forest floor. Towering trees stood like silent sentinels, their gnarled trunks reaching toward the sky. As I walked, the leaves crunched beneath my feet, a gentle symphony of sound. A sudden burst of colour caught my attention a vibrant bird with feathers of iridescent blue and shimmering green gracefully soared overhead, adding a touch of enchantment to the tranquil surroundings. Every step revealed a new aspect of the forest's beauty as if I had stepped into a realm untouched by time.

Definition: paragraph provides the meaning, using events and happenings. A strong effort should be made to clearly explain what something is, and not what it is not.

A dense forest is a natural ecosystem characterised by a profusion of trees and vegetation. When traversing/travelling through such an environment, one can hear the distinctive sound of leaves crunching underfoot, adding a tactile element to the experience. The towering trees, reaching great heights, dominate the landscape, their branches swaying gracefully in response to the gentle breeze. As one ventures further into the heart of the forest, sunlight penetrates the thick layer of leaves above. It results in a captivating display of dappled light and shadows on the forest floor. It is not uncommon to encounter the captivating presence of wildlife within this serene setting. Suddenly, an exquisite bird takes flight, showcasing its vibrant plumage, capturing one's attention in a moment of awe and wonder. In sum, walking through a dense forest offers a truly enchanting and magical experience, immersing individuals in the beauty and tranquility of nature's masterpiece.

Compare and contrast: Walking through the dense forest and swimming in the vast ocean offer contrasting yet equally captivating experiences of nature. As I walked through the forest, the sound of leaves crunching beneath my feet provided a grounded connection to the earth, while the towering trees above created a sense of shelter and shade. In contrast, swimming in the ocean immerses one in a fluid environment, where the rhythmic sound of waves crashing against the shore creates a soothing and immersive ambiance.

Venturing deeper into the forest, the filtered sunlight through the thick canopy painted a mesmerizing canvas of light and shadow on the forest floor. The dappled shadows added an element of mystery and intrigue to the tranquil surroundings. In contrast, swimming in the ocean offers a different play of light. Sunlight dances on the surface of the water, creating glimmering reflections and sparkling waves that stretch as far as the eye can see. The depth and vastness of the ocean invite exploration and a sense of boundless possibility.

Suddenly, a vibrant bird soaring overhead added a burst of colour and life to the forest scene, captivating my attention with its colourful plumage. In the ocean, one might encounter a different array of marine life, from graceful dolphins to vibrant coral reefs, each offering their own display of natural beauty. The underwater world presents a diverse ecosystem filled with vibrant colours and awe-inspiring creatures, providing a sense of wonder and fascination.

Both experiences, walking in the forest and swimming in the ocean, evoke a feeling of connection to nature and an appreciation for its wonders. While the forest invites exploration through its towering trees and captivating flora and fauna, the ocean offers a sense of vastness, serenity, and the possibility of encountering unique marine life. Whether walking through the forest or swimming in the ocean, both experiences awaken a sense of awe and remind us of the intricate beauty and diversity that nature has to offer.

Persuasion: Imagine yourself walking through a dense forest, surrounded by nature's symphony. With each step you take, the leaves crunch beneath your feet, connecting you to the very essence of the earth. Above you, the majestic trees reach for the sky, their towering presence a testament to the grandeur of nature. As you venture deeper into the heart of the forest, a mesmerising scene unfolds before your eyes. The sunlight pierces through the thick canopy, illuminating the forest with a gentle radiance, creating a captivating interplay of light and shadows. It is in this moment that you realise the profound beauty and tranquility that can only be found in the embrace of nature.

Suddenly, a vibrant bird takes flight, its colourful plumage captivating your gaze and reminding you of the delicate balance and diversity of life. This magical experience serves as a powerful reminder of the importance of preserving and protecting our natural environments. It is up to us to cherish and safeguard these precious ecosystems, not just for their intrinsic value but also for the immeasurable benefits they provide to our well-being and the future of our planet. Let this encounter with nature inspire you to take action and become an advocate for the conservation and sustainable management of our forests, ensuring that future generations can also experience the wonder and enchantment of the natural world.

Expository: Walking through a dense forest is an immersive experience that engages the senses and unveils the fascinating aspects of this unique ecosystem. With every step, the crunching sound of leaves underfoot resonates, creating a tactile connection to the forest floor. The towering trees, reaching impressive heights, dominate the landscape and provide vital habitats for a myriad of organisms. Their branches gracefully sway in the gentle breeze, a testament to the adaptability of trees in response to their environment.

Venturing deeper into the forest, the thick canopy overhead filters the sunlight, resulting in a mesmerising interplay of light and shadow. This phenomenon, known as dappled lighting, creates a captivating visual display on the forest floor, where patches of sunlight punctuate the shade. These alternating areas of light and shadow are crucial for the survival of different plant species, as they influence the distribution of resources and create micro-habitats within the forest ecosystem.

Amidst the serene surroundings, a vibrant bird suddenly soars overhead, adorned with colourful plumage that catches the eye. This avian presence highlights the incredible diversity of wildlife that inhabits the forest, showcasing the intricate relationships between flora and fauna. Birds play essential roles in seed dispersal and pollination, contributing to the forest's regeneration and overall ecological balance.

Walking through a dense forest encompasses more than just a leisurely stroll; it offers a gateway to exploring the intricate web of life and natural processes that shape this ecosystem. It allows individuals to witness firsthand the dynamic interactions between the elements of the forest, from the interplay of light and shadow to the coexistence of diverse species. This immersive encounter fosters a deeper appreciation for the ecological importance of forests and the need to protect and conserve these vital habitats for future generations.

In summary, walking through a dense forest engages the senses, revealing the fascinating sights, sounds, and interactions that define this unique ecosystem. The crunching leaves, towering trees, dappled lighting, and vibrant bird sightings all contribute to a profound and magical experience that instills a sense of wonder and understanding of the intricate workings of nature's masterpiece.

CHECK YOUR PROGRESS 10.1

I. Choose the correct option for each statement.

1. Which element of a good paragraph ensures that ideas are logical and organised?

- a. Clarity
- b. Unity
- c. Coherence
- d. Support

2. What does unity in a paragraph mean?

- a. Using appropriate language and vocabulary
- b. Developing one main idea or topic
- c. Providing evidence and supporting details
- d. Creating smooth transitions between ideas

3. Which element focuses on expressing ideas in clear and effective sentences?

- a. Clarity
- b. Transition
- c. Engagement
- d. Cohesiveness

4. What does support in a paragraph involve?

- a. Creating a captivating introduction
- b. Using vivid descriptions and storytelling techniques
- c. Reinforcing the main idea with evidence and examples

- d. Establishing thematic links and logical progression
- 5. Which element ensures a seamless flow of thoughts between ideas and paragraphs?**
- a. Coherence
 - b. Unity
 - c. Engagement
 - d. Transition
- 6. What does engagement in a paragraph aim to do?**
- a. Create interest and maintain the reader's attention
 - b. Provide evidence and supporting details
 - c. Develop one main idea or topic
 - d. Establish thematic links and logical progression
- 7. Which element of a good paragraph focuses on creating a unified and comprehensive composition?**
- a. Cohesiveness
 - b. Clarity
 - c. Support
 - d. Coherence

II. Rearrange the following jumbled sentences to recreate the original paragraph.

- a. beneath my feet.
- b. The tall trees towered above, their branches swaying in the gentle breeze.
- c. As I ventured deeper, Suddenly, a vibrant bird soared overhead, its colorful plumage catching my eye.
- d. through the thick canopy, casting dappled shadows on the forest floor.
- e. I walked through the dense forest, the leaves crunching
- f. It was a magical experience.
- g. the sunlight filtered

h. dense damp dense silent crunched color time

IV. Match the words from word Bank with that of their corresponding definitions.

WORD BANK

DEFINITIONS

- | | |
|-----------------|--|
| 1. Dense | a. Characterised by a large quantity or abundance |
| 2. Ecosystem | b. Moving across or through |
| 3. Profusion | c. The physical sensation of touch or texture |
| 4. Traversing | d. Marked by a mixture of light and dark patches |
| 5. Tactile | e. Experiencing a feeling of wonder and admiration |
| 6. Towering | f. Quiet, peaceful, and calm |
| 7. Dappled | g. Impressive and holding one's attention |
| 8. Captivating | h. The feathers or covering of a bird |
| 9. Serene | i. A community of living organisms in a particular environment |
| 10. Plumage | j. Thick or closely compacted |
| 11. Awe | k. The feeling of respect mixed with fear or wonder |
| 12. Tranquility | l. The state of being calm and peaceful |

11.3 ESSAY WRITING

An essay is series of paragraphs developing one main topic. The paragraph in an essay has to follow all the characteristics and features as mentioned in the topic 'Paragraph Writing'. The principles of Clarity, Coherence, Unity, Evidence and Support and finally organisation of contents in each of the paragraphs and sequencing of paragraphs is the crux in essay writing.

An essay should have a well-organised structure. Starting with an introduction that provides background information and a clear thesis statement. Followed with body paragraphs that present and develop your arguments, and end with a conclusion that summarises your main

points and restates your thesis. Use headings, subheadings, and paragraph breaks to make your essay visually organised and easy to navigate.

Example of an Essay (Ideas are drawn from different types of paragraphs in the topic “Paragraph Writing” Introductory Paragraph:

Walking through a dense forest is an enchanting experience that immerses you in the beauty and tranquility of nature. As you step onto the trail, you are beckoned by the allure of the dense foliage and the earthy scent of damp moss and fallen leaves. The sunlight filters through the canopy, casting mesmerising interplays of light and shadow on the forest floor. Towering trees stand tall like silent sentinels, reaching for the sky with their gnarled trunks. With each step, the leaves crunch beneath your feet, creating a gentle symphony of sound. The forest reveals its hidden treasures, from bursts of vibrant colours to untouched realms that seem untouched by time. It is a magical experience that captivates your senses and leaves an indelible impression.

Supporting Paragraph 1: The Serenity of Nature Walking through a dense forest offers a retreat from the hustle and bustle of everyday life. As you delve deeper into the forest, the tranquility envelopes you, creating a sense of peace and serenity. The rustling of leaves and the gentle whispers of the wind create a soothing soundtrack that soothes your soul. The absence of man-made noise allows you to reconnect with the natural world and find solace in its simplicity. Surrounded by towering trees and a symphony of sounds, you can’t help but feel a deep sense of calmness and connectedness to the Earth.

Supporting Paragraph 2: A Feast for the Senses A dense forest is a sensory playground, awakening your senses and heightening your appreciation for the natural world. The earthy scent of damp moss and fallen leaves fills the air, immersing you in the unique fragrance of the forest. Sunlight filtering through the canopy creates a kaleidoscope of light and shadow, painting a breathtaking tapestry on the forest floor. As you walk, the texture of the leaves crunching beneath your feet provides a tactile connection to the environment. The vibrant colours of flowers, plants, and wildlife add splashes of beauty and intrigue to the scene. Every step reveals a new sensory delight, reminding you of the intricate wonders that exist in nature’s masterpiece.

Supporting Paragraph 3: Connecting with Wilderness Walking through a dense forest allows you to forge a connection with the wilderness and gain a deeper understanding of the delicate balance of ecosystems. The towering trees, with their gnarled trunks and sprawling branches, serve as a reminder of the strength and resilience of nature. Observing the diverse flora and fauna, from moss-covered rocks to elusive woodland creatures, provides insight into the intricate web of life that exists within the forest. Each encounter offers an opportunity to learn and appreciate the inter-connectedness of all living things. The experience of walking through a dense forest fosters a sense of stewardship and the realization that we are but a small part of a much larger, harmonious ecosystem.

Concluding Paragraph: Walking through a dense forest is a journey that allows you to connect with nature in profound ways. It is a narrative of exploration, where each step unveils new wonders and experiences. The descriptive elements transport you to a realm of tranquility, where the interplay of light and shadow, the symphony of sounds, and the vibrant colours of wildlife create an immersive and captivating atmosphere. The definition of a dense forest becomes alive as you witness the towering trees, the filtered sunlight, and the enchanting presence of creatures. It is a unique experience that highlights the beauty and importance of preserving and cherishing our natural environments. So, embrace the invitation of the forest, immerse yourself in its wonders, and let its magic inspire you to protect and appreciate the precious ecosystems that our world has to offer.

Similarities & Differences:

Similarities: Both walking through the dense forest and swimming in the vast ocean offer captivating experiences of nature. Both experiences provide a connection to nature and evoke a sense of awe and appreciation for its wonders. Both environments, the forest, and the ocean, offer opportunities for exploration and discovery. Both experiences involve interacting with natural elements, such as sunlight, shadows, and the sounds of nature. Both environments, the forest, and the ocean, are home to diverse flora and fauna, showcasing the beauty and diversity of nature.

Differences: Walking through the forest provides a grounded and earthy experience, while swimming in the ocean immerses one in a fluid and dynamic environment. The forest offers shelter and shade with its towering trees, while the ocean presents an open and vast expanse. The forest is characterised by filtered sunlight and dappled shadows, creating a play of light and shadow on the forest floor, whereas the ocean showcases reflections and sparkling

waves on its surface. The forest scene may feature vibrant birds and land-based wildlife, while the ocean offers encounters with marine life, such as dolphins and coral reefs. The forest invites exploration through its flora and fauna, while the ocean invites exploration of its depths and the possibility of encountering unique marine life.

CHECK YOUR PROGRESS 10.2

I. Choose the correct option:

Which of the following best describes the atmosphere of walking through a dense forest?

- a. Chaotic and noisy
- b. Peaceful and serene
- c. Crowded and bustling
- d. Hectic and busy

II. Fill in the Blanks:

Walking through a dense forest allows you to with nature in profound ways. It is a of exploration, where each step unveils new wonders and experiences.

III. True or False:

The scent of damp moss and fallen leaves fills the air in a dense forest. (True/False)

IV. Match the Following:

- | | |
|--|-------------|
| a) Earthy scent of damp moss and fallen leaves | i. Sight |
| b) Rustling of leaves and whispers of the wind | ii. Hearing |
| c) Kaleidoscope of light and shadow | iii. Smell |
| d) Texture of leaves crunching beneath your feet | iv. Touch |

V. Short Answer:

Describe the impact of walking through a dense forest on one's senses.

VI. Long Answer:

Explain why walking through a dense forest can foster a deeper connection with nature and an appreciation for ecosystems.

RECAPITULATION POINTS

Paragraph Writing: Is a series of sentences developing one main idea. The objective of the lesson is to enable the participants to write coherent, unified, clear, supported, and engaging paragraphs. Key Concepts: Coherence, Unity, Clarity, Support, Transition, Engagement, Cohesiveness. Principles: Logical organisation, flow of thoughts, clear main idea, effective sentences, supporting evidence, smooth transitions, reader engagement, thematic links. Types of Paragraphs: Narrative: Tells a story or recounts an experience. Descriptive: Portrays sensory details and creates vivid imagery. Definition: States only facts, only whatever it is and not whatever is not. Persuasive: Convinces the reader to adopt a certain viewpoint or take action. Compare and Contrast: Highlights similarities and differences between two or more subjects. Expository: Provides information, explains a concept, or presents an argument.

Essay is series of paragraphs developing one main topic. Objective of the lesson is to enable the students to develop well-structured essays with coherent paragraphs and effective communication. Key Concepts: Thesis statement, introduction, body paragraphs, conclusion, coherence, unity, clarity, support, transition, engagement, cohesion. Principles: Clear organisation, logical progression of ideas, strong arguments, supporting evidence, smooth transitions, reader engagement. Essay is a series of paragraph developing one main topic. It has introductory paragraph, supporting paragraph and concluding paragraph.

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TERMINAL EXERCISE

I. Multiple-Choice Questions (MCQs):

1. Which of the following is a characteristic of a well-written paragraph?
 - a. Incoherent ideas
 - b. Lack of unity
 - c. Clear main idea
 - d. Poor transitions

2. Which type of paragraph aims to convince the reader to adopt a certain viewpoint?
 - a. Narrative
 - b. Descriptive
 - c. Persuasive
 - d. Expository
3. Which type of paragraph focuses on highlighting similarities and differences between two subjects?
 - a. Narrative
 - b. Descriptive
 - c. Compare and Contrast
 - d. Expository

II. Fill in the Blanks:

- a. Coherence in a paragraph is achieved when ideas are ----- and organised.
- b. Unity is achieved when ----- main idea or topic is developed.
- c. Clarity in paragraph writing is achieved through the use of ----- language and precise vocabulary.
- d. Transitional words and phrases create ----- transitions between ideas and paragraphs.

III. True/False:

- a. Support in a paragraph is provided through evidence, examples, and supporting details. (True/False)
- b. Engagement in paragraph writing involves captivating the readers' attention. (True/False)
- c. Descriptive paragraphs focus on explaining a concept or presenting an argument. (True/False)

IV. Match the Following:

- | | |
|--------------|-----------------------------------|
| 1. Narrative | a. Presents information and facts |
|--------------|-----------------------------------|

- | | |
|----------------|---|
| 2. Descriptive | b. Tells a story or recounts an experience |
| 3. Persuasive | c. Portrays sensory details and creates vivid imagery |
| 4. Expository | d. Convinces the reader to adopt a certain viewpoint |

V. Short Answer:

- a. Explain the concept of coherence in paragraph writing.
- b. What is the main objective of a persuasive paragraph?
- c. Provide an example of a transitional word or phrase used to create smooth transitions in a paragraph.

VI. Long Answer:

Write a descriptive paragraph about a memorable experience in nature, incorporating sensory details and vivid imagery. VII. Read the following introductory paragraph about walking through a city. Use the clues provided to write a complete essay on the topic. Include an introductory paragraph, three supporting paragraphs, and a concluding paragraph. Your essay should demonstrate coherence, clarity, and engagement. Consider using descriptive language and incorporating relevant details to make your essay compelling. (150 words)

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ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 10.1

I.

1. c. Coherence
2. b. Developing one main idea or topic
3. a. Clarity
4. c. Reinforcing the main idea with evidence and examples
5. d. Transition

6. a. Create interest and maintain the reader's attention
7. a. Cohesiveness

II. The correct order of the sentences is e-a-g-b-c-h-d-f.

III. Match the words with their corresponding definitions:

1. j
2. i
3. a
4. b
5. c
6. k
7. d
8. g
9. f
10. h
11. e
12. l

CHECK YOUR PROGRESS 10.2

I. b. Peaceful and serene

II. connect, narrative

III. True

IV.

- a) iii
- b) ii
- c) i
- d) iv

V. The impact of walking through a dense forest on one's senses is profound. The earthy scent of damp moss and fallen leaves fills the air, creating a refreshing and natural fragrance. The rustling of leaves and whispers of the wind provide a

soothing soundtrack that engulfs the surroundings. The interplay of light and shadow, as sunlight filters through the dense foliage, offers a visual feast for the eyes. The texture of leaves crunching beneath your feet creates a tactile connection to the forest floor, grounding you in the present moment. Overall, walking through a dense forest engages multiple senses, creating a rich and immersive experience.

- VI. Walking through a dense forest fosters a deeper connection with nature due to its immersive and sensory nature. As individuals navigate through the forest, they are exposed to the sights, sounds, and smells that define the ecosystem. The towering trees, vibrant colors, and diverse flora and fauna provide a visual spectacle that sparks awe and appreciation for the natural world. The soothing sounds of rustling leaves and whispers of the wind create a serene ambiance, allowing individuals to disconnect from the noise and chaos of daily life. The earthy scent of damp moss and fallen leaves further enhances the sensory experience, enveloping individuals in the unique fragrance of the forest. This sensory immersion cultivates a sense of connectedness and understanding of the delicate balance of ecosystems, inspiring a desire to protect and preserve these precious environments for future generations.

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INTRODUCTION

Before the advent of modern technology communication was easy, the art of writing a letter was considered an important requirement. Even today a letter is an important means of communication at both the workspace as well as in our personal lives. So let us understand the fine differences of letter writing. What is Letter Writing?

A letter is a type of written communication that can be written by hand or printed on paper. It can be sent to the receiver via mail or post in an envelope. A letter, or a written discussion between two parties, is any such message that is sent through the mail.

The art of letter writing is not much in use as it was in the past now that E-mails (Advantages and Disadvantages), SMS, and other means of communication have become common. However, letters are still used for a lot of our communication especially official communication. Letters are still a crucial means of communication, whether it's a cover letter for a job, a bank reminder, or a college acceptance letter. This is why we must understand the nuances of letter writing.

“Letters should be easy and natural and convey to the persons to whom we send just what we should say if we were with him.”

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—Lord Chesterfield

11.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- categorize different types of letters and applications.
- understand the format of writing a letter and applications.
- enlist the essentials of a letter and an application.
- write a letter and an application.

11.2 LETTER WRITING

11.2.1 Objectives of Letter Writing

The main objectives of letter writing are:

- to enable students to write invitations.
- to enable learners to write letters to friends and family.
- to teach students to read letters/requests carefully before responding.
- to teach scholars the importance of creating formal and informal documents.
- to teach them basic letter formats and letter writing ways and designs.
- to teach students letter writing decency and decorum.

11.2.2 Types of Letters

Let us first understand that there are broadly two types of letters, namely Formal Letters and Informal Letters. But then there are also a few types of letters based on their contents, formalities, the purpose of letter writing. Let us have a look at the few types of letters.

Formal Letter: This type of letter follows a certain pattern and formality. They are strictly kept professional in nature and directly address the issues concerned. Any business letter or letter to authorities falls within this category.

Informal Letter: These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.

Business Letter: This letter generally contains commercial information such as quotations, orders, complaints, claims, letters for collection etc. Such letters are always formal and follow a structure and pattern of formalities.

Official Letter: This type of letter is written to inform offices, branches, subordinates about official information. It usually relays official information like rules, regulations, procedures, events or any other such information. Official letters are also formal in nature and follow structure and decorum.

Social Letter: A personal letter written on the occasion of a special event is known as a social letter. Congratulatory letter, Condolence letter, Invitation letter are all social letters.

Circular Letter: A letter that announces information to a large number of people is a circular letter. The same letter is circulated to a large group of people to give some important information like change of address, change in management, the retirement of a partner etc.

Employment Letters: Any letters with respect to the employment process, like joining letter, promotion letter, application letter. These observe a well-planned style.

11.2.3 Format of Letter

Every letter consists of the following parts:

1. Sender's Address at the Top Left-Hand Corner

Following the latest trend, the sender's address is preferred on the top left-hand corner. Continuing with the latest trends in letter writing, the commas and full stops at the end of the lines are omitted. The students may write the sender address as shown below:

House No 7, Omaxe Apts
Pandit Din Dayal Marg
Darjeeling

Mostly formal letters are written on the letter-heads with the company's name, address, telephone and telegram printed at the top.

2. The Date

Always write the date below the sender's address. The students can choose any of the following ways of writing the date:

- A. 10 November, 2022
- B. 10 November, 2022
- C. 10th November, 2022
- D. November 10, 2022

(The fourth type is preferred these days.) Unless mentioned in the question, students should write the same date on which they are in the examination.

3. The Name and Address of the Addressee in formal letters, the Name and Designation of the addressee is written on the left margin, two lines below the line of the date.

The Sales Manager
Cadila Pharmaceuticals
Gangtok
M. G. Road

4. Subject

Mostly a verbless.

5. The Salutation

The usual form of salutation in formal letters is as follows:
(business executives)

Sir or Dear Sirs or Messrs for firms or companies (Not individual). Madam is used when the letter is addressed to a lady.

6. The Body/Content of the Letter

Formal letters demand brevity and formal treatment. They should be to the point and confined to the specific business issues. There is no place for emotional and superfluous details.

7. The Complimentary Close

Generally, formal letters close with the following complimentary endings

Yours faithfully
Yours truly

If a personal name is used in the salutation the complimentary close can be:

Yours sincerely

8. Signature

A formal letter requires your full signature with the name and designation coming just below it. For example:

Yours faithfully

(Signature)

BP Singh (write name again if sign is not clear.)

General Manager

11.2.4 How to Write a Good Letter?

1. Arrange the ideas and facts in a logical and well-linked order.
2. Avoid clichés and hackneyed expressions.
3. Be precise and direct. Do not change paragraphs abruptly.
4. Ensure correct spelling and appropriate punctuation.
5. Make sure that the letter conveys the intended message clearly and the tone of the letter suits the particular types of the letter.

11.2.5 Essentials of a Good Letter

A letter is a direct address to the addressee. Hence, it must be appealing. The ideas must be original and relevant. Include your own viewpoints and opinions on the topic only. A letter should reflect your personality and impress the receivers.

A letter should have the most appropriate words, phrases and idiomatic expressions.

The sentences of a letter should be clear and precise.

In official and commercial letters, colloquialism should be avoided as far as possible.

11.2.6 Format

Generally, the following types of letters are asked at school level exams so learn and practice them well.

1. Official Letters
2. Letters for Complaints

3. Making Enquiries
4. Letters Making Requests / Appeals
5. Letters to the Editor
6. Giving suggestions on an issue (usually of public interest)
7. Giving suggestions on an issue already raised in an article/write-up/in a published letter.

11.2.7 Specimen of Formal Letters

Example: Write a letter to the Police Commissioner drawing his attention to the nuisance caused by noise during festivals requesting him to take steps to put an end to it.

House number 16
Upper MG Marg,
Gangtok Sikkim - 737101

July 11, 2022

The Police Commissioner
Sikkim City

Subject: Noise nuisance during festivals

Sir

India is a secular country and there can be no objection to any community celebrating its festivals publicly. But of late, the celebrations have become more and more noisy. There is more of noise and less of festivity. From every street corner, loudspeakers pour out cheap film music and dialogues at full pitch from early morning till late in the night. The air is filled with the deafening noise of crackers during these festival days.

Apart from the fact that the noise robs one of one's most precious and well-earned rest, it scares young babies, animals and birds. It disturbs heart patients and those suffering from high blood pressure particularly the senior citizens.

On behalf of citizens, I appeal to you to take appropriate steps to ban the use of loudspeakers and noise-making crackers during the festivals. Please see to it that the noise is kept to the minimum possible level, particularly during nights.

Thanking you

Yours faithfully

ABC

Example: Write a letter to the Secretary of the Sports Club of another school asking if a football match between the teams of his school and yours can be arranged.

Saraswati Academy

Ajwa Road

Bhiwani- 121021

November 3, 2022

The Secretary

Sports Club

Nutan Niketan

Sector 13

Bhiwani -121021

Subject: Request to hold a football match between our schools.

Dear Sir

I invite you to play a friendly football match between our schools. Both our teams are good and the match will give both of us the opportunity to practice skills amongst equals. It would be indeed an interesting exercise.

If you agree, do let us know. We can meet and work out details such as the venue, time and any specific rules for the match. The Principal of our school has given us the permission. What remains is for you to get the necessary permission. I am sure, your Principal too would oblige. Let's get together and have an absolutely smashing match. Please let us know when we can meet. Let it be at the earliest.

Yours sincerely

BCD

Secretary, Sports Club

Saraswati Academy

Example: Write a letter to the Editor of a newspaper expressing your views about the nuisance of hawkers near schools. You are XYZ.

4, Suncity Apartments

Karnal (Haryana)

March 20, 2022

The Editor

The Times of India

Circular Road

Rohtak

Subject: Nuisance of hawkers

Sir

A number of hawkers cluster near our school premises. They sell junk food and unhealthy eatables to students, particularly during recess time. The eatables are kept in an unhygienic condition. Students buy them and fall sick.

Nobody can check this nuisance. Same is the case with other schools. Hawkers tempt students to buy things from them. I hope this nuisance can be checked by authorities. An immediate step is needed to help us. Please give publicity to my views in your esteemed paper.

With thanks

Yours faithfully

XYZ

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Example: Write a letter to the Principal of your school making suggestions for the improvement of the school canteen.

Apartment 202

GNS Orchid

Arithang, Gangtok

July 11, 2022

To

The Principal
Army Public School
Tadong (Sikkim)

Subject: Suggestions for the improvement of the school canteen.

Respected Sir

I am writing this letter on behalf of all the students of our school. It pains me to draw your attention to the dirty condition of the school canteen. The manager is absolutely careless about sanitation and hygiene. The floor remains unwashed for days. The foodstuff is exposed to flies and dust most of the time. A regular clean-up is necessary to improve the sanitary condition. Besides, we have seen the cook using sub-standard oil for cooking. Very often, leftover used oil is reused to cook the next day's food.

Sir, we request you to persuade the contractor to reduce the cost of the food items. We are sure that you alone can make things better.

Yours obediently
X Y Z
Students of 10 B

Example: Write a letter to the Editor of a Newspaper about the nuisance of stray cattle.

S-24, Shivlok Apartment
Dwarka, Sector 6
Delhi, 110075

October 5, 2022

The Editor
The Times of India
Delhi.

Dear Sir

Subject: Stray cattle nuisance.

You must be aware of the recent accidents in the city on account of stray cattle movements and incidents.

Cows squat on the roads creating obstruction to the flow of traffic. Recently, a scooterist was fatally injured as he was knocked down by a cow. He was hospitalized with a fractured leg. There is none to take the responsibility. Although he was not in the wrong still he was penalized. In another incident, a car going smoothly had a mishap. A buffalo suddenly came in front of the vehicle and an accident took place.

Soon a crowd gathered and the car owner was forced to pay a thousand rupees. Isn't it the responsibility of the municipal authorities to remove the stray cattle. The cattle owners should be penalized so that we can be safe.

I, request the district administration to take up the matter urgently.

Thanking you,

Yours truly

XYZ

Example: Write an application to the Principal of your college seeking permission to stage a play in the college auditorium.

12 November 20XX

The Principal

DAV Public School

Dwarka

Subject: Request for permission to stage Hamlet in the school auditorium

Sir,

We, the students of the school request that we would like to stage 'Hamlet' by Shakespeare in our school auditorium. Our English Lecturer has already given necessary guidance to enact it. At this point of time, we need your permission, presence and some financial help to make it successful. I, therefore, pray and hope that you would be kind enough to make our effort successful.

Yours faithfully

XYZ

Example: Joining letter for a new employee [on joining date]

The Manager

Company name

City name

Sub: Joining letter for the position of [job title]

Dear Sir/Madam

With reference to your appointment letter no. _____, dated [date], I would like to inform you that I am joining the job from today ie on [date of joining] as a [job title] at [company name].

Kindly consider this as my formal joining letter.

Thanking you

Yours sincerely

XYZ

Example: You are Arun Maheswari. Write a letter to the Dean of Indira Gandhi National Open University enquiring about the Mass Communication courses.

A 232, DLF Phase 2

Gurugram

Haryana-122001

17th December, 2022

The Dean

Indira Gandhi National Open University

Maidan Garhi, New Delhi-110030

Subject: Courses in Mass Communication

Dear Sir

Through your advertisement in the Indian Express I have come to know that your university offers courses in Mass Communication.

I have completed my graduation in English with 55% and am interested in joining the Masters Programme in Mass Communication. I would like to know the eligibility criteria for the same, I request you to send me the details regarding fee detail, availability of hostel facilities and other relevant information.

A self-addressed envelope is being enclosed. Looking forward to an early response

Yours faithfully

Ani Maheshwari

(E-mail: arummahes1342@gmail.com)

CHECK YOUR PROGRESS 11.1

1. You are Sudhanshu Arora. You have passed out of DAV Public School, Rohtak. Write an application to your principal requesting him to issue you a character certificate as you need one for college admissions.
2. Your grandfather is very upset about the rising prices and keeps thinking of his olden times when things were very cheap. You are convinced that price-rise has made life difficult for common man. Write a letter in 100-120 words to the editor of a national daily describing the difficulties faced by poor families.

11.3 INFORMAL LETTERS

These letters are written to friends and relatives. In these letters, the format remains more or less the same as in formal letters. Only the subject or reference is not included. Besides this, the salutation is non-formal. It may be 'Dear father/dad, mother/mom, brother/bro, sister, uncle, friend/buddy, auntie/Chachi and so on. Sometimes, in place of 'dear', one can write 'loving', 'My sweetheart'. The case with complimentary close Yours lovingly, Yours intimately, Your true love, Yours respectfully, Yours obligingly/kindly, etc. Moreover, the language of Informal Letters is more or less informal. No official or conventional language is needed. Formalities are avoided in such letters. If the addressee is a respected person, the language to be used is to express respect or reverence for him/her. If the addressee is close or intimate one, the words of friendship are to be used.

An informal letter consists of 7 key elements which are mentioned below-

Address (Personal/Receiver's)

Date

Salutation/Greeting

Beginning

Main Content

Ending

Signature

Informal letters can cover a wide range of subjects. Here are a few of them.

- Inviting a friend to an event, such as a birthday celebration.
- Contacting a friend to go on a trip or vacation.
- Expressing regret or asking forgiveness from someone for your errors.
- Congratulating a friend on a job well done or other accomplishment.
- Just writing to check on someone's well-being.
- An invitation to attend marriage function.

Informal Letters (Specimens)

Example: Write a letter to your father requesting him to allow you to go on a tour to North India during the vacation

16, Dharey Gaon

Housing Society

Gangtok, Sikkim-737102

May 10, 2022

My dear Father

I was very glad to receive your letter yesterday. I am well here and hope that you are all well there quite.

I am preparing for my annual examination and I hope to secure good marks. Our school has arranged a tour to North India during the summer vacation. I wish to join this tour. I have

not seen any place in North India. Some of my dear friends have already got their names registered. We will visit Delhi, Agra, Mathura and many other places of historical importance. Our history teacher will accompany us.

Kindly allow me to join the tour. I have to pay a deposit of ₹ 1000-within a week and the remaining amount of ₹600/-in a fortnight. Please send me the money for the tour.

Convey my regards to mother and love to dear Vijay.

With regards

Your loving son

XYZ

Example: Write a letter to your Mummy telling her about the accident you met with but you were saved.

Lakshmi Sadan

Rajmahal Road

Jaipur 302001

July 10, 2022

My dear Mummy

How is it that I have not received any letter from you for a fortnight? I hope you are all well there. Please do write to me soon. I am worried about you here. Yesterday proved to be a day of ill-omen for me. I was late for school so I was going a bit fast on my cycle. As ill-luck would have it, a scooterist dashed against me and I fell but I had no serious injury. I have some scratches on my legs. I could go to a dispensary nearby and the doctor gave me an injection and applied some medicine on the scratches.

I am well now. I was saved by the grace of God. Please don't worry about me at all. I shall go to school tomorrow. I'll wait for your kind words. Give my love to Munnu.

Your loving son

XYZ

Example: Write a letter to your uncle thanking him for the birthday gift sent by him.

15, Girikunj
Jawahar Chowk
Maninagar
Ahmedabad-380 008

August 10, 2022

My dear Uncle

Many thanks for the precious watch which you sent to me as my birthday gift. I like the watch very much. It will be my proud possession. I was in urgent need of a wristwatch as I have to go to my school and classes regularly. The watch will help me a great deal in being punctual.

We missed you very much on that day. It would have been a great joy to have you and Auntie with us on that day. But I am glad that your blessings are always with me.

Convey my best regards to dear aunty and Parminder.

I thank you once again.

Your loving nephew
XYZ

Example: Write a letter to your younger brother who is a bookworm and neglects his health.

House No. 2
Devlok Residential Complex
Lumsey
Gangtok-7371

September 20, 2022

My dear Rakesh

I was really happy when I received your letter and came to know that you stood first in your second semester. Accept my congratulations on your success. But I was worried to know that you have not been well for a while. It is no doubt good to study hard but not at the cost of

your health. You should not neglect your health. You should remember that health is wealth. You should give equal importance to study and sports.

Sports and games will keep you fit. Going for a walk in the morning or taking regular exercise will help you maintain your health. Do not forget that all work and no play makes Jack a dull boy.

I hope to hear from you soon. Convey my regards to Daddy and Mummy.

Yours lovingly

ABC

Example: Write a letter of condolence to your friend who has recently lost his mother.

House No. 11

Mangso's Society

JN Road

Gangtok-737101.

December 25, 2022

My dear Saran

I received a letter from our friend Arvind telling me that your dear mother passed away suddenly. It was a great shock to me. I stayed with you for some days during the last vacation. She treated me with motherly affection. How can I forget that? I still remember her loving face and tender care.

I know that words are poor means of expressing our feelings. I am sure God Almighty will give you and your family strength to bear this loss. Please convey my heartfelt condolences to Uncle and Priya.

With regards to all

Yours sincerely

XYZ

Example: Write a letter to your friend making an appeal to avoid firecrackers and have a safe Diwali, free of sound and air pollution.

XYZ

House no 2061,
Eldeco County,
Sonipat
Haryana-131001

October 3, 2022

Dear Basu

Happy to learn from your letter that this time you have invited your cousins to celebrate Diwali at your place. It would be a memorable time together. I wish you a very happy Diwali. But I would also like to draw your attention to a very serious matter. Generally, most of the firecrackers available in the market emit lot of smoke and are unsafe.

They are substandard as far the quality is concerned. They may burst or catch fire any time and can cause great harm. You know it very well that how harmful it is to light firecrackers. They cause lot of air and sound pollution.

The sulphur emitted from it is poisonous. We breathe this air and our lungs get damaged. The terrible sound with more than 100 decibels can sometimes cause permanent deafness. I would strongly appeal to you not to burst firecrackers this Diwali. There are many other ways of celebration. I hope you will get my point and have a safe and pleasant Diwali.

Love you all

Parul

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11.4 DIFFERENCE BETWEEN FORMAL AND INFORMAL LETTER

Formal letters address someone in a professional manner, whereas informal letters do so in a more personal manner. This is the major distinction between formal and informal letters. Additional distinctions include:

- While informal letters can take an emotional tone, formal letters have a set structure.
- Tone of informal letter is one of friendliness, while a formal letter is formal and business like.

- While informal letters can be written from any point of view, formal letters are often written in the first or third person.
- Formal letters don't have extraneous fillers. They are focused and concise.
- Informal letters can also be written by hand, but official letters are typically typed.
- Formal letters always start by an address and a date.
- Formal letters do not use grammatical slangs in contrast to informal letters.
- Informal letters can be lengthy, whereas formal letters are often no longer than format.

CHECK YOUR PROGRESS 11.2

1. Recently your exams were conducted. Write a letter to your father telling him how you have fared in your examinations. You are Ramneek/Rama of Hostel No. 1, St. Kabir Public School, Panipat.
2. Write a letter to M/s Best Publishers, 2507, Nai Sarak, Delhi-110006, returning the wrong books supplied by them and asking them to supply you the right ones. You are Amrit/Amrita of 205, Peepal Wali Gali, Main Road, Meerut Cantonment.
3. You are Nupur, a resident of Rajeev Nagar, Delhi. Write a letter to the Station House Officer, with a copy to the Deputy Commissioner complaining about the incidents of chain snatching in your locality.
4. Your brother has sent a beautiful gift on your Birthday from London. Write a letter to him expressing your thankfulness and admiration for him. You are Sushmita, living at A-5, Amar colony, Lajpat Nagar, Delhi.

11.5 CIRCULAR

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The only difference is that circular is not placed at a notice board or some public portal. It can be written in a register or file and circulated among all concerned. It is to make sure that it is brought to the notice of every member.

Example: Circular For Independence Day Celebrations

Circular No. _____

(Date)

It is for the information of all the staff members of our college that Independence Day will be celebrated in college premises tomorrow at _____ (Time). The Principal will preside over

the function. It will be followed by words of wisdom by invited guests and cultural programme by the students. Tea and snacks will be served after that.

Everyone is requested to be present.

(Name)

(Designation)

(Office of the Principal)

Example: Circular Regarding Office Timings

(Date)

This is to inform all the members of staff that Sikkim Government has decided to have holidays on every Saturday in addition to Sunday to save petrol and electricity due to a major failure in Northern Grid w.e.f. _____ (Date) till _____ (Date). In order to compensate the working hour, the company has decided to change the timings from _____ (Time) to _____ (Time) from Monday till Friday. The previous timings of _____ (Time) to _____ (Time) remain cancelled till further order. However, in case of an emergency, a skeleton staff can take prior permission to come to office on Saturday, but the timings should not exceed _____ (Time). This information is valid for a period of _____ days only.

10.6 APPLICATION WRITING

10.6.1 What is an Application Letter?

An application letter is the letter you write when you ask for something, request permission, or apply for anything. Typically, the letter is one page long. It may be written for personal or business needs. Sometimes it will come with other documents, such as letters of application. Application letters then are more than just cover letters, they can also be letters of inquiry or request.

11.6.2 Application Letters Types

There are 3 different types of an application letters:

1. Job Application Letter
2. Academic Application Letter
3. Personal Application Letter

11.6.3 Format to Write an Application to the Principal

Receiver's Address

[Mention the person being addressed, i.e., 'The Principal' and then the school's address.]

Date

[The date on which the application is written. It helps in officially documenting the application.]

Subject

[A short statement showing the purpose for which the application is written.]

Salutation

[Here the addressee is respectfully acknowledged and referred to. You can write 'Sir', 'Madam' or both in case of ambiguity about the gender of the person being addressed.]

Body of Content

[Mention your name and class] [State the reason for the application] [Related factors such as the number of days for a leave (including dates), reason for fee concession, etc.] [Humbly extend your gratitude towards the Principal.]

Complimentary note as a closing acknowledgement for the Principal's time, understanding and patience. This makes the letter more respectful and thereby appropriate.]

Closing Line

[Yours Obediently, Yours Sincerely, etc.] **Name of the Sender with Details**

[Conclude the application by mentioning your name with other essential details like class, section, roll no. and any other details.]

11.6.4 Application Writing Tips

1. Make sure your letter has enough white space and is easy to read.
2. Make sure the points are in contact with one another. As an application should be formatted concisely avoid including unnecessary information.
3. Correct any grammatical and spelling mistakes.
4. Make sure the dates you write in the letter are accurate.

Application Writing Example:

Example: Application for a Medical Leave.

The Principal
Kendriya Vidyalaya
Gangtok, Sikkim-737101

July 25, 2022

Subject: Application for Medical Leave.

Dear Sir/Madam

I am Garima Aggarwal, a student of Class XII of your school. I have been diagnosed with chickenpox and have been advised complete rest at home by my doctor for ten days. I would request you to kindly grant me leave for the mentioned number of days beginning from 26 July to 4 August, 2022.

The medical certificate issued by the doctor is attached.

Thanking you

Yours obediently
Garima Aggarwal
Class X

Example: You are Ranbir studying in class X A in Vaish Higher Secondary School, Jaipur. Write an application to your Principal requesting him to grant permission to your class to go on a picnic.

The Principal

Vaish Higher Secondary School
Jaipur, Rajasthan

Respected Sir

With due respect I beg to say that the students of my class plan to go on a picnic to the nearby historical sites. We shall return before sun-set. I assure you that no problem of discipline shall arise. Kindly grant us permission for the same.

Thanking you

Yours obediently

Ranbir

Monitor

Class XA

TERMINAL EXERCISE

1. Write a letter to M/S Jain Publisher, Paharganj, New Delhi, complaining about the parcel of books which you have received in a damaged state.
2. Write a circular letter announcing the marketing of a new variety of soap.
3. Write a letter to the postmaster for change of address.
4. Write a letter to the Editor of a newspaper about the bad condition of water supply in your locality.
5. Write an application for the post of teacher in a Senior Secondary School.
6. Write a letter to M/S Rama Publishing House, Karol Bagh telling them that the book you ordered has been delivered but sixteen pages are missing in it. Request them to replace the book. Sign your name as Ravish of 131, PK Marg, Nagaland.

INTRODUCTION

The Wit of Tenali Raman is a collection of stories about Tenali Raman, from his childhood to when he was in the court of *Krishnadevaraya*. Tenali Rama was a poet and advisor in the court of King *Krishnadevaraya*. He was also known as the court jester because of his witty and humorous stories. After the loss of his father Ramanand, his mother moved in with Raman's uncle to their native of Tenali. This was how he came to be known as Raman of Tenali, or Tenali Raman. Tenali Raman was known to be a very intelligent child. Despite the lack of a formal education, his thirst for knowledge kept him going. He learnt as much as he could, but despite the passing of time, his mischievous streak was not to be contained. Tenali Rama had a penchant for solving issues using his intelligence and values. Hence, his stories give great moral values for kids. These mythological stories have been passed down since the early 16th century. Nothing can beat the charm of reading these stories. If you love problem-solving, then these stories are going to be a treat to you.

ACTIVITY

S.No	My Favourite Story Book	Characters in the story	Moral from the story
1.			
2.			
3.			

19.1 LEARNING OBJECTIVES

After reading this lesson, the learners will be able to:

- increase their confidence and skills as a reader.
- develop extensive or sustained silent reading among pupils.
- infer problem-solving skills from Tenali Raman.
- use vocabulary in their own contexts.

12.1 STORY 1: HANDFUL OF GRAIN AND COINS

There was an **arrogant** woman named Vidhyulatha in the Vijayanagara Kingdom. She was proud of her **accomplishments** and loved showing off her **intelligence**. One day, she put up a board outside her house, offering anyone 1000 gold coins if they could **outsmart** her **wit**, wisdom and intelligence.

Many scholars took up her challenge, but she could not be defeated. That is until one day, a man selling firewood arrived. He started shouting on top of his voice outside her door. **Irritated** with his shouting, *Vidhyulatha* asked the man to sell her his firewood.

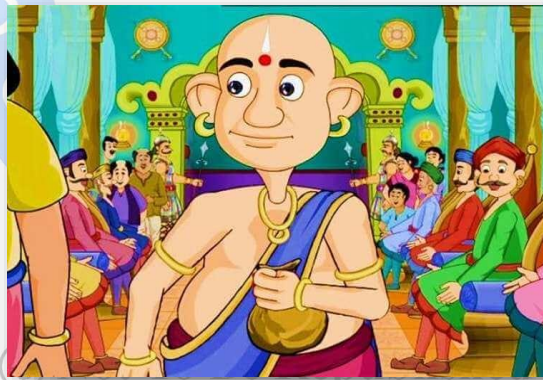


Image courtesy Merisaheli.com

The man said he would sell her his firewood in exchange for a ‘handful grain.’ She agreed and asked him to put the firewood in the backyard. However, the man insisted that she had not understood what he had actually asked for. He then said that if she couldn’t pay him the exact price of a ‘handful grain’, then she must take down her challenge-board and give him 1000 gold coins.

Getting angry, *Vidhyulatha* accused him of talking nonsense. The vendor said it was not nonsense, and since she had not understood his price, she should **concede** defeat. Hearing these words, *Vidhyulatha* started getting **frustrated** with the vendor. After hours of **arguing**, they decided to go to the **provincial** court.

The judge heard what *Vidhyulatha* had to say and then asked the firewood vendor to give his explanation. The vendor explained that he wanted a ‘handful grain’ which means a singular grain that would fill a hand. Since she failed to understand this, *Vidhyulatha* was bested and therefore, she needed to take down her board and give the vendor the 1000 gold coins.

Impressed, the judge agreed, and the matter was **resolved**. After *Vidhyulatha* took down her board, she asked the vendor who he really was, **doubting** a simple firewood vendor could have bested her. Taking off his **disguise**, Tenali Raman revealed himself! He wanted to teach the arrogant and **snobbish** *Vidhyulatha* a lesson in being **humble**. Lesson learned!

Moral – Be humble about the talents and gifts you have.

GLOSSARY

- a. **arrogant**: thinking he/she is better and more important than other people.
- b. **Accomplishments**: act of completing something successfully
- c. **Intelligence**: the ability to learn, understand or to deal with new or trying situations
- d. **Outsmart**: the ability to learn, understand, and make judgments
- e. **Wit**: the ability to use words in a clever and humorous way
- f. **Irritated**: annoyed or angry
- g. **Concede**: to admit, often unwillingly, that something is true
- h. **Arguing**: to speak angrily to someone, telling that person that you disagree with them
- i. **Provincial**: a person who comes from somewhere in a country outside its capital city
- j. **Resolved**: determined
- k. **Disguise**: to give a new appearance to hide one’s true form
- l. **Snobbish**: a person who respects and likes only people who are of a high social class
- m. **Humble**: respecting others’ views, gentle

SUMMARY

In the story "Handful of Grain and Coins," there is an arrogant woman named *Vidhyulatha* who takes pride in her intelligence in the *Vijayanagara* Kingdom. She challenges anyone to

outsmart her for a reward of 1000 gold coins. Many scholars try but fail. One day, a firewood vendor arrives and, annoying *Vidhyulatha* with his shouting, offers to sell her firewood for a "handful of grain". She agrees, but when he insists, she hasn't understood his price, a dispute arises. They go to the provincial court, There the vendor, who is actually Tenali Raman in disguise, explains that he meant a single grain filling a hand. The judge agrees with the vendor, and *Vidhyulatha* must take down her challenge board and give him the 1000 gold coins. Tenali Raman reveals his true identity and teaches *Vidhyulatha* a lesson in humility.

EXPLANATION

This story highlights the theme of humility and the consequences of arrogance force. *Vidhyulatha's* arrogance and desire to showcase her intelligence her to challenge others, She believes that nobody can outsmart her. However, she underestimates the cleverness of a seemingly simple firewood vendor, who turns out to be the witty and wise Tenali Raman.

The story illustrates that intelligence alone does not guarantee wisdom. Sometimes, intellectual arrogance can blind a person to simple truths. Tenali Raman uses a clever play on words to defeat *Vidhyulatha*, emphasizing the importance of clear communication and understanding the essence of a challenge.

Ultimately, *Vidhyulatha's* arrogance leads to her defeat and a lesson in humility. It serves as a reminder to be open to learning from others, regardless of their social status or appearance. This is essential for personal growth and wisdom. Tenali Raman's disguise and cleverness highlight the value of humility and the importance of treating all individuals with respect and fairness.

CHECK YOUR PROGRESS 12.1

Answer the following questions in one or two sentences.

1. Where did *Vidhyulatha* live?
2. What was the announcement of *Vidhyulatha*?
3. Why did she announce others to show their intelligence?
4. What did the firewood selling man demand *Vidhyulatha*?
5. Who won the challenge?

12.3 STORY 2: HAPPINESS NOW

One day, Tenali Rama and his friend were lying on a **hammock** and enjoying the gentle sea breeze. It was a beautiful day, and both men were smiling to themselves. Tenali asked his friend what was causing him to smile. His friend replied saying he was thinking about the day when he will be truly happy.

“When is that?” Tenali Rama asked. His friend went on to explain that he will truly feel happy when he has a house by the sea, with a comfortable car. He should have a big bank balance, a pretty wife and four sons. They would get educated and earn a lot of money.



Image courtesy Indiamart.com

Interrupting this **monologue**, Tenali asked, “After all this, what will you do?” To which his friend replied “After all this, I can put my feet up, enjoy the sea breeze and the sun on my face.” Hearing this, Tenali gives out a mighty laugh and says “But aren’t you doing just that now? Minus all the hard work!”

Moral – Be happy in the moment!

GLOSSARY

- a. **Hammock:** a type of bed looks like a swing between two trees
- b. **Interrupting:** to stop the progress of something for a short time.
- c. **Monologue:** a long speech by one person

SUMMARY

In the story "Happiness Now," Tenali Rama and his friend are relaxing on a hammock by the sea, enjoying a beautiful day. Tenali notices his friend's smile and asks him what will make him truly happy. His friend explains that he will be happy when he has a house by the sea, a comfortable car, a substantial bank balance, a pretty wife, and successful sons. Tenali interrupts him and asks what he will do after achieving all of that. His friend responds that he will relax by the sea and enjoy the sun. Tenali bursts into laughter, pointing out that he's already doing that, minus all the hard work.

EXPLANATION

This story revolves around the theme of contentment and the pursuit of happiness. Tenali Rama's friend believes that material possessions and high societal standards will bring him true happiness. He lists various external factors such as a house, a car, wealth, family, and success as essentials for happiness.

However, Tenali Rama, known for his wit and wisdom, humorously exposes the flaw in his friend's thinking. He points out that his friend is already enjoying the very things he desires – the sea breeze and the sun. The story teaches a valuable lesson about appreciating the present moment and finding happiness in simple pleasures rather than constantly chasing after future goals and material possessions.

It underscores the idea that happiness is not solely dependent on external circumstances. It can be found here and now if one learns to appreciate and be content with what he has.

CHECK YOUR PROGRESS 12.2

Answer the following questions in one or two sentences.

1. Where do Tenali Raman sit and enjoyed chill breeze?
2. What is the explanation of Tenali Raman's friend about feeling truly happy?
3. Was Tenali Raman's friend feeling happy while he was by the sea?
4. What is the advice of Tenali Raman?
5. How will you achieve your dream in life?

12.4 STORY 3: THE CURSED MAN OR KING?



Image Courtesy Kathakids.com

In the Kingdom of *Vijayanagara*, there lived a man named Ramaya. The **rumour** was that if one saw Ramaya in the morning, he would be **cursed** and not be able to eat the whole day. The King wanted to test it out for himself.

The guards made the arrangements for Ramaya and set up a room right next to the King for him. The next morning, the King walked to Ramaya's room, so that he could look at him first thing and test this rumour out.

It so happened that at lunchtime, the King spotted a fly in his meal. He asked the cook to take it away and prepare fresh lunch. By the time lunch was served again, the King had lost his appetite. He realized that this rumour was indeed true – seeing Ramaya's face first thing in the morning did cause people to be cursed. He didn't wish this for his people and demanded that Ramaya be hanged.

Distraught, Ramaya's wife went to Tenali Raman for help as she didn't want to lose her husband. Hearing the whole story, Tenali Raman goes to Ramaya and **whispers** something into his ear, right before he is to be taken to be hanged.

On the same day, the guards asked Ramaya if he had any last wishes. Ramaya said he wanted to give the King a note that he must read before the hanging. The guards deliver this note to the King. In the note were the words Tenali Raman had whispered – 'If seeing Ramaya's face, one loses their **appetite**; then a person who sees the King's face, first thing in the morning, is destined to lose his life. Who is, therefore, more cursed – Ramaya or the King?'

Reading this, the King understood his mistake and set Ramaya free!

Moral – Don't give in to superstitions.

GLOSSARY

- a. *Rumour*: false news
- b. *Cursed*: scold someone, ill-fated, doomed
- c. *Whispers*: to speak very quietly, using the breath but not the voice
- d. *Appetite*: feeling that you want to eat food

SUMMARY

In the story "The Cursed Man or King", there is a rumour in the Kingdom of *Vijayanagara* that if one sees a man named Ramaya in the morning, he will be cursed and unable to eat for the entire day. The curious King decides to test this by having Ramaya stay in a room next to his own, intended to see him first thing in the morning.

During lunch, the King finds a fly in his meal, loses his appetite and believes the rumour to be true. In response, he orders Ramaya to be hanged. Ramaya's distraught wife seeks help from Tenali Raman. He goes to Ramaya and whispers something to him.

On the day of the execution, Ramaya asks for the last wish and gives the King a note to read before his hanging. The note contains the words Tenali Raman had whispered to Ramaya: "If seeing Ramaya's face causes loss of appetite, then a person who sees the King's face first thing in the morning is destined to lose his life. Who is, therefore, more cursed - Ramaya or the King?"

Upon reading the note, the King realizes his mistake and sets Ramaya free.

EXPLANATION

This story revolves around the theme of irony and the consequences of hasty judgements. The King's curiosity and desire to test the rumour led him to a snap judgement about Ramaya. When he loses his appetite during lunch after seeing a fly, he hastily concludes that Ramaya's presence in the morning has indeed cursed him.

However, Tenali Raman intervenes to point out the irony in the situation. He cleverly uses a play on words to make the King realize that if losing one's appetite is considered a curse, then the King, by that logic, is even more cursed because anyone who sees his face in the morning is destined to lose their life (referring to executions). This revelation forces the King to reevaluate his decision and sets Ramaya free.

The story illustrates the importance of careful judgement and not jumping to conclusions based on rumours or superficial observations. It also showcases Tenali Raman's wit and ability to turn a situation around with a clever twist of words. Ultimately, it teaches the lesson that one should consider all aspects before making a decision. One should be open to the possibility that things are not always what they seem.

CHECK YOUR PROGRESS 12.3

Answer the following questions in one or two sentences

1. What will happen to people if they see Ramaya in the morning?
2. What did the king decide to try?
3. Who saved Ramaya?
4. How did Tenali save Ramaya?

12.5 RAMA AND THE FOOLISH THIEF



Tenali Raman had a lush green garden in his backyard. Once upon a time, Tenali got so busy with the royal court, that he couldn't find time to take care of his garden. As a result, the garden

started **withering**. A few days later, Tenali Raman spotted a few **suspicious** people hiding behind a bush nearby. He understood that they were the thieves planning to rob his house soon. He made a plan. He went inside the house and came out dragging a heavy box. He dragged that box up to the well in his garden and **dumped** it into the well. “No one can think that I am hiding my **precious** jewels in this well.” said Tenali and started waiting for the night. On the other hand, thieves were very happy.

At night, the thieves entered the garden and directly went to the well. A top of the box was visible to them. Without wasting time, the thieves started fetching the water from the well in an order to empty it. When the box was clearly visible, a thief climbed down the well and pulled the box out of it. To their **astonishment**, the box was filled with pebbles. The thieves understood that they had been fooled by Tenali Rama. They ran away as fast as they could. However, Tenali’s Garden became lush again as the thieves poured a lot of water into it.

Moral: Think wise to achieve anything.

GLOSSARY

- a. *Withering*: done to make somebody feel silly, scornful words.
- b. *Suspicious*: feeling that somebody has done something wrong, dishonest or illegal.
- c. *Dumped*: to put something down quickly or in a careless way.
- d. *Precious*: more valuable.
- e. *Astonishment*: to great surprise.

SUMMARY

In the story "Rama and the Foolish Thief," Tenali Raman has a beautiful garden in his backyard. Due to his busy schedule in the royal court, he neglects the garden, causing it to wither. One day, he spots suspicious individuals hiding nearby. He realizes they are planning to rob his house. He comes up with a clever plan to outsmart the thieves. He pretends to drag a heavy box and dumps it into a well in his garden. The thieves believe he's hiding precious jewels there. At night, the thieves attempted to steal the box from the well. They discover it was filled with pebbles instead. They flee in fear. Tenali's garden flourishes again as they unintentionally water it.

EXPLANATION

This story highlights Tenali Raman's intelligence and his ability to outwit thieves through clever deception. His garden, initially neglected due to his royal duties, becomes a central element in his plan to thwart the thieves.

He creates a fake treasure box filled with pebbles and places it in the well. The thieves believe to be a hiding spot for valuables. The thieves fall for the ruse, believing they have found a jackpot. However, their greed leads to their own downfall as they pour water from the well in an attempted to retrieve the box, unknowingly making green Tenali's garden.

The story teaches a lesson about the consequences of greed and the importance of thinking critically before taking actions. It also showcases Tenali Raman's quick thinking and ability to turn a serious threat into an opportunity for amusement and personal gain.

CHECK YOUR PROGRESS 12.4

Answer the following questions in one or two sentences.

1. What was there in Tenali Rama's backyard?
2. What happened to the garden without Tenali Raman's supervision?
3. Who were hiding in the garden?
4. What was there in the box?
5. Who poured the water in the garden at the end?

TERMINAL EXERCISE

Read the following statements and write whether the statement is 'True' or 'False'.

1. Tenali Rama was a poet and advisor in the court of King Krishnadevaraya.
2. Vidhyulatha offered anyone 1000 gold coins if they could outsmart her in cooking.
3. Firewood selling man proved Vidhyulatha that he was more intelligent than her.
4. Tenali Raman's friend wish to read more and settle in life.
5. Ramaya was hanged at last by the King.
6. The thieves got jewels from the box.

Answer the following questions by reading the stories.

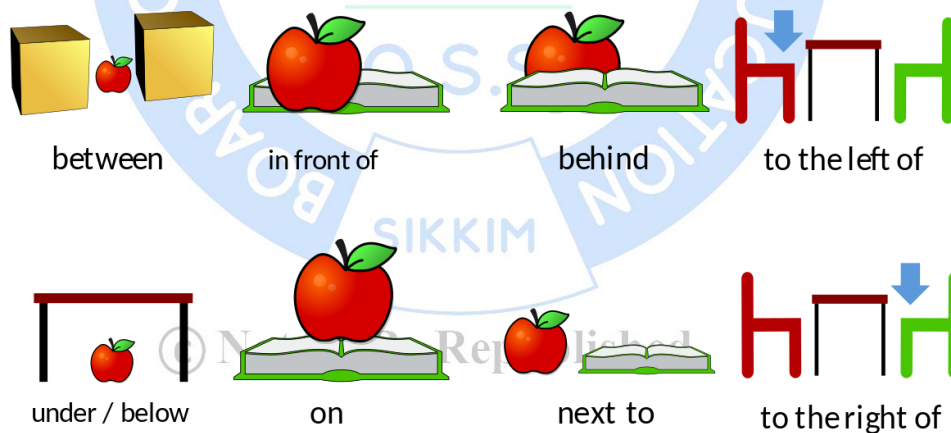
1. What moral was generally depicted in Tenali Raman's stories?
2. Why do we read stories?
3. Pick out the nouns from the stories.
4. Why is Tenali Raman always depicted to be smarter than others?
5. Why did *Vidhyulatha* challenge to give 1000 gold coins?
6. What was Tenali Raman's plan to water the plants?

Answer the question in detail.

If you were given a chance to rewrite the second story about Tenali Raman's "Happiness now" Think of where does the real happiness lies and write a short story.

Preposition

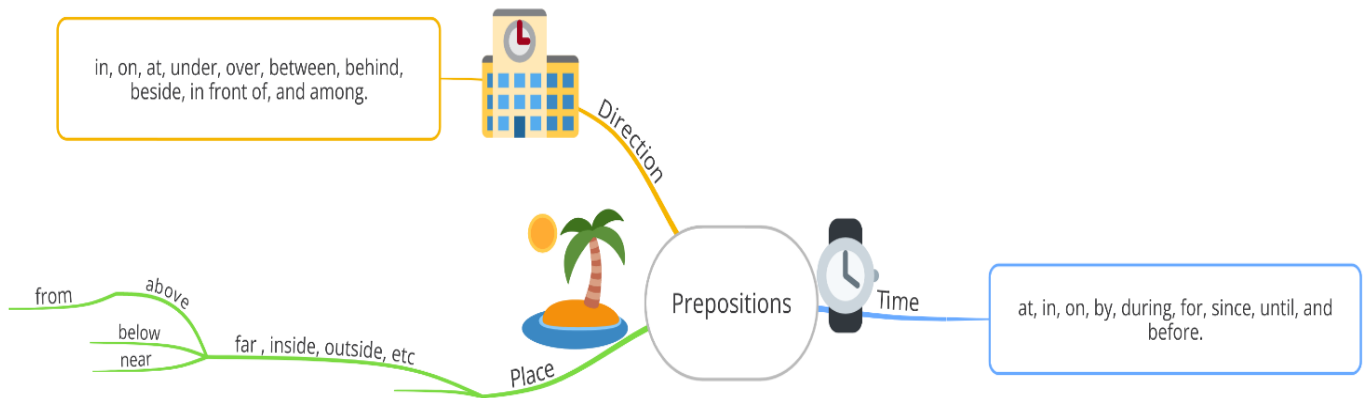
Look at the pictures and check where the apple is.



Explanation

Prepositions are words that show the relationship between nouns (or pronouns) and other elements in a sentence.

Prepositions of time, place, and location are specific types of prepositions that indicate when, where, or in what position something is happening or located. Here are explanations and examples for each category:



1. PREPOSITIONS OF TIME

Prepositions of time are used to indicate when an action or event occurs. Common prepositions of time include: at, in, on, by, during, for, since, until, and before.

At: Used for specific points in time

Example: She has a meeting at 3:00 p.m.

In: Used for longer periods of time, months, years, seasons, and parts of the day.

Example: They will travel to Europe in the summer.

On: Used for days and dates

Example: My birthday is on October 15th.

By: Indicates a deadline

Example: Please submit your report by Friday.

During: Refers to a period within another period

Example: It rained during the night.

For: Indicates the duration of an action or event

Example: I've been working here for five years.

Since: Indicates the starting point of an action or event

Example: He has been living in this city since 2010.

Until: Indicates when an action or event will continue up to.

Example: The store is open until 9:00 PM.

Before: Indicates that something happens earlier than another event.

Example: Please finish your homework before dinner.

2. PREPOSITIONS OF PLACE

Prepositions of place describe the location of something or someone. Common prepositions of place include: in, on, at, under, over, between, behind, beside, in front of, and among.

In: Used for enclosed spaces

Example: The cat is in the box.

On: Used for surfaces

Example: The book is on the table.

At: Used for specific points or places

Example: I'll meet you at the park.

Under: Indicates something is below or beneath

Example: The keys are under the sofa.

Over: Indicates something is above or covering

Example: There's a blanket over the bed.

Between: Indicates the position in the middle of two things

Example: The restaurant is between the bank and the pharmacy.

Behind: Indicates something is at the back of another thing

Example: The car is parked behind the building.

Beside: Indicates something is next to or alongside another thing

Example: He sat beside his friend in class.

In Front Of: Indicates something is ahead or before another thing

Example: The house in front of ours is for sale.

3. PREPOSITIONS OF LOCATION

Prepositions of location are similar to prepositions of place but often specify the position of something in relation to another thing. They include words like above, below, near, far from, inside, outside, etc.

Above: Indicates something is at a higher position

Example: The painting hangs above the fireplace.

Below: Indicates something is at a lower position

Example: The basement is below the ground floor.

Near: Indicates proximity

Example: There's a grocery store near our house.

Far From: Indicates distance

Example: The nearest gas station is far from here.

Inside: Indicates something is within an enclosed space

Example: The keys are inside the drawer.

Outside: Indicates something is beyond or not within an enclosed space

Example: The kids are playing outside the house.

EXERCISE TO CHECK UNDERSTANDING

Choose the correct preposition to complete the sentence.

Exercise 1: Prepositions of Time

Choose the correct preposition to complete each sentence.

1. I have a dentist appointment ____ 10:30 a.m.

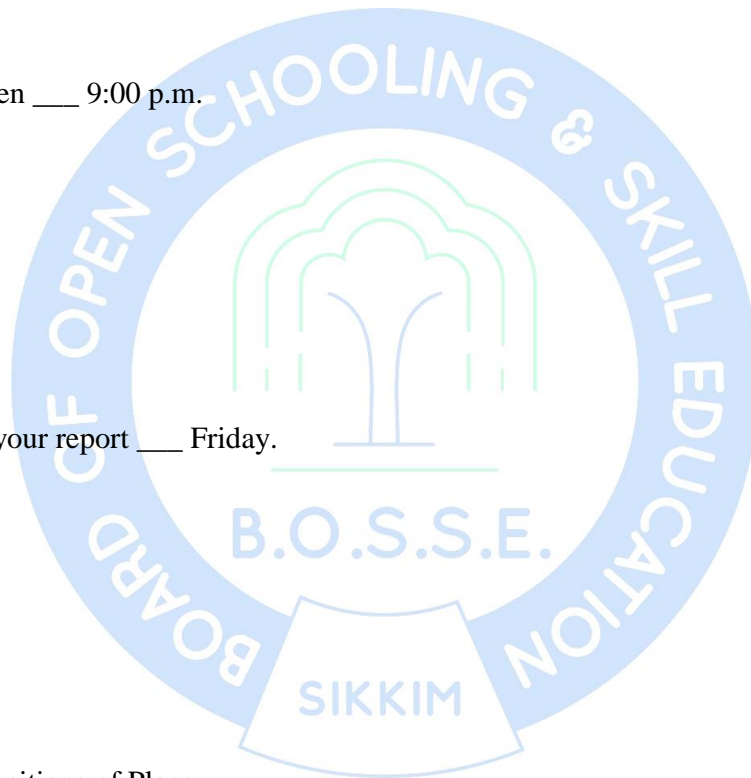
- a. on
- b. at
- c. in

2. We usually go on vacation ____ the summer.

- a. at

- b. in
- c. during
3. She has been working here ____ 2010.
- a. since
- b. for
- c. in

4. The store is open ____ 9:00 p.m.
- a. until
- b. by
- c. during
5. Please submit your report ____ Friday.
- a. by
- b. before
- c. at



Exercise 2: Prepositions of Place

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Choose the correct preposition in each case to complete each sentence.

6. The cat is hiding ____ the bed.
- a. under
- b. on
- c. at
7. The restaurant is located ____ the corner of Elm Street and Main Street.

- a. on
 - b. at
 - c. on
8. There's a beautiful painting hanging ____ the wall.

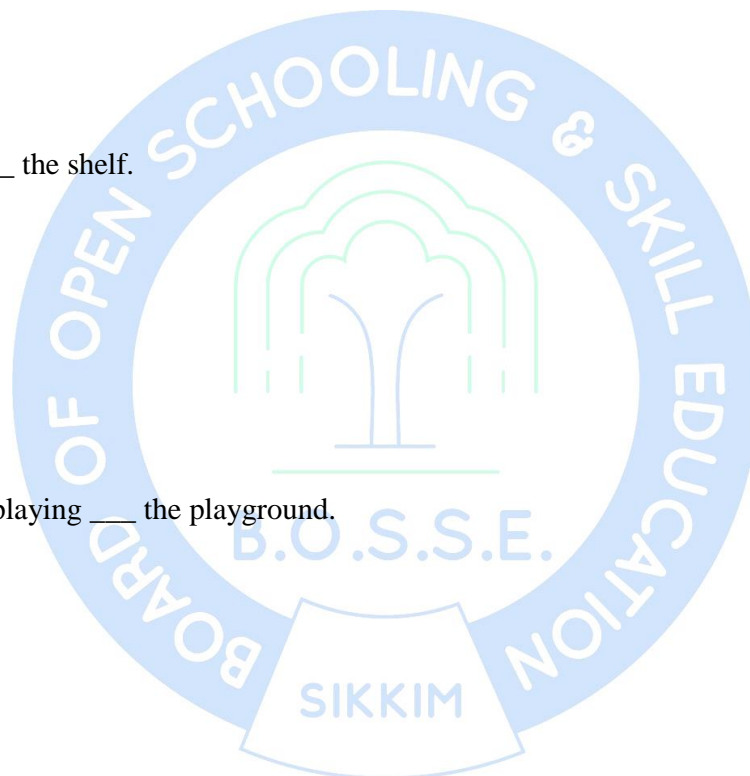
- a. in
- b. on
- c. at

9. The book is ____ the shelf.

- a. beside
- b. between
- c. in

10. The kids are playing ____ the playground.

- a. outside
- b. inside
- c. at



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Exercise 3: Prepositions of Location

Choose the correct preposition to complete each sentence.

11. The moon is ____ the sky.

- a. below
- b. above
- c. under

12. The keys are ____ the purse.

- a. inside
- b. outside
- c. in

13. The park is ____ the bank and the library.

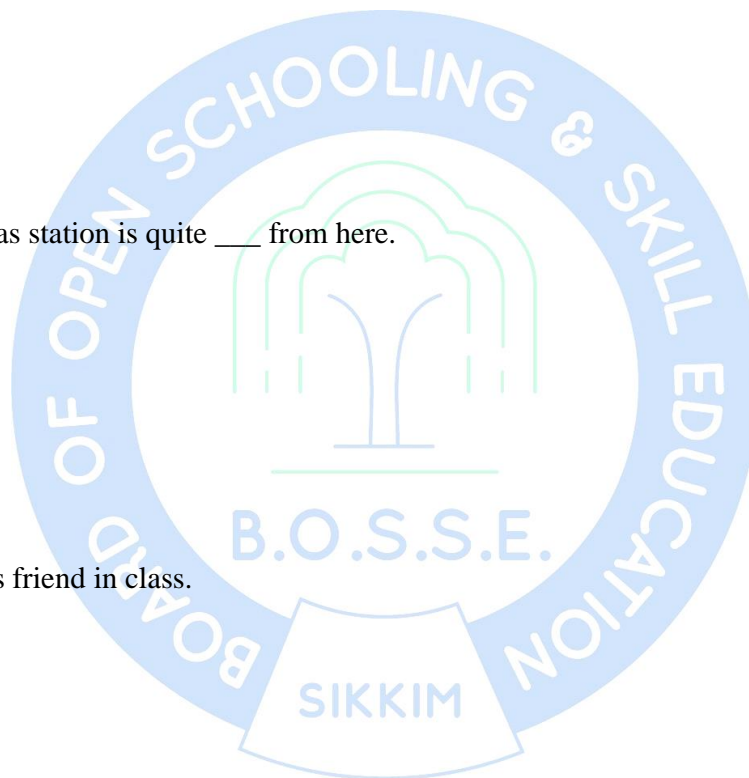
- a. behind
- b. between
- c. in front of

14. The nearest gas station is quite ____ from here.

- a. near
- b. far from
- c. beside

15. He sat ____ his friend in class.

- a. behind
- b. beside
- c. between



CONJUNCTION

A conjunction is a grammatical element that is used to connect words, phrases, or clauses within a sentence. Conjunctions serve to coordinate or join elements of equal importance, allowing sentences to flow more smoothly and convey complex relationships between ideas. There are three primary types of conjunctions: coordinating conjunctions, subordinating conjunctions, and correlative conjunctions, each serving a distinct purpose. Let's explore these types with examples:

1. Coordinating Conjunctions:

Coordinating conjunctions are used to join elements of equal grammatical rank, such as words with words, phrases with phrases, or independent clauses with independent clauses.

The most common coordinating conjunctions are often remembered using the acronym

"FANBOYS," which stands for **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o.

For: Used to indicate a reason or cause

Example: She studied hard, for she wanted to excel in her exams.

And: Used to join similar ideas or elements

Example: I like to read books, and I also enjoy watching movies.

Nor: Used to introduce a negative alternative

Example: Neither the cat nor the dog is allowed on the couch.

But: Used to introduce a contrast or exception

Example: He is tired, but he will finish the project tonight.

Or: Used to present alternatives or choices

Example: Would you like tea or coffee for breakfast?

Yet: Used to introduce a contrast or unexpected result

Example: It was late, yet she continued working on her assignment.

So: Used to indicate a result or consequence

Example: It started raining, so we decided to stay indoors.

2. Subordinating Conjunctions:

Subordinating conjunctions are used to join an independent clause (a complete thought) and a dependent clause (an incomplete thought that cannot stand alone). They establish a dependent relationship between the clauses, showing cause and effect, time, condition, or other relationships.

Because: Indicates a cause or reason

Example: She stayed home because she was feeling unwell.

Although: Introduces a contrast

Example: Although it was raining, they went for a walk.

While: Indicates simultaneous actions

Example: He studied while his friends played video games.

If: Introduces a conditional clause

Example: If it rains, we will cancel the picnic.

Since: Indicates a cause or time

Example: Since she moved to the city, her life has changed.

Unless: Expresses a condition that must be met for something to happen

Example: You can't enter unless you have a valid ID.

After: Indicates time sequence

Example: After the concert, they went out for dinner.

3. Correlative Conjunctions:

Correlative conjunctions are pairs of conjunctions used to link equivalent elements in a sentence. They work in pairs, connecting words, phrases, or clauses.

Both...and: Indicates that two items or ideas are related

Example: Both Sarah and Tom are coming to the party.

Either...or: Presents a choice between two options

Example: You can either choose pizza or pasta for dinner.

Neither...nor: Indicates the negation of two options

Example: Neither the red shirt nor the blue shirt fits me.

Not only...but also: Adds emphasis and indicates two related ideas

Example: He is not only intelligent but also hardworking.

Whether...or: Introduces alternatives or options

Example: I'm not sure whether I should go to the concert or stay home.

EXERCISE TO CHECK UNDERSTANDING

Choose the correct conjunction to complete the sentence.

Exercise 1: Coordinating Conjunctions

Choose the correct coordinating conjunction to complete each sentence.

1. She loves both playing the piano ____ the violin.

- a. but
- b. and
- c. or

2. He wanted to go to the park, ____ it started raining.

- a. so
- b. nor
- c. for

3. I wanted to stay up late, ____ I had to wake up early for work.

- a. but
- b. so
- c. or

4. Do you prefer tea ____ coffee for breakfast?

- a. and

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- b. or
- c. but

5. He is neither a doctor ____ a nurse.

- a. and
- b. or
- c. but

Exercise 2: Subordinating Conjunctions

Choose the correct subordinating conjunction to complete each sentence.

6. ____ she studied hard, she didn't pass the exam.

- a. Although
- b. And
- c. So

7. We'll go to the beach ____ it stops raining.

- a. after
- b. if
- c. because

8. He couldn't sleep ____ he was too excited about the trip.

- a. but
- b. unless
- c. while

9. She'll come to the party ____ she finishes her work.

- a. until
- b. unless
- c. when

10. ____ you want to go to the concert; I'll buy the tickets.

- a. Unless
- b. If
- c. So

Exercise 3: Correlative Conjunctions

Choose the correct correlative conjunction pair to complete each sentence.

11. ____ the weather is hot ____ humid, I prefer staying indoors.

- a. Either...or
- b. Neither...nor
- c. Both...and

12. He is not only a great athlete ____ also an excellent student.

- a. but...or
- b. and...but
- c. but...and

13. ____ she finishes her homework, ____ she can go to the movies.

- a. When...then
- b. Either...or

c. Both...and

14. I'll meet you ____ the library ____ the coffee shop.

a. in...on

b. at...or

c. at...and

15. You can choose ____ the blue shirt ____ the red shirt.

a. between...and

b. either...or

c. neither...nor

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 12.1

1. She lived in the *Vijayanagara* Kingdom.
2. *Vidhyulatha* announced that she would offering anyone 1000 gold coins if they could **outsmart** her **wit**, wisdom and intelligence.
3. Because of her arrogance nature, that she thought that no one can beat her.
4. A handful of grain.
5. The vendor won the challenge.

CHECK YOUR PROGRESS 12.2

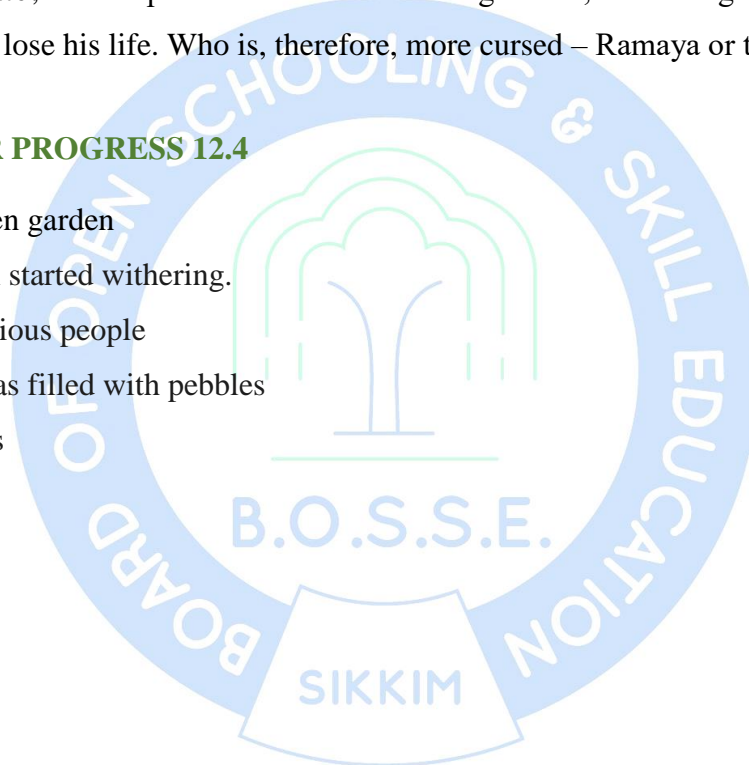
1. While lying on the hammock by the sea.
2. His friend said that he will feel truly happy when he has a house by the sea, with a comfortable car. He should have a big bank balance, a pretty wife and four sons. They would get educated and earn a lot of money.
3. Yes.
4. To enjoy the moment.
5. Answers may vary

CHECK YOUR PROGRESS 12.3

1. There was a **rumour** that if one saw Ramaya in the morning, he would be **cursed** and not be able to eat the whole day.
2. King decided to test the rumour for himself and asked the guards to make the arrangements for Ramaya and set up a room right next to him for him to see Ramaya in the morning.
3. Tenali Raman
4. Tenali Raman had whispered in Ramaya's ears – 'If seeing Ramaya's face, one loses their **appetite**; then a person who sees the King's face, first thing in the morning, is destined to lose his life. Who is, therefore, more cursed – Ramaya or the King?'

CHECK YOUR PROGRESS 12.4

1. A lush green garden
2. The garden started withering.
3. Few suspicious people
4. The box was filled with pebbles
5. The thieves



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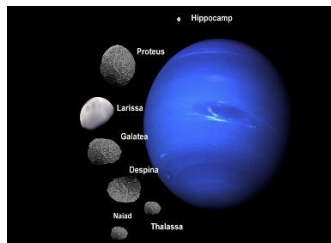
INTRODUCTION

The moon has been an object of fancy for everyone since a very young age. In our toddler days, when our mothers sang lullabies about the moon. It was to bring sleep to pre-teen-agers getting fascinated by eclipses. The moon indeed has a lot of stories to tell. It exists even before time science became man's best friend. As a result, we see the impact of the moon not only in our day-to-day scientific discourses but also in age-old festivals and rituals of India.

The question “how” has started to orbit around the mind. However, before we understand the moon's relationship with the earth, let's learn about the moon and it being a natural satellite. Now, what is a satellite? A satellite is an object either intentionally put or naturally occurring around planets or mini solar systems. The satellites that are naturally orbiting are called “moons”. Since the earth has only one moon, we have no special name for it but other planets like Jupiter have nicknames for their moons like “Adrastea, Amalthea, Thebe, Io, Europa”. The moon of the earth is quite special. It generates the tides and it never takes her eyes off the earth. It means, the moon is tidally locked to the earth. Unlike other irregular moons, the earth's moon does not change its track.



(Jupiter's moons)



(Neptune's moons)



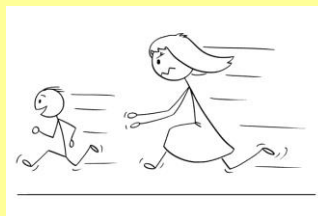
(Earth's moon)

Planets, like humans, share the word “born”. So, they also have a story of their own origin. The moon was born 4.51 billion years ago. It happened on the day, Earth collided with another rock which is believed to be as big as Mars. The rock fragments caused due to the collision started

orbiting around the earth. At last, it took a round shape with some small hills and craters in it. It came to be known as the moon.

The moon has a balanced and attractive (literally!) size and shapes with a diameter of just one by eighty times less than the earth. It makes the entire diameter of the moon, 3474 km. The moon is comparatively smaller than the moons of Neptune and Jupiter which have diameters of nearly half of the planet. There are several landforms on the surface of the moon which are similar to our hills and plateaus. You must have seen them. They look like black spots on the face of the glowing moon every night.

FUN FACT- Did you know the moon was just a rock at first? It got hit by the earth and then gradually it got into the shape of the moon we see today. Sounds like Earth is a strict Indian mother and the moon is the little kid running around after butterflies in the park!



13.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- understand the concept of the Universe.
- define the moon.
- understand Moon's position in the universe and its relation with Earth.
- discuss how gravity works to regulate the tides on earth.
- identify how the tides are related to Indian culture.
- recognize India's attempts to explore more about the moon.

13.2 UNIVERSE AND THE MOON

Before going into the discussion about what is the moon, we first should understand the family it belongs to that is- the universe.



The universe is the vast space where we humans are as tiny as dust particles. The universe was created millions and millions of years ago. It is still unknown how big the universe is. However, scientists have been able to calculate the size of the universe that is visible to the eye. They say it is nearly **93 billion light years** in diameter. There are many models of the universe that we can find to date. Indian philosophers had a huge role in this assignment. According to Indian philosophers, the universe was a huge space that had the earth in the centre. However, with technology developing, a German philosopher named Nicolaus Copernicus presented the accurate image that we learn to date. If you are guessing the answer is the solar system with the sun in the centre, you are right!

The sun is the biggest star. The planets and the satellites like the moon move around it in circles. This movement is called **orbiting around the sun**. Since, the nature of science is going deeper than the deepest ocean and higher than every mountain put together, Copernicus' model



of the universe was also questioned. It is further found out that our solar system is just a tiny part. The entire universe is made up of more such solar systems with stars as big as the sun!

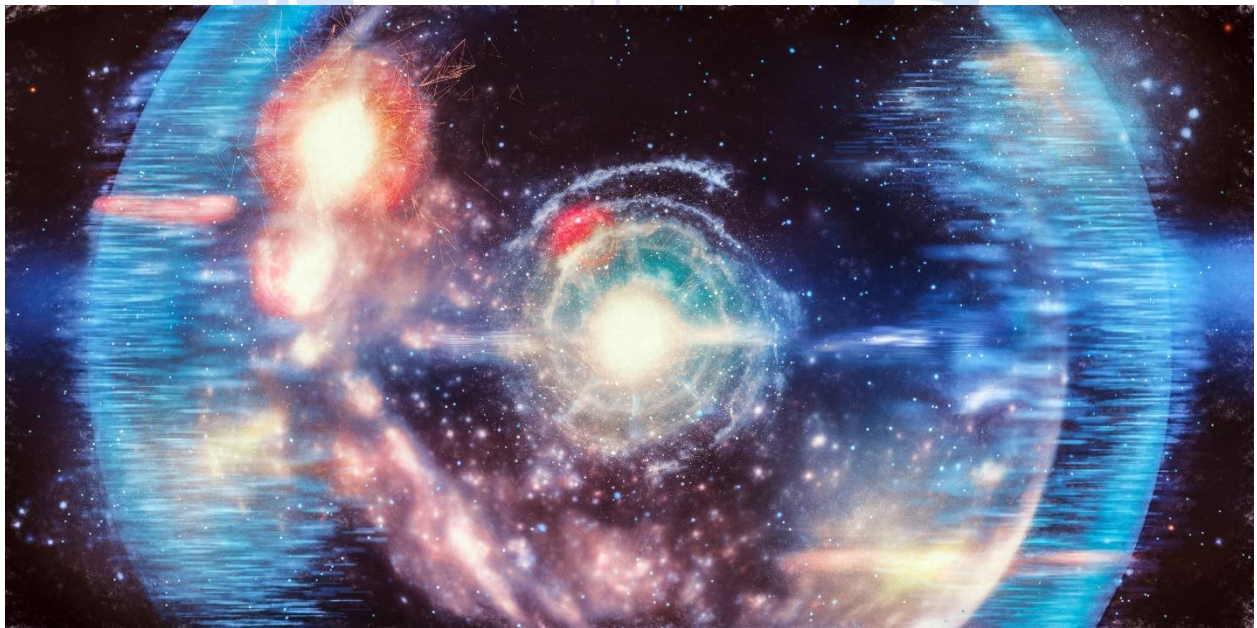
In this huge family of several uncles and aunts, the earth is a little member and home to humans. The earth is the only planet that has the perfect conditions in both landform and climate for



human beings to exist. I will completely understand if the curiosity bells ring in your mind asking “What if there is another planet like the earth with living beings on it?” You are absolutely right! Scientists say that there are more mysteries in this universe than we can

ever imagine. Maybe after ten or fifty years from now, we can rewrite this chapter.

However, the moon is the closest object to the earth. So there is a lot we can learn already about it. In this vast universe, there has been a huge explosion that nearly shook the entire span of the universe. This explosion is now called **the Big Bang**.

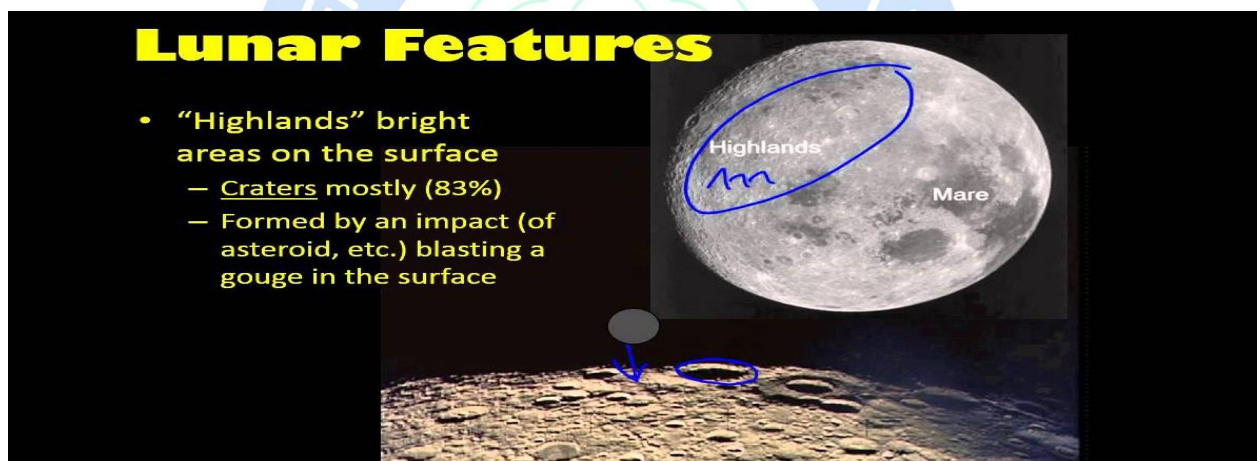


The theory of this event is the core information about our earth and also the moon. It is believed that the earth and the moon were created by this very explosion with a constant force of friction, the shapes and the landforms of the earth and the moon were created.

The moon is the only natural satellite of the earth and it has never been apart from it. It sounds very friendly but there is an actual scientific reason for that. The term is **tidally locked**. The meaning of this phrase is, the moon revolves around the earth on its nearest side all through the period of its rotation.

So next time you want to set the best friend goals, just look up at the sky during the nighttime.

The moon's landform formation is quite similar to that of the earth. It too has lakes and mountains. The black patches we see from down here are the mountains and the different landforms on the moon. The moon was originally a big rock. It got into a collision with the earth during the Big Bang event and then started orbiting around the earth. After a few years of orbiting, it moved to a wider path and got tidally locked with the earth.



You must be among those kids who used to get fascinated by the shiny disc in the night sky and tried catching it with your hands. Then your question about what makes the moon shine must be deep-rooted. The surface of the moon has no light of its own like the sun. However, the soil that covers the surface has a reflecting quality. It reflects the light from the sun and spreads a soft glow. Scientists have come to the conclusion that the soil of the moon is rich in **asphalt**. It is this mineral that easily absorbs light and glows. Thanks to this mineral, the moon is the brightest shining object in the night sky. Indeed, there are bigger stars than the moon but they look small and twinkling because of two reasons- First, their distance from the earth, and the second because of their reflecting quality.

If we keep considering the universe as a big family, then the moon is a younger cousin to the earth. The earth was born **4.54 billion years** ago and the moon was born shortly after. It is believed that the moon is **4.51 billion years** old.

There are some fantastic words like “Theia” and “Maria” associated with the moon. The word **Theia** is for the phase before the moon became tidally locked with the earth. Theia is the larger mass that hit the earth and formed the moon. The word **Maria** goes for the biggest black spot we see on the moon with our naked eyes. It is created by multiple craters that are formed due to the impact of the Big Bang.

FUN FACT- Did you know the size of the moon and the sun is almost similar? It is for this reason the moon can cover up the sun entirely during a full eclipse.

CHECK YOUR PROGRESS 13.1

1. What is the chemical present on moon soil contributing to the glow of the moon?
2. What is the term for the moon always facing the earth?
3. What is the name of the explosion that created the moon?

13.3 MOON AND THE FAMILY OF THE EARTH

By now, we can eagerly join the ideas about the universe and the moon’s position in our Solar system. So, let’s zoom in on our discussion of the relationship between the earth and the moon. We have already learnt that the moon is tidally locked to the earth. Now, let’s focus on the impacts the moon has on earth.

The earth is made up of seventy per cent (70%) water. This water contained in several water bodies is affected by the gravitational pull of the moon.

You can read more about gravity at (<https://spaceplace.nasa.gov/what-is-gravity/en/>)

The biggest impact on the earth of the moon is the tides. **A tidal period is when the waters of the oceans and seas rise up and fall due to the pull of the moon and the sun.** Now, you can

question whether, the Sun is more powerful than the moon apparently. Then why is the moon so important? Well, that will be a very interesting question to proceed with our discussion. The sun also has a gravitational pull but first, it being further away from the earth and also them both not being tidally locked, the tides on earth will be weaker. The moon is responsible for the bulge that oceans and seas experience. Next time, when you go to the seaside, notice how the waves grow larger when it is a full moon night! While watching the waves do not forget to rewind the following discussion-

We already know the Earth completes one revolution in 24 hours. However, do you know how many tides are there during the day? The answer is **four tides**. There are two high tides and two low tides all through the day within a span of exactly **12 hours and 25 minutes**. Even though the impact of the sun on tides is half of that of the moon, it gets doubled during eclipses. During an eclipse, the sun, the moon, and the earth come in a single line. Due to this, the earth faces **Spring Tides**. In a spring tide, the number of tides remains the same but the intensity increases. To be more elaborate, the high tides have higher volume and low tides are lower than usual. If you are guessing that when the sun and the moon are at right angles (that is they are in a position related to one another) are the tides affected oppositely? Yes! You are absolutely right! The phase of such tides is called **Neap Tide**. During this phase, the high tides are lower than usual and the low tides are higher.

Moving on, let's come to the next question- Why are the tides so important? The tides affect the life of fish, turtles, and other marine living beings a lot. There are some animals that live both on the land and the water. Some of them exist only in regions of high tides. The lives of these animals are highly affected by the tides. Had there been weaker tides with only the effect of the moon, this section of the creatures would have been extinct. The temperature of the water and the winds above it is very crucial for their survival. Turtles are one of such animals whose survival will be jeopardized if there were weaker tides. The variety of fish named **Grunion fish** lays their eggs at a particular time so that the hatching aligns with the high tides. This species of fish will be entirely erased from the earth if there was no moon and the oceans experience only weaker tides.

The human world will be no exception from the harmful negative impacts of a moonless world. There are roughly around **60 million** people who survive by fishing. This population will find

it difficult to look for an alternative job in coastal regions where the main occupation is fishing. Besides this, like any other animals, the human race will also be badly impacted if the moon suddenly disappears one day. The impacts are-

- The rotation of the earth will not be a smooth ride anymore. You must have seen how a spinning top wobble a little when spinning at high speed. Well, the earth wobbles the same way too. However, it is at a much slower rate. Without the moon to stabilize this wobbling, the earth's rotation will also be a mess.
- There will be nothing called seasons. The reason is without the pull from the moon, the earth's orbit will be connected to the sun. This will lead the seasons to be just extreme heat and freezing cold. Moreover, the poles will be burning hot and the equator will be freezing cold due to the change of axis.
- The days and nights will have similar lengths all through the year. To add a cherry top, the earth will face an Ice age every thousand years.

At this stage, I can only reiterate like PB Shelly "Art thou pale for weariness" (Poem- To the Moon), and be thankful for still existing for her friend, Earth.

On a quick note, the moon has inspired a huge number of artworks and wonderful literary pieces. To name a few authors, John Keats, PB Shelly, RL Stevenson, and Indian authors like Rabindranath Tagore, Sukanto Bhattacharya, Joy Goswami, and many others have romanticized the moon in their works. Usually, in poems and stories, the moon is portrayed as a fair and pretty woman. It is usually a symbol of fertility, long-lost love, and beauty in imperfection. Since, she is the brightest object in the night sky, the moon is often referred to as the queen of the sky. She wears a bright white dress with long white hair and the stars make her crown. It is a lovely picture indeed.



Fun Fact- Do you know there are people who think the moon is a person and consider themselves her friend? They are madly in love with the moon and at times express love for her too. These types of people are called selenophile.

CHECK YOUR PROGRESS 13.2

1. How many tides are there in a day (24 hours)?
2. What is Neap tide?
3. What is Spring tide?
4. What changes will be there in day and night if the moon suddenly disappears one day?

13.4 SIGNIFICANCE OF MOON IN INDIA

The impact of the moon on India is both cultural and scientific. First, let's talk about how the moon impacts Indian culture and folklore. In India, the moon is believed to be a god. He goes by the name **Chandra**. He is the father of the lord Buddha. He is responsible for the plants to grow and crops to ripen. The day of the new moon, **Amavasya** is very auspicious in India. Many important festivals like Diwali and Lakshmi Puja are observed on this day for harvest and joy.

Similarly, the day of the full moon, **Purnima**, is also very important for Indians. On this day, they celebrate the richness and sense of fulfilment provided by the impacts of the moon. The festival of Holi is a prominent festival of the full moon period. People following Islam, observe their most important festival, Eid, on the night of the full moon. They wait for the moon to rise in the night sky. They have great food and merry-making celebrating her presence.

Let's talk about the scientific contribution of India towards the moon and its environment in detail. India has been depending on the moon for not just its effect on water bodies but also for subjects like physics and mathematics. In the ancient period, the survival of commoners depended a lot on the verdicts of the learned men. These learned men did not have scientific tools or computers like today. They just looked up at the night sky with naked eyes and studied the phases of the moon and the movement of the stars. They used the information to help farmers learn about the climate and traders about the conditions of the sea. Later, this too became a stream of science that we call Astronomy.

Astronomy is studied in different countries with different resources today. However, the predominant resource used by India is mythology. Every religion has its own means of

calculation and calendars to predict the upcoming time. Now, I am sure you are concerned about how the moon is related to Astronomy. To clear the clouds, the moon is the most prominent celestial body that could have been studied with the naked eyes of the ancient learned men. So, most of the mathematics like Vedic Mathematics and texts by Al Biruni talk about the moon to explain Astronomy.

Now, let's ride our time machine and travel back to the twentieth century, just to see how consistent India has been in maintaining its concern for the moon. In 2008, India did its first attempt in sending their sources to the moon to



gather information. This mission was called ***Chandrayan 1***. This mission was very important for India as it made it the fourth country to be able to put its satellite on the moon. The research by the Indian scientists was incredible as they were able to put instruments in the satellite that can assess the chemical composition of the moon. Their primary focus was on the poles as they predicted they might contain water. The satellite was launched by **ISRO (Indian Space Research Organization)** on **22nd October 2008**. It was orbiting around the moon till **28 August 2009** when the Organization lost all contact with it. They tried their best to trace it back until announcing on 2nd November that the mission was called off. However, the good part was, they could confirm the presence of Lunar water before the mission ended.



I am sure you must be wondering what happened to the satellite. Is it still roaming around in space? Sadly, the answer is yes. However, after more than seven years NASA could trace it and found out its location changes slowly every two years. I wonder why they did not bring it back home. Maybe you can find some answers to it someday!

Well, this is not the last time that India attempted. After Chandrayan 1, India attempted to send another satellite called **Chandrayan 2** to the moon. This time they were very well prepared and the technology was much more advanced than of the previous attempt. This time, they targeted a soft landing but sadly, four days before the landing, the ISRO lost contact with the satellite. It could not make the landing but this time the information was more specific about lunar water. It was confirmed that not just the poles but water can be found in multiple locations on the moon.



To sum up, both the missions on the moon by India were partially successful. However, Indian scientists have resolved not to rest until they can call their missions fully successful. So, if you are guessing there is a **Chandrayan 3** gearing up, you are absolutely right! Chandrayan 3 is expected to be launched in June of 2023. So, everyone fastens your seat belts!

It is true both the missions to the moon of ISRO did not work out the way they should have. However, ISRO has had successful missions to the moon and satellite launching into space from time as old as 1975. The first ever satellite of India, **Aryabhata** has the name ISRO as its sole parent.

Fun Fact- Did you know the reason behind Chandrayan 2's failure was software breach. It was believed to be done by hackers. Later, it was confirmed that a hacking agency called **Lazarus** from North Korea was responsible for it.

CHECK YOUR PROGRESS 13.3

1. Name a festival taking place in the new moon phase.
2. Name a festival taking place in the full moon phase.
3. What was the launching date of *Chandrayan 1*?
4. What was the reason of *Chandrayan 2*'s failure?
5. What is the year *Aryabhata* was launched by ISRO?

ACTIVITY

Learning activity

Watch the videos

<https://www.youtube.com/watch?v=3RdkXs8BibE>

https://www.youtube.com/watch?v=d78Zymp_wpE

<https://www.surfertoday.com/environment/fascinating-facts-about-the-moon>

And prepare a report on the individual topics.

Fun Activity

Make a model of eclipse with the help of a globe, a white ball, wires and a torch. Observe how the shadow of the moon (the ball) falls on the earth when the torch is aligned with it.

You can take help for making the model from

<https://www.youtube.com/watch?v=eS5NjFYWg3Q>

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TERMINAL EXERCISE

I.

1. Mention five points about the role of the moon on tides
2. What is Chandrayan 1 and Chandrayan 2? Describe about them in 50 words.
3. What are satellites? How is the moon different from Chandrayan as satellites?
4. What is the contribution of the moon to Indian mathematics?
5. How is the moon portrayed in poems and stories?

II.

Provide the proper punctuation for the following passages

What is punctuation?

Punctuation is a series of marks that help complete the sense of a sentence. The most commonly used are comma (,) full stop or period mark (.), quotation marks (“”) and exclamatory mark (!)

The comma is used to indicate a short pause in between a sentence. For instance- Going to the market, I bought some vegetables. To separate the cause and the effect in the sentence, a short pause is necessary. That is provided by a comma. Moreover, to separate individual items in a list also, comma is used. For instance- I want red, blue, green and white ribbons.

The full stop is used at the end of every sentence to indicate the completion of the sense of a sentence. For instance- I went to the market. It was very crowded.

The quotation marks are used in direct speech. It is used while quoting the exact words uttered or written by someone. For instance- Indu said, “I don’t like mangoes.” Sometimes quotation mark is also used to highlight or emphasize a certain word in the sentence. For instance- Please make a note of the “malfunctions” in the office equipments.

The question mark is used to mark a sentence that is not assertive and hence requires an answer to complete its sense. For instance- Where are you going? I am going to sleep.

The exclamatory mark is used to express exclamation like joy or sorrow or extra emphasis. Yes! We did it. Oh no! I lost my bag. That’s right! You have guessed the correct answer.

Put correct punctuation marks in the given passages

1) Definitely the question how has started to orbit around the mind by the last line However before understanding the moon’s relationship with the earth let’s learn about the moon and it's being a natural satellite Now, what is a satellite A satellite is an object either intentionally put or naturally occurring around planets or mini solar systems The satellites that are naturally orbiting are called moons Since the earth has only one moon, we have no special name for it but other planets like Jupiter have nicknames for their moons like Adrastea Amalthea Thebe Io Europa

2) In this huge family of several uncles and aunts, the earth is a little member and the home to humans. Earth is the only planet that has the perfect conditions in both landform and climate for human beings to exist. I will completely understand if the curiosity bells ring in your mind asking what if there is another planet like the earth with living beings on it. You are absolutely right. Scientists say that there are more mysteries in this universe than we can ever imagine.

3) On a quick note, the moon has inspired a huge number of artworks and wonderful literary pieces. To name a few authors: John Keats, P.B. Shelley, R.L. Stevenson, and Indian authors like Rabindranath Tagore, Sukanto Bhattacharya, Joy Goswami, and many others have romanticized the moon in their works. Usually, in poems and stories the moon is portrayed as a fair and pretty woman.

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 13.1

1. The soil of the moon is rich in **asphalt** that helps the glow.
2. The term is **tidally locked**.
3. In this vast universe, there has been a huge explosion that nearly shook the entire span of the universe and also created the planets and the moon. This explosion is now called **the Big Bang**.

CHECK YOUR PROGRESS 13.2

1. The answer is **four tides**.
2. When the sun and the moon are at right angles (That is they are in a position related to one another), the phase of such tides is called **Neap Tide**.
3. During an eclipse, the sun, the moon, and the earth come in a single line. Due to this, the earth faces **Spring Tides**.

CHECK YOUR PROGRESS 13.3

- a. The festival of Diwali is a prominent festival of the new moon period.
- b. The festival of Holi is a prominent festival of the full moon period.
- c. The satellite was launched by **ISRO (Indian Space Research Organization)** on **22nd October 2008**.

- d. Four days before the landing, the ISRO lost contact with the satellite and it could not make the landing.
- e. The first ever satellite of India, *Aryabhata* was launched in 1975.



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INTRODUCTION

This lesson talks about the Aryans and the Dravidians. Were the Aryans outsiders who invaded India or were the Dravidians the original inhabitants of India? Time and again, the issue of Aryans and Dravidians kept arising. If the Aryan Migration Theory is to be believed then the Aryans came from Central Asia to India, forced themselves on the Dravidians, declared war on them and sent them away. The Aryan Migration Theory says that the Aryans brought Hindu Civilization, imposed their culture on everyone and this later became the Caste System. A relation between some languages developed and it was because of this development that the Aryan Invasion Theory came into light. The Rig Veda holds a great significance here. It talks of 19 rivers, the main being the river, Saraswati. According to the Rig Veda, Tamil Sangam Literature, and some archaeologists, there is no reference of war between the Aryans and the Dravidians. The Indus Valley Civilization fell due to ecological reasons. The Sindhu Saraswati Civilization and the Vedic Culture is one and there are many evidences to prove this.

14.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- understand the Aryan Migration Theory.
- identify the facts proving their originality.
- learn the importance of the *Rig Veda*.
- get a glimpse of the Vedic Culture.
- find new words and use them in sentences.
- use Modals appropriately.
- write a descriptive paragraph.

14.2 LET US READ THE TEXT

Who are the Aryans and the Dravidians? Did the Aryans really come from outside India, as alleged by some people? Are the Dravidians the indigenous inhabitants of the Indian subcontinent?

Let's take a look.

14.2.1 The Aryan Invasion Theory

Did the Aryans invade India?

Sir William Jones, a judge in 1780s, India, had discovered a linguistic relationship between Sanskrit, Greek, Latin and other European languages. To explain this relationship between the European languages and Sanskrit, European ideologists and historians in the 18th and 19th centuries came up with the Aryan Invasion Theory.

According to the Aryan Invasion Theory, a group of fair-skinned horse-riding Aryans migrated from Central Asia to India, and after a fierce battle they drove away the indigenous, dark-skinned Dravidians who lived in Mohenjo-Daro and Harappa to Southern India. The Aryan/Dravidian divide is a remnant of this theory. However, no evidence for major conflict or Warfare has been found at any major centre of the Indus Valley Civilization. Eventually, the invasion Theory turned into a migration Theory.

The Aryan Migration Theory or the AMT holds that migrants from Central Asia simply entered India around 1500 BC and managed to impose their culture on the indigenous inhabitants. It is assumed that it was these migrants who brought with them the fundamentals of Hindu civilization including the Sanskrit language, the *Vedas* and a social order which would later become the caste system as we know it today. Which is why this Theory holds massive significance for Indian Society, its politics and our culture.

But do we have any evidence for such migrations?

14.2.1.1 Let Us Understand the Text

The topic of debate here is who is the original Indian? Some European ideologists and historians felt that something was common between Sanskrit, Latin, Greek and European

languages. To prove themselves, they came up with the Aryan Invasion Theory. This theory says that Aryans came to India from Central Asia, fought and sent the Dravidians to Southern India. But as there was no evidence of war, the Aryan Invasion Theory turned into Aryan Migration theory. It was these migrants who brought fundamentals of the Hindu Civilization, The Vedas, their culture and caste system which they tried to impose on the local natives.

CHECK YOUR PROGRESS 14.1

I.

1. Where were the Aryans controlled from being called invaders?
 - a. Mumbai Presidency
 - b. Delhi Presidency
 - c. Kolkata Presidency
 - d. Chennai Presidency
2. What did a judge in 1780 discover?
3. How did the Aryan Invasion Theory come into light?
4. Where were the Dravidians residing?
5. What did the Aryan Migration Theory try to prove?

II.

A. List 5 words from the text which indicate that Aryans were not invaders. An example has been provided.

Accuse – blame

- a.
- b.
- c.
- d.
- e.

B. Use the words you have identified in sentences of your own.

The boy was accused of stealing the bread from the store.

- a.

- b.
- c.
- d.
- e.

III.

A new neighbour has come to live in a flat opposite your flat. As a good neighbour, think and write any 5 things you should or should not do. An example has been provided.

DO	DON'T
Welcome the new neighbour.	Close the door on their face.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

DO YOU KNOW?

- India occupies a great part of South Asia,
- India forms a Peninsula as it is surrounded by water from three sides.
- In the South East is the Bay of Bengal and in the South West is the Arabian Sea.
- The highest mountain range the Himalayas decorate the North.
- Rich in heritage, India has countless attractions - temples, monuments, memorials, museums, mosques, church, etc.
- Rivers in India are worshipped and their origin is visited by thousands of people every year.

14.2.2 Vedas and the Aryan Invasion Theory

Let's look at these proofs one by one.

First, let's look at the *Vedas* themselves. The *Vedas* do not mention a distant homeland in Europe or Central Asia or any travel or migration. The geography of the *Vedas* is the North-western part of the Indian subcontinent. The *Rigveda* mentions the *Sapta Sindhu* region, the Indus, its tributaries, and the *Saraswati* River, which is flowing in full might. The *Nadistuti Sukta* of the **Rigveda** mentions 19 rivers, which are all in the Indian subcontinent. The *Rigveda* even has many references to the ocean ships sailing, storms waves, etc. all of which migrants from Central Asia would be ignorant of.

The *Vedas* do mention wars between Aryans and Dasyus, but nowhere are the Aryans mentioned as a separate race or group of people. The Aryans are people on the side of light or good, and the Dasyus are on the side of Darkness, while Dasyus are mentioned as being enveloped in darkness. It is not a reference to their skin complexion, but a figure of speech.

Archaeological Evidence

Even the Tamil Sangam literature does not say anything about a war with the Aryan Invaders or migrants. Nor is there any reference to a Dravidian migration from the IVC to the South. In fact, the Sangam literature is very respectful of the *Vedas* and Vedic culture. The sage Agastya who is mentioned in the *Rigveda* is also an important figure in the Sangam text. This clearly does not fit in with the AIT/AMT.

Now, let's look if there is any archaeological evidence for these migrations. As mentioned earlier, there is no evidence in any Indus Valley site of Major Warfare as a result of invasions into the subcontinent. Archaeologist B. B. Lal notes that “there is no evidence of Invaders or weapons or tools towards the end of their Indus Valley Civilization”. The Indus Valley Civilization, or more accurately, the Sindhu Saraswati Civilization declined due to a combination of ecological factors, including the drying up of the *Saraswati* River. Several sites on the bed of the *Saraswati* River were abandoned around 1900 BC, which is when the river dried up and the people moved elsewhere. If the Aryan migrants really did come to India 400 years later in 1500 BC, why would the *Vedas* mention the *Saraswati* River flowing in its full might? Clearly, that would not have been possible as the Aryans were not time travellers.

14.2.2.1 Let Us Understand the Text

The Rigveda talks about the oceans, ships, rivers flowing widely, storms. Though there is a reference of war between the Aryans and the Dasyus but there is no mention of invasion. The Aryans are showed in a good light whereas Dasyus in a bad light. The Tamil Sangam Literature also does not speak of any war or migration. The Indus Valley Civilization declined because of ecological reasons. Many rivers dried up and people had to move elsewhere. Flowing of the river Saraswati indicates that Aryans were not migrants.

CHECK YOUR PROGRESS 14.2

I.

1. What information do the Vedas not share?
2. Which facts are mentioned in *the Rigveda*?
3. According to the **Rigveda** there are ----- rivers.
 - a. 15
 - b. 19
 - c. 17
 - d. 21
4. Name the famous sage mentioned in the **Rigveda**?
5. What are the views of archaeologist B. B. Lal on the invasion theory?
6. Many places are near _____ in 1900 BC.
 - a. The River Ganga
 - b. The River Yamuna
 - c. The River Saraswati
 - d. The River Godavari

II.

A. You must have heard of people migrating from one place to another. Compare your life with that of a migrant. List two differences in the table given below.

SELF	MIGRANT
I live comfortably in my home.	They do not have homes.
1.	1.

2.

2.

B. Express your views in about 25 - 30 words on why people are forced to migrate.

.....

DO YOU KNOW

- The ancient and classical language of India is Sanskrit.
- Sanskrit is one of the oldest Indo-European Languages.
- Sanskrit was used as a means of communication and dialogue by the Hindu Celestial Gods.
- All the Holy books of the Hindus (**The Ramayana, The Mahabharat, The Bhagwat Geeta, The Vedas**) are in Sanskrit.
- Uttarakhand is the first state to list Sanskrit as its second official language.

14.2.3 Conclusion

According to archaeologists and an Anthropologist, John Mark Kenoyer, the later sites of the Sindhu Saraswati Civilization show a remarkable continuity in Pottery Styles and Technology, overall site layout, the use of standardized bricks, etc. In other words, there is no significant cultural break between the Sindhu Saraswati Civilization and the later post-Harappan cultures which are conventionally identified as the Aryan or the Vedic settlements. Furthermore, if the Aryans arrived in India riding on horse-driven chariots, there should be no horses in the Sindhu-Saraswati sites. But remains of horses dated to 2100 to 1700 BC have been found at Surkotada, an archaeological site in Gujarat. Even genetic studies questioned the AIT / AMT. With no evidence to back up the AIT or AMT, it stands to reason that Hindu civilization is indigenous to India. If there is no cultural break between the Sindhu Saraswati Civilization and the Vedic Civilization, it also stands to reason that both are one and the same. This is further backed by the presence of the swastika fire altars, worship of Shiva, seals and figures depicting yogic postures, etc. in various Sindhu Saraswati sites. While the cities of the Sindhu Saraswati

civilization disappeared, the culture lived on. The Aryan migration theory is an outdated and divisive theory with lots of colonial baggage and should rightly be consigned to the Dustbin of History.

14.2.3.1 Let's Us Understand the Text

The Sindhu Saraswati Civilization indicates pottery styling and use of standardized bricks. If the Aryans came riding on horses, then there should have been their remains. But horses remain were found in Gujarat. There is no break in culture between the Sindhu Saraswati Culture and The Vedic Civilization. This is confirmed by the presence of idols of Lord Shiva. Even though the Sindhu Saraswati Civilization came to an end, the culture remained. All this proved the Aryan migration theory wrong.

CHECK YOUR PROGRESS 14.3

1. Where were the remains of the horses found?
2. How can one say that the Aryans were the local natives of India?
3. How is the Sindhu Saraswati Civilization and the Vedic Civilization same?
4. Why should the Aryan Migration Theory be done away with?

14.2.3.1 Let Us Learn New Words

Some words having the same spelling, sound alike but have different a meaning. Such words are called Homonyms. Some examples are provided.

Word	Sentence
Match	<ul style="list-style-type: none"> The Wimbledon tennis men's final <u>match</u> 2023 was a thriller. Your socks don't <u>match</u> each other.
Field	<ul style="list-style-type: none"> In which <u>field</u> would you like to make a career? Elephants like to target a <u>field</u> stacked with sugarcane.
Bark	<ul style="list-style-type: none"> The stray dogs <u>bark</u> endlessly at night. The <u>bark</u> of the peepal tree was very sharp.
Bat	<ul style="list-style-type: none"> Virat Kohli comes at 2 down to <u>bat</u> in cricket. The night guard saw a big <u>bat</u> flying yesterday night.

Desert	<ul style="list-style-type: none"> • Crossing the vast Sahara <u>Desert</u> is very dangerous. • Never <u>desert</u> your parents.
--------	--

ACTIVITY 1

Use the words given below in sentences of your own to convey two different meanings.

Word	Sentence
Lead	1. 2.
Fair	1. 2.
Bear	1. 2.
Lie	1. 2.
Leave	1. 2.

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ACTIVITY 2

Find the odd word out from the given set of words. One is done for you.

	WORDS				ODD WORD
	dream	vision	idea	suggestion	suggestion

1	guitar	orchestra	violin	piano	
2	curtain	socks	vest	shirt	
3	certain	confused	confident	positive	
4	duchess	king	princess	queen	
5	dolphin	alligator	whale	shark	

Answers: 1. Orchestra 2. Curtain 3. Confused 4. Duchess 5. alligator

RECAPITULATION POINTS

Some people tried to prove that the Aryans invaded India. But there was no evidence of their invasion, war, imposition of culture or any archaeological site to support their point. Though there is a mention of the remains of horses, flowing of rivers, sailing of ships, storms, pottery making, standardized bricks, there is no indication of the Aryans invading India. A relationship developed between languages and Sanskrit was of prime importance. Thus, the attempt to prove that the Aryans invaded or migrated to India was incorrect.

TERMINAL EXERCISE

I.

1. How did the Aryan Invasion Theory turn to the Aryan Migration Theory?
2. What kind of people were the Aryans and the Dasyus?
3. What were the reasons for the decline of the Indus Valley Civilization?
4. What picture does the Sindhu Saraswati Civilization present?

II. LET US DO

Many people migrate from villages and small towns to metropolitan cities seeking a good life. But this affects the people already living in these cities. Recently, a group of about 50 people set up make shift tents near your society and settled themselves without any permission from the authorities concerned. This created varied problems to the residents of the area. So, you, along with the nearby RWAs decided to apprise the concerned authorities. Arrange for a

meeting, invite your area MLA, Councillor, important officers of different agencies to discuss the problem and try to find a solution.

Give practical suggestions as to how you, other RWAs, area MLA, Councillor and different agencies can collectively resolve this problem.

S. No	Complaint	Suggestion	Your Contribution
1			
2			
3			
4			
5			

III. LET US LEARN GRAMMAR

Use of Modals

Read the sentences given below.

1. Anyone can make mistakes.
2. The team was happy to learn that they could stay in the luxurious hotel.
3. May you all succeed in your future life.
4. The patient might consult another surgeon for a second opinion.
5. You ought to help the physically challenged.

The underlined words are Modals. These words express request, ability, possibility, advice, order, permission. Look at the examples.

Modals	Meaning	Examples
May	Polite request	May I come in?
Might	Possibility	The infant may stumble from the bed. At this time, you might catch the last metro.
	Suggestion	Sheenu requested the principal if he might go home.

	Permission	
Can Could	Possibility Permission Ability Polite request	Pets can create trouble if left unattended. Can the class go to see the cricket match today. Uttkarsh could jump over the wall when he was a young athlete. Could you please shift a little.
Must	Obligation	You must improve your writing skills.

NOTE: Might and Could are the past form of May and Can.

Exercise 1

Use the Modals (May Might Can Could Must) appropriately in the blanks given below.

1. Parul: we all respect our elders.

2. Mihika: you please help me solve this equation.
Shagun: I am slightly busy right now. You ask any fellow student
To help you.

3. Sneha: What are your ideas on the new project given by the teacher?
Sameeksha: you come along and work on it in our study group.

4. Neha: Sakshi, please get ready for the party or we get late.

IV. LET US WRITE

Read the information given below on a very unique park developed in India.

VED VAN PARK, NOIDA
UTTAR PRADESH, INDIA

- Ved Van Park, NOIDA, Uttar Pradesh
- A garbage ground now a park on Vedic theme
- Rich in amusement, history, nature and spirituality
- Talks of India's heritage and spiritual essence
- 50,000 plants mentioned in the Vedic literature
- Divided into seven distinct zones
- Sages – Kashyap, Bhardwaj, Gautam, Atri, Vasishtha, Vishvamitra, Agastya
- 1000 trees with medicinal benefits
- Gym, amphitheatre
- Solar energy
- Laser and sound show
- Meditation and tranquillity

VED VAN PARK, NOIDA

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ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 14.1

I.

1. d. Chennai Presidency
2. A judge in 1780, discovered that there was some relation between Sanskrit, Greek, Latin and other European languages.

3. In the 18th and 19th centuries some European ideologists and historians found a relation between the European languages and Sanskrit and they came up with the Aryan Invasion Theory.
4. The Dravidians resided in Mohenjo-Daro and Harappa in Southern India.
5. The Aryan Migration Theory tries to show that migrants who entered India from Central Asia around 1500 BC tried to impose their culture on the locals. It was believed that these migrants brought the fundamentals of the Hindu Civilization, the Sanskrit language, the Vedas and social order which later became the caste system.

II. A.

1. Alleged
2. Prominent
3. Subjugate
4. Indigenous
5. Persecution

B Individual Responses

III. Individual Responses

CHECK YOUR PROGRESS 14.2

1. The Vedas do not talk about any travel, migration or war between Aryans and Dasyus.
2. The **Rigveda** talks about the Sapta Sindhu region, the Indus, its tributaries, river Saraswati. ocean ships, storms, waves, etc.
3. b. 19
4. Sage Agastya
5. According to archaeologist B. B. Lal, there were no signs of weapons or tools to prove invasion.
6. c. River Saraswati

II.

Individual Responses

CHECK YOUR PROGRESS 14.3

1. The remains of horses were found at Surkotada, an archaeological site in Gujarat.

2. A continuity in pottery style, technology, use of standardized bricks and no proof to back up the Aryan Invasion Theory or the Aryan Migration Theory. It shows that Aryans were local natives of India.

3. No cultural break, presence of the swastika fire altars, worship of Shiva, seals, figures depicting yogic postures show that the Sindhu Saraswati Civilization and The Vedic Civilization are same.

4. The Aryan Migration Theory is outdated and divisive.



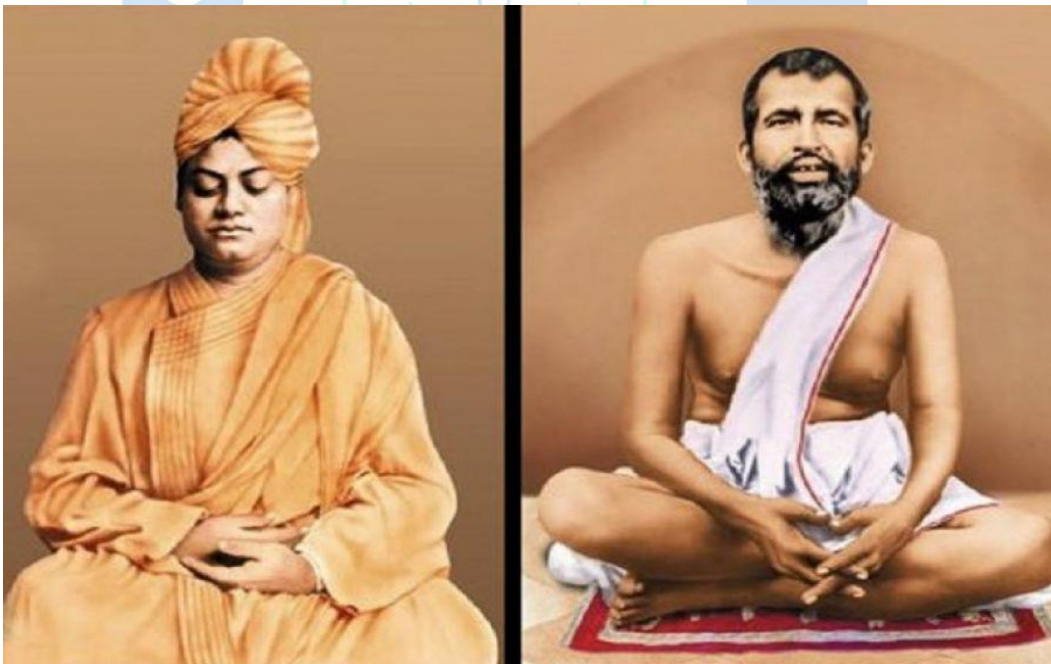
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A GREAT LESSON FROM SWAMI RAMAKRISHNA PARAMHANSA

INTRODUCTION

About the Author:

Swami Vivekananda was born Narendra Nath Datta to Vishwanath Datta and Bhuvaneshwari Devi, in Kolkata on 12th January, 1863. He passed on at the Belur Mutt, on July 4, 1902. Much before this, he had launched a revolution that still resonates around the world today. As a vehicle for his Guru's message, he has been an inspiration for youth around the world for over a century.



After his enlightenment, many disciples gathered around Swami Ramakrishna Paramahansa. One of his great disciples was Swami Vivekananda. Vivekananda was the first yogi (saint) to go to the United States in 1893 for the Parliament of the World's Religions in Chicago, after which he caused a spiritual wave. When people were very resistant to anything new, he succeeded and opened up the gates of receptiveness to some extent.

Swami Ramakrishna had a very different kind of attachment to Swami Vivekananda. He saw him as a powerful means to take his message to the world. By himself, Ramakrishna could not do it, so, he found in Vivekananda a spiritual vehicle.

People around Swami Ramakrishna did not understand why he was so eager about Vivekananda. If Vivekananda did not turn up even for a day, Ramakrishna would go looking for him. He knew that this young man had the necessary perception to transmit. Vivekananda was equally curious about Ramakrishna Paramahansa. He did not look for any employment. He did not do anything that people of his age were normally supposed to do. He just followed Ramakrishna all the time.

This story shows, the most effective way to be a good Hindu. The best way for spiritual practice, is by practising it ourselves. Otherwise, we may find that others do not take us or our advice seriously.

15.1 LEARNING OBJECTIVE

After reading this lesson, you will be able to:

- summarize the story of the poor woman seeking advice for her son's sweet-eating habit and the subsequent interaction with Ramakrishna.
- analyze the impact of personal transformation on one's ability to give advice and guidance to others.
- define and understand terms such as "attachment," "perception," and "spiritual wave" within the context of the text.
- examine the narrative structure, including the use of anecdotes and dialogues, to convey the message effectively.
- reflect on the lesson imparted in the text regarding the sincerity and authenticity of advice.

15.2 LET US READ THE TEXT

15.2.1 Dilemma of A Mother

Saints teach us only what they themselves have practised. That is why their advice has the power to do us good and transform

The great Guru Ramakrishna Paramhansa had a poor woman among His disciples. One day, she came to Him with her son and said, “Gurudev, my son wants to eat sweets every day. This habit is spoiling his teeth, I also cannot afford to buy them for him every day. My advice, warning and even beating have all been in vain. I beg you to advise and bless him so that he stops the bad habit.” Swamiji looked at the boy. Instead of talking to him, asked the woman to bring him back after two weeks.

15.2.1.1 Let Us Understand the Text

Imagine you have a wise teacher who not only tells you what's right but also shows you by doing it. That's what saints do – they teach us by practicing what they preach. This makes their advice powerful and able to make positive changes in our lives.

There are two types of Saints. Those who only advise others and never bother to live what they teach. The other, who try to explain or advise others advice as they themselves live those values in the same way. When such a saint advises, it does miracles in the life of the person who gets the advice.

Swami Ramakrishna Paramahansa was one such person, who first practised, what he advised others. He had an ardent devotee, a woman, whose son was eating too much of sweets every day. One day, she came to Guru Ramakrishna with a problem about her son. Her son had a bad habit of eating sweets every day, and it was causing problems, like spoiling his teeth. The poor woman couldn't afford to buy sweets every day, and she tried everything to make her son stop – she gave advice, warned him, and even tried scolding him, but nothing worked.

She took him to Ramakrishna and begged him to advise her son. Over eating of sweets would spoil his teeth. She may not be able to buy so much sweets. She requested her saviour

Ramakrishna to manage her son. Instead of immediately talking to the boy, Guru Ramakrishna asked the woman to bring her son back after two weeks.

GLOSSARY

- a. *Saint*: a person acknowledged as holy or virtuous
- b. *Practised*: did follow something regularly or repeatedly to become skilled
- c. *Advice*: guidance
- d. *Disciple*: a true follower, devotee
- e. *Habit*: a settled or regular tendency to do something
- f. *Afford*: able or unable to pay
- g. *Hung*: bent his head respectfully

CHECK YOUR PROGRESS 15.1

1. Who is the great Guru spoken here?
2. Who was the disciple?
3. What was the habit of the boy?
4. What is the problem for the mother?

15.2.2 Two Weeks Later

The woman brought the boy to Him again after two weeks. Shri Ramakrishna kindly looked at the boy and said, “My dear son, is it true that you trouble your mother for sweets every day?” The boy hung his head and said, “Yes, Sir,” and stayed silent. “You are in acceptance an intelligent boy. You know that those sweets are spoiling your teeth. Your mother, is worried about you. If she spends money on sweets every day, how can she buy new books and good clothes for you? Don’t you think you are making a mistake?”

Ramakrishna’s words touched impressed the boy’s heart. He looked at Swamiji respectfully and said, “Yes, Sir” and stood silent again. “Then, will you stop asking for sweets from today?” asked Ramakrishna in a sweet tone. The boy smiled this time and said, “Yes, Sir, I will stop troubling my mother for sweets from today and stop eating them every day.”

15.2.2.1 Let Us Understand the Text

After the two-week period, the woman returns with her son. Guru Ramakrishna addresses the boy kindly, acknowledging his habit of troubling his mother for sweets. The boy, in acceptance of his actions, admits to the habit. Guru Ramakrishna, in a gentle and wise manner, points out the consequences of the boy's behaviour. He highlights how the daily consumption of sweets affects the boy's health and poses a financial burden on his mother, preventing her from purchasing essential items like books and clothes for him.

Guru Ramakrishna's words have a profound impact on the boy. The wise teacher's sincerity and concern resonate with the boy's heart. The boy, understanding the implications of his actions, respectfully agrees to stop asking for sweets and assures Guru Ramakrishna that he will no longer trouble his mother with this demand.

The story teaches a valuable lesson about the significance of heeding wise advice and understanding the consequences of one's actions. Guru Ramakrishna's approach of waiting for two weeks before offering guidance demonstrates the importance of personal practice and moral strength. By aligning his teachings with his actions, Guru Ramakrishna emphasizes the power of leading by example. The boy's willingness to change his behaviour reflects the transformative impact of sincere guidance and highlights the value of considering the consequences of our actions on others.

GLOSSARY

- a. *Appealing*: attractive or interesting, inspiring
- b. *Hung*: bowed with respect
- c. *Spoiling*: making bad
- d. *Trouble*: difficult or problems

CHECK YOUR PROGRESS 15.2

1. What did Swamiji ask the woman to do?
2. When did the mother bring her son back?
3. What did Swamiji Ramakrishna Paramahansa advise the boy?

4. What did the boy do?

15.2.3 Ramakrishna's Blessings

Ramakrishna was pleased with the boy's reply. He, lovingly drew him close and said: "My son, you are a nice boy. You understood what is good and what is bad for you. You will surely grow up to be a happy man." As the boy bowed down in Namaskar, Ramakrishna blessed him and turned to the other devotees.

15.2.3.1 Let Us Understand the Text

Guru Ramakrishna expresses his satisfaction and joy at the boy's positive response to his advice. Pleased with the boy's decision to stop asking for sweets, Guru Ramakrishna affectionately draws him close. He addresses the boy as "My son" and praises him, acknowledging that he is a good and understanding boy who recognizes what is beneficial and harmful for him.

Guru Ramakrishna, in a loving manner, shares his optimism about the boy's future, stating that he is confident the boy will grow up to be a happy man. This affirmation serves as both encouragement and a blessing for the boy's well-being.

As a symbol of respect and gratitude, the boy bows down in Namaskar, a traditional gesture of salutation and reverence in Indian culture. In response to this gesture, Guru Ramakrishna imparts his blessings upon the boy.

Having concluded his interaction with the boy, Guru Ramakrishna then turns his attention to the other devotees present. This part of the story emphasizes the positive resolution of the situation, highlighting the transformative power of wise guidance, the importance of understanding right from wrong, and the role of blessings in fostering personal growth and happiness.

GLOSSARY

- a. *Pleased*: felt happy
- b. *Bowed*: bent downward respectfully

- c. *Devotees*: an ardent follower, supporter.
- d. *Grateful*: Thankful

CHECK YOUR PROGRESS 15.3

1. What did the mother want Guruji to do?
2. What did the boy do?

15.2.4 Mother's Curiosity

After the change boy went out into the garden. His grateful mother asked Ramakrishna, "Gurudev, why did you make us wait for two weeks to give these few words of advice?" Ramakrishna smiled and said, "You see, when you came two weeks ago, I, too, was in the habit of eating sweets offered by devotees. How could I ask your son not to do something which I myself was doing almost every day? So, from that day I stopped eating sweets. That gave me moral strength and power to advise your son to do what I myself have done. Only when we preach what we actually practise, are our words of sincerity appeal to the listener."

All the devotees in the room were convinced that they, too, had learnt a great lesson from Ramakrishna.

15.2.4.1 Let Us Understand the Text

After the boy agrees to stop asking for sweets, he goes out into the garden. The boy's grateful mother seizes the opportunity to seek clarification from Guru Ramakrishna about the two-week waiting period for advice. Curious, she asks, "Gurudev, why did you make us wait for two weeks to give these few words of advice?"

Guru Ramakrishna responds with a smile, providing a profound explanation for the delay. He reveals that when the woman first came to him two weeks ago, he himself was in the habit of eating sweets offered by devotees nearly every day. Recognizing the inconsistency of advising the boy to stop a habit he himself was practicing, Guru Ramakrishna decided to make a personal change. From that day onward, he abstained from eating sweets. This, he explains, gave him the moral strength and authority needed to effectively advise the boy.

The guru emphasizes the principle that words carry sincerity and appeal only when they align with one's actions. He states, "Only when we preach what we actually practice, are our words of sincerity appealing to the listener." This insight underscores the importance of leading by example and practicing what one teaches.

The passage concludes by noting that all the devotees in the room were convinced that they, too, had learned a great lesson from Guru Ramakrishna. The story highlights the transformative power of personal change, the significance of aligning words with actions, and the universal applicability of the lessons imparted by wise and sincere individuals.

GLOSSARY

1. *Appeal*: plea, demand, request, appreciate, accept
2. *Sincerity*: honesty
3. *Preach*: teach or lecture
4. *Devotee*: an ardent devotee, follower
5. *Practice*: actual value

CHECK YOUR PROGRESS 15.4

1. Why did Swami Ramakrishna Paramahansa take two weeks to advise the boy?
2. What did the devotees in the room feel?
3. What is the moral of the lesson?

15.2.5 Swami Ramakrishna and Swami Vivekananda

After his enlightenment, many disciples gathered around Ramakrishna Paramahansa. One of Ramakrishna's disciples was Swami Vivekananda. Vivekananda was the first yogi (saint) to go to the United States in 1893 to participate in the Parliament of the World's Religions in Chicago, after which he caused a spiritual wave. When people were very resistant to anything new, he came and opened up the gates to a large extent.

15.2.5.1 Let Us Understand the Text

There were many disciples around Swami Ramakrishna Paramahansa, but he was very much attached to Swami Vivekananda. Swami Vivekananda was the first person to Chicago for the

parliament of the world's religion at Chicago, where he was able to inspire the world with his speech of Spirituality. At that time people were resistant to any new ideas but Swami Vivekananda was able to give vent to the new thoughts. What Ramakrishna was waiting for, is delivered by Swami Vivekananda in his speech to the world. That was the reason why Swami Vivekananda was so special to Swami Ramakrishna Paramahansa.

GLOSSARY

- a. *Enlightenment*: the state of having deep, true knowledge or understanding.
- b. *Gathered*: came together
- c. *Yogi*: a person who is proficient in yoga, ascetic, saint, Mahatma
- d. *Parliament*: an assembly of the representatives
- e. *Spiritual*: concerning the spirit and knowledge
- f. *Resistant*: to not willing to accept

CHECK YOUR PROGRESS 15.5

1. Who was the first yogi of Ramakrishna Paramahansa?
2. What did Swami Vivekananda do?

15.2.6 Relationship between a Guru and His Disciple

Ramakrishna had a very different kind of attachment to Vivekananda because he saw him as a means to take his message to the world. By himself, Ramakrishna could not do it and so he saw Vivekananda as a vehicle.

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People around Ramakrishna did not understand why he was so proud of about Vivekananda. If Vivekananda did not come to see him even for a day, Ramakrishna would go looking for him because he knew that this young man had the necessary perception to transmit. Vivekananda was equally proud of about Ramakrishna Paramahansa. He did not look for any employment, he did not do anything that people of his age were normally supposed to do. He just followed Ramakrishna all the time.

15.2.6.1 Let Us Understand the Text

Ramakrishna Paramahansa was keen on conveying his message to the world. He needed need a person to who could achieve his target as work as a vehicle for his ideas. Ramakrishna Paramahansa was able to identify that Swami Vivekananda was one with spiritual means to convey his message to the world.

As Swami Ramakrishna Paramahansa was very much attached to Swami Vivekananda, in the same way Swami Vivekananda was also attached to his Guru. The people around him were not able to understand this attachment. Swami Vivekananda was not at all worried about his personal benefit. He never thought about any other work except following his Guru in all his instructions.

GLOSSARY

- a. *Attachment*: closeness, spiritual oneness
- b. *Perception*: insight, views, ideas
- c. *Transmit*: spread values
- d. *Employment*: an act or instance of employing someone or something

CHECK YOUR PROGRESS 15.6

1. How was Swami Ramakrishna Paramahansa able to convey the message to the world?
2. Write about the attachment of Ramakrishna Paramahansa to his disciples?

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TERMINAL EXERCISE

I. Answer the following questions:

1. Why does Ramakrishna make the mother and her son come again after two weeks?
2. What happens if one preaches, what he does not practise himself?
3. Describe your own experience of
 - a. Someone advising you to do something without himself or herself doing it.
 - b. Someone advising you to do something because he or she is doing it himself or herself. What is the effect on you in both the cases?

4. Describe the relationship between Ramakrishna Paramahansa and Swami Vivekananda.

WRITING SKILL

Word Power

A. Fill in the blank spaces with the words given below:

(Christian, teachings, priest, disciplined, religious, university, flocked)

1. Gandhiji was a man.
2. Mother Teresa was a saint.
3. The of Swami Ramakrishna were very important.
4. The Indira Gandhi Open University is a world famous
5. All the students should always be
6. People always around Gandhiji.
7. He is a in a temple.

Answer:

1. religious
2. Christian
3. teachings
4. university
5. disciplined

B. Match the following collective nouns with the group for:

1. A flock of	a. Stars
2. A galaxy of	b. Players
3. A herd of	c. Musicians
4. A hand of	d. Cattle
5. A crowd of	e. People/sheep
6. A team of	f. Bees
7. A swarm of	g. People

8. A fleet of	h. ships
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LANGUAGE SKILLS

CLAUSES

A Clause is a group of words that includes a subject and a verb.

A clause can be distinguished from a phrase, which does not contain a subject and a verb (for example, in the afternoon, drinking from the bowl)

An Independent clause can express a complete thought and can be a standalone sentence. A dependent clause is usually a supporting part of a sentence, and it cannot stand by itself as a meaningful proposition.

EXAMPLES

Independent Clause

Vineetha ate a jam role after she watched the news.

(Vineetha ate the jam role is an independent clause. It works a standalone sentence.)

Dependent Clause

Vineetha ate a jam role after she watched the news.

(The clause after she watched the news is a dependent clause. It does not work as standalone sentence.)

How is a clause used in a sentence?

Clauses can play a variety of roles in a sentence. A clause can act like a Noun, an adjective and an adverb.

Noun Clauses

A noun clause is a dependent clause that takes the place of any noun in the sentence, whether they are subjects, objects, or subject complements. Noun clauses most often begin with the subordinating conjunction *that*. Otherwards that may begin a noun clause are *if, how, what, whatever, when, where, whether, which, who, whoever, whom, and why*.

EXAMPLES

She was saddened by what she had read.

Complete the following sentences by adding suitable noun clauses.

1. I cannot understand
2. They said
3. I think
4. He told me
5. hurts me.

Adjective Clause

An Adjective clause is a group of words consisting of a noun and /or a verb preceded by a relative pronoun that modifies the subject or object in the sentence.

For example: The man who is wearing the green cap is my father.

Thus 'who is wearing a green cap' is giving an additional information about the noun and so is an adjective clause.

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Identify the Adjective Clauses

1. I bought a car from Merdine, and it turned out to be a lemon.
2. The car that I bought from Merdine turned out to be a lemon.
3. Pandora, who had recently celebrated a birthday, opened the box of gifts.
4. Lila, who has been the fire warden for 30 years, lives in a trailer with some scrappy dogs and cats.
5. Lila, who lives in a trailer with some scrappy dogs and cats, has been the fire warden for 30 years.

Adverbial Clause

An adverbial clause, sometimes referred to as an adverb clause, is a group of words, together, functions as an adverb.

Examples:

Even if I take the train, I still might be late to my appointment.

Adverbials are words that we use to give more information about a verb. They can be one word (angrily, here) or phrases (at home, in a few hours) and often say how, where, when or how often something happens or is done, though they can also have other uses.

Each of these proverbial sayings contain an adverb clause. Identify the adverb clause in each sentence:

1. While the cat's away, the mice will play.
2. A lie travels around the world while truth is putting her boots on.
3. If you don't know where you are going, any road will get you there.
4. Memory is deceptive because it is colored by today's events.
5. Never look down on anybody unless you're helping him up.

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 15.1

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1. The Great Guru spoken here was Guru Ramakrishna Paramahansa.
2. A poor woman was the disciple.
3. The boy wants to eat sweets every day.
4. The mother was feeling that the habit of son eating the sweets will spoil his teeth and she also could not afford to buy them for him every day.

CHECK YOUR PROGRESS 15.2

1. Swamiji asked the woman to bring her son back after two weeks.
2. The woman brought her son back after two weeks.

3. Swami Ramakrishna Paramahansa advised the boy not to eat the sweets too much as it would spoil his teeth and also his mother couldnot afford to buy them every day.

CHECK YOUR PROGRESS 15.3

1. The mother wanted Guruji to advise her son not to eat too many sweets every day.
2. The boy immediately accepted the words of Swamiji saying that he would not eat the sweets anymore.

CHECK YOUR PROGRESS 15.4

1. Swami Ramakrishna Paramahansa took two weeks to advise the boy. He himself was having the habit of eating the sweets offered by the disciples. So, he wanted to rectify his mistake first before advising others. Hence, he asked the boy to come after two weeks.
2. The devotees in the room felt that they, too had learnt a great lesson from Ramakrishna.
3. The moral is that, the most effective way to tell others about how to be a good Hindu, or do spiritual practise, is by practising it ourselves. Otherwise, we may find that others do not take such advice seriously. Moral: First practise, then preach.

CHECK YOUR PROGRESS 15.5

1. Swami Vivekananda was the first yogi follower of Ramakrishna Paramahansa.
2. Swami Vivekananda went to the United States to participate the Parliament of the World's Religious in Chicago, after which he caused a spiritual wave.

CHECK YOUR PROGRESS 15.6

1. Ramakrishna Paramahansa saw Swami Vivekananda as a solid means to take his message to the world. By himself, Ramakrishna Paramahansa could not do it. So, he saw Swami Vivekananda as a vehicle.
2. If Swami Vivekananda did not come to see him even for a day, Ramakrishna would go looking for him because he knew that the young man had the necessary perception to transmit.

INTRODUCTION

Born to a progressive Bengali family in Hyderabad, India, on February 13, 1879, Sarojini Naidu



received strong moral values and support for her education from her parents. She displayed her genius at a

young age when she began writing poems and then went on to study at the University of Cambridge and King's College. She was a notable figure in the Indian freedom struggle and was a frontline activist in Mahatma Gandhi's Satyagraha and Civil Disobedience movements. She was also a pioneer of women's struggle and founded the Women's India Association. A gifted

orator, she influenced many through her memorable speeches.

The following speech, "The Hope of Tomorrow", was delivered on 20th December, 1917, under the aegis of The Madras Student's Convention and the George Town Student's Club, to a large gathering of about six to seven thousand people. Spoken in pre-independence India, her words ring true even today. Let us read excerpts from the speech.

16.1 LEARNING OBJECTIVE

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After reading this lesson, you will be able to:

- express Sarojini Naidu's ideas in your own words.
- grasp the importance of learning from the past to lead our nation to future greatness.
- use grammatically correct forms of words to fill in the blanks.
- match headings with the main idea of paragraphs.
- answer comprehension and reference to context questions based on the text.
- grasp the literal and metaphorical meaning of the poem.
- spot and correct errors in a paragraph.

16.2 LET US READ THE TEXT

16.2.1 Section I

Read the following excerpt from Sarojini Naidu's speech delivered on 20th December 1917.

Were I first to choose one sentence out of the entire **realm** of language to sum up what hides in my heart as the secret of my “hope of tomorrow,” I should say one sentence only and then keep silence. I would say “you are the hope of tomorrow.” ...

Have you considered what is your share and responsibility in bringing about of this hope of tomorrow? Yesterday is over; today is over: concrete problems are here, **contemporary** things are here and there cannot be a future for a human race that has not evolved historically and spiritually from the past. ...

In thinking of tomorrow, (let us) take a look to that **radiant** yesterday. What constituted the fulfilled hope of yesterday? What was it that made India great? What was it that gave opportunities to her genius to find such **manifold** and immortal expression? It was that India was true to herself. She believed that the only authentic expression of the Nation springs from within the soul of the Nation; and though a Nation must absorb all that is beautiful in other civilizations and in other ages, it can only be enriched by a foreign civilization but not dominated by **alien** things. After all these thousands of years, we find **perennial** that great treasure of intellect and spirit that is ours ...

The vitality of India has been stronger than all things ... you are the inheritors not merely of the civilization that you find today enclosed within the pages of the Vedic teachings and carved on the rocks of temples, not the teachings of Upanishads only, not the Edicts of Ashoka only, but the living spirit that sung the hymns on the banks of the Ganges five thousand years ago sings today the self- same chants of the self-same God.

Keeping this background of historic spirituality in your minds, turn towards the dawn that you desire from dawn to dawn, not from darkness to dawn, but from the dawn to the dawn.

Dawn to dawn implies a preparation for the dawn. We all know that when the dawn dies today, the whole world is a miracle of preparation that a great dawn of tomorrow shall be born. That is the function of the waiting time between dawn and dawn – getting ready the world,

beautifying the world, enriching the world, so that the dawn that succeeds might find a richer welcome and a greater glory of the coming dawn. The preparation for the coming dawn means that we look to the New India that shall be the child of old India, shall be more lovely, and yours is the responsibility of enriching and glorifying and beautifying the coming of that **Renaissance** that shall make the daughter lovelier than the mother...

16.2.1.1 Let Us Understand the Text

Paragraph 1: While addressing a group of students, Sarojini Naidu searches the entire world of language to briefly define what she considers the hope for the future. When she says that “you are the hope of tomorrow,” she means the people listening to her.

Paragraph 2: She then questions her listeners if they have ever thought about their responsibility for a better future. Even though the past and the present are over, the future cannot be good if people don’t learn from their past.

Paragraph 3: Hence, to make our future bright, we should learn from our glittering past. We should try to find out what made India great and provided the opportunity for people to express themselves brilliantly. According to her, the answer to these questions is that India was “true to herself.” Naidu explains that in the past India believed that even though we can learn from foreign civilizations, we should not forget the core values, beliefs, and principles of our civilization. Since India did not let herself be dominated by alien things, her treasure and intelligence are intact despite the passage of thousands of years.

Paragraph 4: In this paragraph, she refers to the spirit of the country that is alive and breathing. It can be seen not only in the relics of the past like books and monuments, but can be felt in the chants on the banks of the holy Ganges.

Paragraph 5: She urges the listeners to value this spiritual connection with the past and prepare to take the nation from “the dawn to the dawn” rather than “from darkness to dawn.” By this statement she implies that we are preparing to make a great nation even greater in the future.

Paragraph 6: Explaining herself further, she says that “dawn to dawn” means preparation for a great dawn that is bound to come tomorrow. To give a great welcome to the glorious new dawn, it is our duty to prepare the world by beautifying and enriching the world. By doing so, we will make sure that the new India will be lovelier than the present one.

GLOSSARY

- a. *Realm*: Field
- b. *Contemporary*: Belonging to the present times
- c. *Radiant*: Glowing brightly
- d. *Manifold*: Many and various
- e. *Alien*: Belonging to another place
- f. *Perennial*: Existing for a long or infinite time
- g. *Renaissance*: Revival, reawakening

CHECK YOUR PROGRESS 16.1

1. To whom does “you” in paragraph 1 refer?
2. Can the human race progress without learning from the past? Underline the section that answers this question.
3. What does she mean by “yesterday”? Choose the correct answer:
 - a. The previous day
 - b. The previous year
 - c. The past
4. According to Naidu, what made India great in the past?
5. Should we let other civilizations dominate our ideas?
 - a. Yes
 - b. No
6. Should we absorb good ideas from other civilizations and enrich ourselves?
 - a. Yes
 - b. No
7. What makes us believe that the spirit of India is alive and not just locked away in ancient books and monuments? Underline the relevant lines in the text.
8. According to Sarojini Naidu, what is the meaning of “dawn to dawn?”
9. What should we do while waiting for the coming dawn?
10. Given below are some ways in which you can prepare to take India to greater glory in the future. Add some of your own ideas to the list.

- a. Read about some great thinkers and innovators from your nation. (*Bankimchandra Chatterjee, Swami Vivekananda, A. P. J. Abdul Kalam, among many others*)
- b. Learn a traditional craft.
- c. Respect everyone and spread the message of love.
- d.
- e.
- f.

16.2.2 Section II

You just read a section of Sarojini Naidu's speech telling us how learning from our Nation's past can help us make India great.

Now read the section of the speech where she tells us what we should do to act as the hope of tomorrow:

Remember that the National responsibility of the service of India, must chase you. You will be asked, "What did you do to establish that hope of tomorrow of which I speak today... If I say to you that this great hope of tomorrow lies in you, it simply means that within you is the power to achieve. How shall you face the responsibilities? The real measure of a Nation is the measure of average action, of average man: it is not the great man or the great genius who is the true standard of a Nation's capacity or worth. I wonder if it has ever occurred to you when you hold out great names as the guarantee of India's greatness, how false and **illusory** are your standards of judgement. Great men belong to no race; they are a kingdom apart. But it is the average man of a race that is the only true measure of that Nation's capacity...

All that we can do is that each of us, recognizing our individual capacity, should recognize our individual responsibility and take our share... Nothing else counts – not your knowledge, not all the degrees for which you break your youth, not all those posts for which you sell your birth right, not all those titles for which you sell your country. Only love counts – the love of India.

When the great hour comes, what shall **posterity** say? It will not say, "What were the qualifications you had?" It will not say, "How many lands have you left, how many houses have you left?" It will not say to you, "What material good have you left us?" But it will say,

“O dead, wake up, and speak what spiritual treasure have you left us, what heritage of freedom have you left us?”

16.2.2.1 Let Us Understand the Text

Paragraph 1: Speaking further, she says that we must always remember that we will be questioned about how well we fulfilled our national responsibility, and what we did to fulfil the hope of tomorrow. We possess the power to fulfil this hope. She explains, that we cannot call a nation great by counting the great or the most intelligent people of the nation. Rather, it is the average men and their average actions that define the greatness and capacity of the Nation. Hence, we cannot shift the burden of uplifting the Nation on some people. Rather, all of us, in our own capacity, must work towards greatness.

Paragraph 2: So, what can we all do? We can begin by recognizing our individual capacity and responsibility. Instead of running after power, position, or money, all our actions should be guided by a love of India.

Paragraph 3: In the future, when the coming generations think about you, they will not ask about your qualifications, possessions, or houses. Neither will they take stock of the things you left them. Instead, they will be interested in seeking the spiritual treasures and the heritage of freedom you left them.

GLOSSARY

- a. *Illusory*: Not real
- b. *Posterity*: Future generations

CHECK YOUR PROGRESS 16.2

1. What does she mean when she says that “this great hope of tomorrow lies in you.”
2. Write the paragraph number for each of these headings.
 - a. Questions from the future
 - b. The measure of the nation’s worth
 - c. Our role
3. What does she mean by, “the real measure of a nation is the measure of average man?”
4. When are people’s standards of judgment about a nation false and illusory?

5. How can we individually contribute to India's greatness?
6. What, according to her, is the most important quality in human beings?
7. What will the future generations value: your material possessions or spiritual contribution?

16.2.3 Section III

Read the poem, *Coromandel Fishers*, by Sarojini Naidu.

Naidu was impressed by the hard work and the love for mother nature displayed by fishermen. In this poem, she urges the fishermen on the Coromandel Coast of South India to rise and greet the new challenges offered by a new day. To inspire them to embrace the hardships of the sea, she calls them the 'kings of the sea' and companions of the waves. She also asserts that only after braving the storm, can they live a life of glory.

The surface meaning of the poem points to the fishermen and their struggles, but metaphorically, it refers to the freedom struggle and the need for people to get together to reclaim their independence.

Read and enjoy.

Coromandel Fishers

Sarojini Naidu

*Rise, brothers, rise; the **wakening** skies pray to the morning light,
The wind lies asleep in the arms of the **dawn** like a child that has cried all night.
Come, let us gather our nets from the shore and set our **catamarans** free,
To capture the **leaping** wealth of the tide, for we are the kings of the sea!*

*No longer delay, let us **hasten** away in the track of the sea gull's call,
The sea is our mother, the cloud is our brother, the waves are our **comrades** all.
What though we **toss** at the fall of the sun where the hand of the sea-god drives?
He who holds the storm by the hair, will hide in his breast our lives.*

*Sweet is the shade of the coconut **glade**, and the scent of the mango grove,
And sweet are the sands at the full o' the moon with the sound of the voices we love;*

*But sweeter, O brothers, the kiss of the **spray** and the dance of the wild foam's glee;
Row, brothers, row to the edge of the **verge**, where the low sky mates with the sea.*

16.2.3.1 Let Us Understand the Text

Stanza 1

The poem begins with a new dawn on the horizon. The skies are brightening up at the first sight of the morning light. The previous night, the wind howled like a child who's upset. In the morning, the wind is calm and silent like a child asleep in the mother's arms. Naidu then asks the fishermen to gather their nets and set their fishing boats free from their anchors as the wealth of the sea calls them. The waves bring treasures from the deep and the fishermen, who are the kings of the sea, must enter the waters to capture them.

At a deeper level, through this poem, Sarojini Naidu is referring to India's freedom struggle. The past was rough and stormy where everyone faced atrocities. But now, a new dawn brings new promises. She wants her fellow Indians to join forces, set their fears aside, fight for their rights, and claim the wealth of freedom.

Stanza 2

She urges them to hurry and follow the track of the seagull's call. The presence of seagull is a helpful indicator for fishermen as it means that there is probably a school of fish in the area. This line also highlights a deep bond between the fishermen and nature, where they can interpret the meaning of natural signs. The bond is further emphasized in the next line where Naidu asserts that the sea is our mother, the clouds our brothers, and waves our companions. This close relationship ensures that they need not worry or be scared even if they are tossed about by waves at mid sea. After all, the loving God, He who controls the storm and the winds, will be there to protect you.

If we look beyond the surface meaning, this stanza seems to urge the citizens of the nation to participate in the struggle for freedom without getting daunted by the dangers and hardships involved in the path. They must remember that they will always have the blessings of the almighty who has made everyone equal and loves every one of his creations.

Stanza 3

The third stanza draws a comparison between the sheltered and comfortable life on the shore and the tumultuous (stormy, turbulent) life at sea. She says that she can understand that there are many enticing things at the shore. The open spaces among coconut trees, the sweet scent of the mango orchard, conversations with our loved ones on the sea shore are some of the many things that make us want to stay at the shore. However, she requests them to believe her, that the spray of droplets kissing them on their faces, and the merry dance of sea foam on the waves is much sweeter than the comfort on the shore. Hence, she wants them to row all the way to the horizon, where the sky seems to meet the water.

On a metaphorical level, this stanza indicates that she understands that a sheltered life is attractive and people enjoy spending peaceful time with their families. However, once they decide to dedicate their energies towards the motherland and fight for her freedom, they will realise that it is far more rewarding and they will feel proud of themselves.

Literary devices:

1. Simile:

Definition: A simile makes a comparison between two unlike things by using like or as.

Example: “The wind lies asleep in the arms of the ²dawn like a child who has cried all night.”

Explanation: Here, the wind has been compared to a child who is asleep in the arms of his mother.

2. Personification:

Definition: When an object or an animal is given human characteristics, it is an example of personification.

Example: “the wakening skies pray to the morning light”

Explanation: The skies are waking up as if they were asleep like a human being. Also, they are praying, which is a human action.

Example: “wind lies asleep in the arms of the dawn”

Explanation: While the wind has been depicted as someone who is asleep, like a human, dawn has been personified as someone with arms to cradle the wind.

Example: “He who holds the storm by the hair”

Explanation: The storm is shown to have a head of hair, that can be held by the Almighty who controls everything.

Example: “dance of the wild foam’s glee”

Explanation: Waves are rising in the sea giving rise to froth or foam which seems to be dancing joyfully on the waves.

3. Metaphor:

Definition: A metaphor is used to compare two dissimilar things **without** using like or as.

Example: The sea is our mother, the cloud is our brother, the waves are our comrades all.

Explanation: The sea, clouds and waves are respectively compared to a mother, brother, and companion.

4. Imagery:

Definition: It is the use of vivid descriptions to help the reader make a mental ‘image’ by reading words.

Types of imagery: Visual imagery (vision), auditory imagery (hearing), olfactory imagery (smell), tactile imagery (touch), gustatory imagery (taste)

Example: “Wakening skies pray to the morning light”

Explanation: This line creates a visual image of the morning light when the sun has just risen above the horizon.

Example: “Scent of the mango grove”

Explanation: This line evokes an olfactory imagery where we can imagine the sweet fragrance of mangoes.

GLOSSARY

- a. *Wakening*: waking up

- b. *Dawn*: daybreak
- c. *Catamarans*: a boat
- d. *Leaping*: jump to a great height
- e. *Hasten*: to move hurriedly
- f. *Comrades*: companions
- g. *Toss*: move from side to side
- h. *Glade*: grassy patch in a forest
- i. *Spray*: small droplets of liquid in the air
- j. *Verge*: border

CHECK YOUR PROGRESS 16.3

1. Tick all the words that correctly describe the tone of the poem.
 - a. Pessimistic
 - b. Optimistic
 - c. Motivating
 - d. Demotivating
2. What is the rhyme scheme of the poem?
3. Answer the following questions with reference to the context.
 “Come, let us gather our nets from the shore and set our **catamarans** free,
 To capture the **leaping** wealth of the tide, for we are the kings of the sea!”
 - a. Who is the speaker in these lines? Whom is the speaker addressing?
 - b. What are the tasks that the speaker assigns to the listeners?
 - c. What does ‘leaping wealth’ refer to?
 - d. Who are the ‘kings of the sea’? Do you agree with this description? Why?
4. Why does the poet ask the fishermen to follow the seagull?
5. Are the fishermen going to have an easy life when they sail? Why? Which line/s from the poem answer the question.
6. According to you, what are some of the qualities that are common in fishermen and freedom fighters.
7. Choose and explain an example of personification.
8. There are six errors in the following paragraph. Spot and correct them.

Sarojini Naidu, a renowned writer, orator, but freedom fighter wrote this optimistic poem to instilling the desire to brave the storms and fight for claiming nature's rightful gifts for us. She says that he should not worry of the dangers in the path to success because when we trust our strength and work together, than God is always their to protect us.

TERMINAL EXERCISE

1. Complete a summary of the text using the right form of the words in the bracket.

Addressing a group of students in pre-independence India, Sarojini Naidu tells them that the Nation's future hope (a)_____ (rest) on them. She wonders if they have ever (b)_____ (consider) the fact that the contemporary problems can be solved only if the Nation (c)_____ (evolve) learning lessons from the past. Looking back, she realizes that India's past greatness lies in the fact that though she (d)_____ (learn) lessons from different civilizations, she remained true to her soul. Instead of getting (e)_____ (dominate) by alien things, she treasured her ancient wisdom. Naidu expresses that India (f)_____ (possesses) a strong, undying spirit that can be felt strongly in the (g)_____ (power) hymns that resonate on the banks of the Ganges even today. She urges the listeners to cherish this spiritual connection and (h)_____ prepare for a great dawn. She inspires them to believe that a great dawn will inevitably be born and we should get (i) _____ (ready) to welcome it without being (j)_____ (deter) by temporary darkness.

2. State whether true or false.

- a. We should welcome all ideas and follow others blindly.
- b. The promise of the future rests on one individual's shoulders.
- c. Naidu believes that we have an inspiring history.
- d. The lessons from Upanishads and Vedic literature strengthen us.
- e. We will continue to struggle because of the problems the Nation faced in the past.
- f. "New dawn" refers to the next morning.

- g. While waiting for a new dawn, we should use time constructively by enriching ourselves.
- h. 'Renaissance' here means the glorious new nation that will be born as a result of our preparation and hard work.

3. Answer the following questions briefly. (Short answer type questions)

- a. Are the lessons taught by Naidu relevant even in the present post-independence era? How?
 - b. Where does she want us to focus our energies?
 - c. Speaking in pre-independence India, what "concrete problems" do you think Sarojini Naidu is referring to?
 - d. Would you call this speech optimistic or pessimistic? Why?
 - e. What responsibilities does she give to young people?
 - f. In the present time, what do you think are your responsibilities towards the nation?
4. What responsibilities does she give to young people?
5. In the present world, how can you contribute to the progress of the nation?
6. In the poem, Coromandel Fishers, Sarojini Naidu says that a comfortable life at the shore is 'sweet'. However, it is 'sweeter' to sail into turbulent waters and accept the challenges offered by life.
- In your life, what are some of the challenges that you try to escape from? Do you now think that it will be worthwhile to act upon your fears and face the problems? Why and how?
7. How can Sarojini Naidu's inspiring words to the Coromandel fishers guide us today? Think and share about the challenges that you need to join forces and fight against so that we can make our country the glorious nation that the great freedom fighters fought for.

ACTIVITY

Read the newspaper for four days and complete the following table. Read and make a list of things that need to change for India to become better tomorrow.

Events that reflect India's greatness	Things that need to change for the Nation's future greatness	Ways in which you can contribute to making tomorrow better

ANSWERS TO CHECK YOUR PROGRESS**CHECK YOUR PROGRESS 16.1**

1. "You" refers to the audience. in this case, the audience were students ...
2. No. The section that answers the question is: "there can not be a future for a human race that has not evolved historically and spiritually from the past."
3. c
4. The fact that India was true to herself. She listened to her soul instead of being blindly influenced by others.
5. b
6. a
7. The section that answers the question: "the living spirit that sung the hymns on the banks of the Ganges five thousand years ago sings today the self- same chants of the self-same God."
8. "Dawn to dawn" means preparation for dawn. She believes that instead of thinking that darkness will fall once dawn is over, we should spend our time preparing for the next bright dawn that will inevitably come soon.
9. We should get the world ready to greet the new dawn by enriching and beautifying it.
10. Answers will vary

CHECK YOUR PROGRESS 16.2

1. She means that the youth of the country is capable of bringing about a positive change.

2. a. 3
b. 1
c. 2
3. She means that the average person, and not the most brilliant people, define the greatness of a nation. In other words, for a nation to be great, we cannot depend on only some great people to act. rather, all of us, in our own capacity, should work.
4. When people regard the greatest and most brilliant people as a measure of a nation's greatness, their standards of judgement are false and illusory.
5. We simply need to recognize our strengths to decide a way in which we can bring positive change and contribute to greatness.
6. Love for your nation is the most important quality.
7. The future generations will value your spiritual contribution.

CHECK YOUR PROGRESS 16.3

1. b and c
2. AABB
3. a. The poet, Sarojini Naidu. The fishermen at Coromandel Coast.
b. Gather the nets and free the boats
c. The fish that the fishermen wish to catch
d. The fishermen are called the kings of the sea.
Agree – because they have a good idea of the treasures of the sea. They live in harmony with nature and in return have the right to enjoy the bounty offered.
Disagree – We cannot consider ourselves to be the masters over nature or any of the creatures as God created all of us equal.
4. Seagulls are found near places where there is plenty of fish. If fishermen follow seagulls, they will easily be able to catch the fish and their day will be fruitful.
5. No, fishermen's lives when they are in the sea are going to be really difficult. There is a possibility of waves tossing them about and treacherous weather making their journey difficult. The lines that tells us this is, "what though we toss at the fall of the sun where the hand of the sea-god drives?"

6. Courageous (fight against dangerous odds), hard-working (lead difficult lives), collaborative (work in teams), committed (work towards their goal)
7. Any one from the ones given above.
8. Sarojini Naidu, a renowned writer, orator, **but** (and) freedom fighter wrote this optimistic poem to **instilling** (instil) the desire to brave the storms and fight for claiming nature's rightful gifts for us. She says that **he** (they) should not worry **of** (about) the dangers in the path to success because when we trust our strength and work together, **than** (then) God is always **their** (there) to protect us.



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INTRODUCTION

ABOUT THE AUTHOR

The lesson will help understand Travel and Tourism industry, the fastest growing industry in India and abroad. People, across the world, are travelling for various reasons. Every place has a history and story to tell. Let's learn when tourism industry was started. Why is it important for every nation? How does it build the economy of a nation? It does provide employment, motivation to travel and explore the world. It's important to know about the role of technology in tourism, tolerate tourism practices and the importance of responsible tourism.

17.1 LEARNING OBJECTIVES

At the end of the lesson, you will be able to:

- understand the power of right decision.
- be accountable for action taken.
- learn the importance of decision making and problem solving.
- improve vocabulary and communication.
- raise questions.

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17.2 LET US READ THE TEXT

17.2.1 Section I

Read the passage carefully and answer the questions given below.

It was the month of April; summer was quietly starting to welcome everyone in the hills of Himachal Pradesh to move happily with spring breeze. The seeds hidden in the soil turned and twisted to peep out and smile. Everything seemed to be waking up to the warmth of the season to celebrate.

There lived five best friends - Akshat, Aarav, Vanya, Rohini and Vansh in a small village in the hills. They studied in class tenth and were very active teenagers. They grew up together in an away from crowd village.

The friends lived a simple life, going to school, helping their parents with their farm work. They spent their free time playing local games, swimming in the river and exploring their village surroundings. One day their favourite village uncle, Mahender ji, visited the village. Mahender ji was a tall, educated, middle-aged, rich man with a pleasant personality. He loved to interact with teenagers who had lots of dreams and wanted to do something different. He had acres of farmland and was the only man in the village who had read and travelled a lot.

All five of them respected him a lot. Mahender Uncle often narrated travel stories to them. He wanted to show them the treasures of their home state. During that visit, instead of narrating stories, he invited them to travel with him. "Children, it's time to open your mind and broaden your horizon," he said excitedly, "Let me take you on a journey through our beautiful state Himachal Pradesh. You will experience its natural beauty, quiet and a vast expanse of greenery, which seems to be sprawling like a natural carpet making space for variety of species other than humans."

Five teenagers couldn't refuse the invitation to visit new places and culture with such an experienced and knowledgeable guide. It was just a dream come true for them to step out into the world beyond their small sleepy village.

The village school was already closed after the examination and they had plenty of time to explore. The group took permission from their parents, packed their bags. They reached their uncle's house as early as they could and asked where they were going.

They were excited to know they would travel the Tirthan Valley, Barot, Shoghi, Sangla. These were isolated villages that were fast becoming centre of visitors' attraction as they had unpolluted environment, serenity and gave energy to every person who visited.

17.2.1.1 Let Us Understand the Text

In a remote village of Himachal Pradesh lived five teenage friends. They studied in class tenth. Their examination was over and vacation was announced. They wanted to do something

interesting, but didn't know what. One day, Mahender ji, their favourite village uncle visited them. He was a tall, rich man with acres of farmland. He was the only man in the village who had read and travelled a lot. He invited them to travel with him and see the world beyond their small undisturbed village. They were excited to travel with Mahender Uncle. Soon they took permission from their parents and rushed to Uncle's house.

TIRTHAN VALLEY

Tirthan valley is in Kullu district in Himachal Pradesh. It gets the name after the Tirthan River which flows through the valley. It provides opportunities for various adventure sports like trekking, camping, riding, etc. The valley has pure natural beauty, beautiful landscape, snow-capped mountain and lush green forests. It's a heavenly sight, filled with serenity and peace. It's also known as Valley of Gods, with innumerable temples and shrines. It also has a national park with variety of wildlife. It's an ideal place to escape the summer heat in India.

SHANGLI

Shangli is a 28 kilometer bumpy uphill drive in Kinnaur district of Himachal Pradesh. It leads to the last village on the Indo Tibetan border. Though bumpy the ride is pleasant. This is another pristine place to visit. The Baspa River flows with snow-capped mountains on one side and apple orchards and wooden houses on the other.

BAROT

Barot is a village. The place was developed in mid-1920 as a Hydel Project in Mandi. The place was difficult to reach till 1975. The road trip reveals the soothing terrace fields, thick cedar forest and fish jumping in the Uhl River.

HISTORICAL PLACES IN HIMACHAL PRADESH

KANGRA FORT



The Kangra fort is situated on the outskirts of the town Kangra, in Himachal Pradesh. The mighty fort relates its origin back to the Trigarta Kingdom and has witnessed thousands of years of glory, grandeur, war, wealth, invasion and evolution. Kangra Fort was built by Maharaja Susharma Chandra from Katoch dynasty about 3500 years ago. The Kangra Fort housed the temple of Brijeshwari. The temple received lots of donations and gifts. It soon became the target of many invaders. The foreign invaders attacked the Fort only for the wealth. The son of Akbar, the Mughal Emperor, captured the Fort in 1620 after his father's 52 failed attempts. In 1789, Sansar Chand the successor of Katoch dynasty strengthened his army and recovered the throne of his ancestors. He proved to be a powerful ruler, who later annexed many kingdoms of the neighbouring area.

KEY MONASTERY, SPITI VALLEY

It is one of the biggest and oldest Monasteries in Spiti and hence is the most important tourist destination in this region. It enshrines idols of the Buddha in Dhyana posture and also has a collection of ancient books and murals.



TIRTHAN VALLEY, HIMACHAL PRADESH



SHANGLI

GLOSSARY

- a. *expanse*: a large open area
- b. *sprawling*: spread out

CHECK YOUR PROGRESS 17.1

1. What was special about the month of April?
2. Describe the daily life of the five friends in the village.
3. Who came to the village? Describe him briefly.
4. What invitation was offered to them by the man?
5. Why couldn't the five friends refuse his invitation?
6. Which places did they visit with their uncle?

We travel to –

- **Leave the world a better place.**
- **Meet different culture.**
- **Learn and relax.**
- **Escape and live a few days in anonymity.**
- **Explore and be transformed.**
- **Taste new food.**
- **Live out of boredom and for humility.**

17.2.2 Section II

On the way, Mahender Uncle shared stories about the history of the places and the state.

As they continued their journey, they visited different places, villages and valleys in Himachal Pradesh.

Everyone shared their experiences, made new friends, enjoyed delicious food and learnt skills of weaving and carpet- making. They saw vast stretch of greenery, crystal clear river, snowcapped mountains, waterfalls and their unique experiences left them spell- bound.

During their trip the group learnt about the tourism industry, they learnt how it promotes culture and heritage and generates job opportunities for the locals and revenue for the nation.

They were awestruck by what they saw on their way. They were eager to know about tourism industry. Uncle could feel their restlessness. He said, "I can suggest something interesting and it will help you create memories for lifetime. It will give you a purpose in life as you grow up. It will also help you develop your personality and widen your perspective.

Akshat asked with curiosity "What is it Uncle? Please tell us."

He said, "Today I am going to tell you about Tourism industry that has placed India on the world map and people all over the world are visiting our country. This industry was started after the independence, but has become a significant industry. It promotes various important tourist spots, heritage structures and monuments, it is unfurling magical adventures in India and our country has become one of the most sought after destination for many important lifetime happenings." (Till here)

Children were quite surprised. They wanted to know more.

"The tourism industry is not only about monuments and scenery, it's also about bringing people from all over the world together through a common interest in adventure, culture, exploration, peace, etc.

"What motivates people to travel far and wide, away from their own place?" asked Vanya. Mahender Uncle patiently explained, "For centuries people had the wish to travel to different places, see, explore and learn about new things and have adventure. This human wish took an interesting turn when the rich people took the first step. They challenged difficult circumstances to move ahead.

If you turn the pages of the history books backward, you will find that people crossed wild seas, hills and mountains, went to various countries for business. They sold spices, silk and

muslin clothes in different places via sea and hilly routes. Often, they were lucky to return with lots of gold and gifts, sometimes business was flourishing and they were welcomed everywhere. They also carried with them stories of unknown lands. These stories became a source of inspiration and motivation to travel with a purpose. Stories were written based on the travellers' narratives. Numerous people fancied being a part of those adventure stories.

“Was it always for business?” asked Vanya.

“There were many interesting reasons like people travelled to different countries to study. Indians sailed off to far of countries and many came here to study in famous Indian universities like Nalanda, Taxila (Takshashila), Vikramshila, Odantapuri, Valabhi, Jagaddala and many more. Innumerable great books were written by both Indian and foreign authors and travellers who came to study here.”

“Lots of people travelled to visit various pilgrim spots far away, risking their lives. This was called travelling for religious or spiritual purpose. People crossed dangerous hills and rivers. Some also travelled for treatment. They travelled to hot springs and saints with special powers. There were many reasons which are still relevant with better facilities. “Now travellers don't face difficulties while visiting places,” explained Mahender Uncle. He was always ready to narrate stories and real happenings.

17.2.2.1 Let Us Understand the Text

While travelling, the five friends were awestruck and filled with many unique experiences. They made friends, tasted various dishes, learnt to weave, etc. Mahender Uncle told them everything about travel and tourism industries. When the industry was started, it helped put India on the world map. The industry generated revenue and jobs, boosted culture and heritage. Uncle explained tourism industry is not only about monuments, but also about bringing people across the world together.

Travelling is not a recent happening, people centuries back used to travel. They had to face many difficulties; at times their lives were at risk. The stories narrated by travellers centuries ago became inspiration for many. People travelled for education, spirituality, treatment and many other reasons.

Some of the ancient Indian Universities were –

TAXILA

According to the Ramayana, the city was founded by Bharat, the son of Kaikeyi, and younger half-brother of Lord Rama. Bharat then assigned his son Taksha to rule the city.

Taxila became an ancient Indian centre of learning in the 6th century BC. It was situated near the banks of the Indus River. Taxila came up as the centre of learning due to its geographical location at the North West gateway of the sub- continent. It started as a Brahmanical state of learning. Later became a Buddhist learning centre.

Students across the world came here to study and many stayed back in India. Great teachers like Panini, Chanakya, Kumaralata and many others taught during those days.

NALANDA

Nalanda, an ancient higher centre of learning was established in the 5th century in Bihar. It was devoted to the Buddhist studies, but also taught students subjects like medicine, mathematics, fine art, politics and art of war. The centre had temples, meditation halls, classrooms, lakes and parks. It was the first education center with dormitories. 10,000 students and 2000 teachers could stay here. Nalanda University attracted students from Korea, Japan, China, Tibet, Indonesia, Persia and Turkey. (Internet)

Ancient Indian universities had a highly systematic Vedic learning model. Other than Vedic texts these universities taught science, medicine, art, secular subjects, languages, law, astronomy, reasoning, etc.

You can visit my place and read about ancient education system. Till then see.

GLOSSARY

- a. *spell bound*: Your attention is completely held by something.
- b. *heritage*: Tradition, culture and qualities of a country that have existed for a long time.
- c. *awestruck*: filled with wonder
- d. *perspective*: a person's opinion about something
- e. *unique*: being the only one of its types

CHECK YOUR PROGRESS 17.2

1. About which industry did their uncle talk to motivate them?
2. What did the group experience in the villages they visited?
3. What kind of natural beauty did they see in the villages that left them spellbound?
4. What raised their inquisitiveness?
5. What did Uncle tell them about the opportunities?
6. Did people travel centuries back? Did they face any difficulties? Mention any two.
7. Name three ancient Indian universities.

TERMINAL EXERCISE

I. Fill in the blanks with appropriate words given in the box to complete the summary
Section 1

Tirthan Valley, simple five, Sangli Mahender ji, Himachal Pradesh, read, state, travel, shoga,

Years back (a) _____ friends lived a (b) _____ life in the hills of (c) _____. One day they met their favourite uncle, (d) _____. He was the only man in the village who had (e) _____ and (f) _____ a lot. He invited them to travel with him and learn about their (g) _____ Himachal Pradesh. Uncle decided to explore (h) _____, (i) _____ and (j) _____.

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Section 2

Mountains, tourism, rivers, income, adventure together, studies, business, travel, centuries,

On the way Mahender Uncle shared details about the places. They made new friends, enjoyed delicious food, saw (a) _____ and (b) _____.

They learnt about (c) _____ industry and how it helps the local people to generate (d) _____ and improve the means of life and living. It was interesting to know the industry has placed India on the world map. It's not only about monuments and sceneries, but it also brings people across the world with common interest (e) _____.

Travelling isn't a recent happening. People for (f) _____ had the wish to (g) _____. They accepted obstacles, faced difficulties, but continued travelling. Initially, they mostly travelled for

(h) _____. The rich people in the 17 century took the first step to fulfill their wish.

There have been many interesting reasons for travelling like (i) _____ and (j) _____.

II. Say whether the following statements are TRUE /FALSE. Correct the false statements.

a. Five friends were preparing for their annual examination.

b. Mahender Uncle was the only man in the village who has read and travelled a lot.

c. Children were forced by their uncle to travel.

d. The Tirthan Valley is in Himachal Pradesh.

e. The children lived in Sangli.

f. Their school examination was over.

g. People risked their lives to travel in the past.

i. Taxashila and Nalanda are modern colleges.

III. Write one word answer.

a. Who invited the friends to travel with him?

b. Name their home state?

c. Name the valley they visited.

d. Which place was snow-capped?

- e. Where is the Kangra Fort situated?
- _____

IV. Choose and tick the correct option (MCQ)

1. What did Mahender Uncle tell the children before he invited them to travel with him?
 - a. time to open their mind and widen their horizon
 - b. they should stay in their village
 - c. cook delicious food for visitors
 - d. should follow sustainable development
2. Why do people visit the villages in Himachal Pradesh?
 - a. business centres
 - b. hometown for all
 - c. pure natural beauty and peace
 - d. to catch fish in the rivers
3. Why couldn't they refuse Mahender Uncle's invitation?
 - a. a school trip
 - b. going out of the village first time
 - c. to meet their friends
 - d. attend a family wedding
4. While visiting the villages they saw many things like
 - a. the rivers, the snow-capped mountains
 - b. a snake charmer
 - c. mango trees
 - d. new buildings
5. Name two ancient universities.
 - a. Kurukshetra University and Ranchi University
 - b. Nalanda University and Taxila University
 - c. Delhi University and Rajasthan University
 - d. Dev University and Bhopal University

6. Why do we travel?

- a. to learn cooking
- b. to relax, meet people, know our surrounding
- c. for athletic meet
- d. to buy vegetables

7. Name one famous ancient teacher.

- a. Chanakya
- b. Newton
- c. Einstein
- d. Leo Tolstoy

V. Role Play

The best way to understand a lesson is Role Play. Six friends should get together, select one character each and read the text aloud. Understanding will be clear and it will turn out to be a fun activity.

VI. Answer the questions in 50 words.

- 1. Write a brief note to describe one of the places the children visited with their Uncle.
- 2. Why did Mahender Uncle take the children on a trip?
- 3. What did the children see around them?
- 4. Were they happy to go on a trip with uncle? Explain.
- 5. What were some of the unique experiences they had on their trip?
- 6. Why do we travel?

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 17.1

- 1. Summer was quietly creeping in to welcome the world.

2. Simple life, going to school, helping parents in farm, swimming in river and exploring the village surrounding.
3. Mahender Uncle came to the village. He was tall, rich, educated, had acres of farm and only man to have read and travelled a lot.
4. The man, Mahender Uncle, invited them to travel with him to see villages in their state, Himachal Pradesh.
5. Five friends couldn't refuse it because it was first time, they would be stepping out of their village to see the outside world.
6. Tirthan Valley, Barot, Shogi, Shangla

CHECK YOUR PROGRESS 17.2

1. Uncle talked about Tourism Industry to motivate them.
2. They experienced the beauty of the places and felt awestruck.
3. They saw stretch of greenery, crystal clear river, snowcapped mountains, serene waterfalls.
4. Everything they heard about the tourism industry raised their inquisitiveness.
5. Uncle told them the opportunities would be innumerable to change their life.
6. Yes, but they faced many difficulties. They had to cross mountains, rivers and mostly travelling was dangerous.
7. Nalanda, Taxila, Vikramshila.

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INTRODUCTION

ABOUT THE AUTHOR

The following chapters are excerpts from the book *The Little Prince*, written by Antoine de Saint-Exupéry. The book was published on 6 April 1943. Saint-Exupéry (June 1900-July 1944), was an adventurous pilot and lyrical poet. He was an aviation pilot who served his country during World War 2. During his service, he fell in love with writing and wrote some award-winning pieces. He won several of France's highest literary awards and even won the United State National Book Award. He is best remembered for *The Little Prince*; *Wind, Sand, and Stars*, and *Night Flight*.

The book beautifully explores the little prince and his relationships with everyone he meets on his journey. This book is a guide to life. It asks the questions like, "What should matter in life? How you should care for someone? And, why is it important to prioritize your dreams?" This book is a refreshing delight for everyone who gets their hand on it.

This particular excerpt throws light on the adventure of the little prince. He is exploring different planets and meeting strange but interesting beings. Here, this first section particularly draws our attention to the friendship between the little prince and the narrator. It is interesting and heartfelt to witness their friendship.

This passage has consciously been chosen to imbed the qualities of friendship in young adults. It also throws light on the extent of emotional intelligence children show at a very young age. As adults, we tend to ignore how highly intelligent and logical kids can be and this chapter will help students retain that confidence in them. Happy learning!

Here, two chapters are further divided into two parts; in total there are four sections.

18.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- understand the meaning of life through the journey of the little prince.
- understand short theme-based passages.
- answer questions on these passages.
- learn vocabulary and will be able to do basic grammar-related questions.

18.2 LET US READ THE TEXT

18.2.1 Section I

The first section of this chapter starts with the journey of the little prince who meets the pilot, who is also the narrator of this book. The little prince is a curious fellow who asks the pilot a number of questions. Nonetheless, the pilot seems uninterested to respond. This chapter will give you the beginning of the little prince's expedition. From here on, he explores a lot of planets and meets unusual people.

On the fifth day-- again, as always, it was thanks to the sheep-- the secret of the little prince's life was revealed to me. Abruptly, without anything to lead up to it, and as if the question had been born of long and silent meditation on his problem, he demanded:

"A sheep-- if it eats little bushes, does it eat flowers, too?"

"A sheep," I answered, "eats anything it finds in its reach."

"Even flowers that have thorns?"

"Yes, even flowers that have thorns."

"Then the thorns-- what use are they?"

I did not know. At that moment I was very busy trying to unscrew a bolt that had got stuck in my engine. I was very much worried, for it was becoming clear to me that the breakdown of my plane was extremely serious. And I had so little drinking-water left that I had to fear for the worst. "The thorns-- what use are they?" The little prince never let go of a question, once he had asked it. As for me, I was upset over that bolt. And I answered with the first thing that came into my head: "The thorns are of no use at all. Flowers have thorns just for spite!"

"Oh!" There was a moment of complete silence. Then the little prince flashed back at me, with a kind of resentment:

"I don't believe you! Flowers are weak creatures. They are naïve. They reassure themselves as best they can. They believe that their thorns are terrible weapons..."

I did not answer. At that instant I was saying to myself:

"If this bolt still won't turn, I am going to knock it out with the hammer."

Again, the little prince disturbed my thoughts.

"And you actually believe that the flowers--"

"Oh, no!" I cried. "No, no no! I don't believe anything. I answered you with the first thing that came into my head. Don't you see-- I am very busy with matters of consequence!" He stared at me, thunderstruck.

"Matters of consequence!"

He looked at me there, with my hammer in my hand, my fingers black with engine-grease, bending down over an object which seemed to him extremely ugly...

"You talk just like the grown-ups!"

That made me a little ashamed. But he went on, relentlessly:

"You mix everything up together... You confuse everything..."

He was really very angry. He tossed his golden curls in the breeze.

"I know a planet where there is a certain red-faced gentleman. He has never smelled a flower. He has never looked at a star. He has never loved any one. He has never done anything in his life but add up figures. And all day he says over and over, just like you: 'I am busy with matters of

consequence!' And that makes him swell up with pride. But he is not a man-- he is a mushroom!" "A what?"

"A mushroom!"

The little prince was now white with rage.

"The flowers have been growing thorns for millions of years. For millions of years the sheep have been eating them just the same. And is it not a matter of consequence to try to understand why the flowers go to so much trouble to grow thorns which are never of any use to them? Is the warfare between the sheep and the flowers not important? Is this not of more consequence than a fat red-faced gentleman's sums? And if I know-- I, myself-- one flower which is unique in the world, which grows nowhere but on my planet, but which one little sheep can destroy in a single bite some morning, without even noticing what he is doing-- Oh! You think that is not important!"

His face turned from white to red as he continued:

"If some one loves a flower, of which just one single blossom grows in all the millions and millions of stars, it is enough to make him happy just to look at the stars. He can say to himself, 'Somewhere, my flower is there...' But if the sheep eats the flower, in one moment all his stars will be darkened... And you think that is not important!"

He could not say anything more. His words were choked by sobbing.

The night had fallen. I had let my tools drop from my hands. Of what moment now was my hammer, my bolt, or thirst, or death? On one star, one planet, my planet, the Earth, there was a little prince to be comforted. I took him in my arms and rocked him. I said to him: "The flower that you love is not in danger. I will draw you a muzzle for your sheep. I will draw you a railing to put around your flower. I will--"

I did not know what to say to him. I felt awkward and blundering. I did not know how I could reach him, where I could overtake him and go on hand in hand with him once more. It is such a secret place, the land of tears.

18.2.1.1 Let Us Understand the Text

This section starts with the conversation the narrator is having with the little prince. The little prince is a curious fellow and wanted to know about everything, flowers, thorns, and sheep. However, the narrator doesn't seem interested in answering any of the questions. He reluctantly responds but just to keep him quiet. The little prince further asks questions but this just annoys the narrator and he doesn't answer. Not being able to get answers to his question, the little prince gets sad and starts crying.

GLOSSARY

- a. *Abruptly*: (adverb), in an abrupt manner; without giving notice, or without the usual forms; suddenly.
- b. *Instant*: (noun), a very short period of time; a moment
- c. *Thunderstruck*: (adjective), astonished, amazed or so suddenly surprised 4. Relentlessly- (adverb), in a relentless manner
- d. *Relentless*: (adjective), not being mild or gentle
- e. *Confuse*: (verb), to mistake one thing for another
- f. *Breeze*: (noun), a light and gentle wind
- g. *Consequence*: (noun), that which follows something on which it depends; that which is produced by a cause
- h. *Sobbing*: (noun), the act of one who cries
- i. *Muzzle*: (noun), part of an animal's head which includes the nose, mouth and jaws
- j. *Railing*: (noun), a fence or barrier consisting of one or more horizontal rails and vertical support
- k. *Blundering*: (noun), an act of making a blunder
- l. *Blunder*: (noun), an embarrassing mistake

CHECK YOUR PROGRESS 18.1

I. Put in articles **a**, **an**, and **the** where necessary.

- a. I have ____ blue bag.
- b. There is ____ hour left before the exam gets over.
- c. ____ house at the corner of the road is up for sale.
- d. Mr. Pandey is ____ honourable teacher.
- e. The sun rises in ____ east.
- f. ____ recipe requires ____ tomato, ____ onion, and two cloves of garlic.
- g. This project requires ____ duration of ____ year.
- h. Arunobh's father works as ____ electrician.

II. Fill in the blanks with suitable verbs in **Simple Present** and **Simple Past** tenses.

- a. Ramesh _____ (to go) to the market yesterday.
- b. Last week Geyin and Radha _____ (to cook) for the family.
- c. The shop _____ (to close) at 8 p.m.
- d. My friend _____ (to love) this song.
- e. I _____ (to make) breakfast every day.
- f. They _____ (to dance) a lot at the party.
- g. The girls _____ (to live) in Darjeeling.
- h. My father _____ (to build) this house.

III. Answer the following short questions on the basis of your understanding of the text.

- a. If you get a chance to be friends with someone, who would you choose, the little prince or the narrator?
- b. How do think their friendship will go in the next sections? Do you think they would be friends?
- c. What do you think, why do we have flowers, thorns, and sheep on earth?

18.2.2 Section II

This section takes forward the conversation between the pilot and the little prince, and we get to witness the beautiful relationship between the little prince and the flower. This chapter mentions the flower on the little prince's planet. He had to leave the planet for his expedition and the conversation between the little prince and the flower upon his departure is quite beautiful. The little prince has to leave the place. He raises his concern for the safety of the flower in his absence. The conversation portrays the love and friendship between the two where both of them reassure each other of their well-being.

I soon learned to know this flower better. On the little prince's planet the flowers had always been very simple. They had only one ring of petals; they took up no room at all; they were a trouble to nobody. One morning they would appear in the grass, and by night they would have faded peacefully away. But one day, from a seed blown from no one knew where, a new flower had come up; and the little prince had watched very closely over this small sprout which was not like any other small sprouts on his planet. It might, you see, have been a new kind of baobab. The shrub soon stopped growing, and began to get ready to produce a flower. The little

prince, who was present at the first appearance of a huge bud, felt at once that some sort of miraculous apparition must emerge from it. But the flower was not satisfied to complete the preparations for her beauty in the shelter of her green chamber. She chose her colours with the greatest care. She adjusted her petals one by one. She did not wish to go out into the world all crumpled, like the field poppies. It was only in the full radiance of her beauty that she wished to appear. Oh, yes! She was a coquettish creature! And her mysterious adornment lasted for days and days. Then one morning, exactly at sunrise, she suddenly showed herself. And, after working with all this painstaking precision, she yawned and said:

"Ah! I am scarcely awake. I beg that you will excuse me. My petals are still all disarranged..." But the little prince could not restrain his admiration:

"Oh! How beautiful you are!"

"Am I not?" the flower responded, sweetly. "And I was born at the same moment as the sun..." The little prince could guess easily enough that she was not any too modest-- but how moving-- and exciting-- she was!

"I think it is time for breakfast," she added an instant later. "If you would have the kindness to think of my needs--"

And the little prince, completely abashed, went to look for a sprinkling-can of fresh water. So, he tended the flower.

So, too, she began very quickly to torment him with her vanity-- which was, if the truth be known, a little difficult to deal with. One day, for instance, when she was speaking of her four



thorns, she said to the little prince:

"Let the tigers come with their claws!"

"There are no tigers on my planet," the little prince objected. "And, anyway, tigers do not eat weeds."

"I am not a weed," the flower replied, sweetly.

"Please excuse me..."

"I am not at all afraid of tigers," she went on, "but I have a horror of drafts. I suppose you wouldn't have a screen for me?"

"A horror of drafts-- that is bad luck, for a plant," remarked the little prince, and added to himself, "This flower is a very complex creature..."

"At night I want you to put me under a glass globe. It is very cold where you live. In the place I came from--"

But she interrupted herself at that point. She had come in the form of a seed. She could not have known anything of any other worlds. Embarrassed over having let herself be caught on the verge of such a naïve (naive) untruth, she coughed two or three times, in order to put the little prince in the wrong.

"The screen?"

"I was just going to look for it when you spoke to me..."

Then she forced her cough a little more so that he should suffer from remorse just the same.

So, the little prince, in spite of all the good will that was inseparable from his love, had soon come to doubt her. He had taken seriously words which were without importance, and it made him very unhappy.



"I ought not to have listened to her," he confided to me one day. "One never ought to listen to the flowers. One should simply look at them and breathe their fragrance. Mine perfumed all my planet. But I did not know how to take pleasure in all her grace. This tale of claws, which disturbed me so much, should only have filled my heart with tenderness and pity." And he continued his confidences:

"The fact is that I did not know how to understand anything! I ought to have judged by deeds and not by words. She cast her fragrance and her radiance over me. I ought never to have run away from her... I ought to have guessed all the affection that lay behind her poor little stratagems. Flowers are so inconsistent! But I was too young to know how to love her..."

DID YOU KNOW?

Antoine de Saint-Exupéry, the author of *The Little Prince* and other important works of literature, also was an aviation pioneer who lost his life under mysterious circumstances during World War II.

Source:

<https://www.nationalww2museum.org/war/articles/the-little-prince-antoine-de-saint-exupery#:~:text=Antoine%20de%20Saint%20Exup%C3%A9ry%2C%20world,circumstances%20during%20World%20War%20II> .

18.2.2.1 Let Us Understand the Text

This section of the chapter throws light on the friendship between the little prince and the flower. The flower is beautiful and the little prince feels love and compassion for her. He wants to keep her safe and realizes that he needs to protect her at every cost. Their friendship grew in this section. We see the affection, respect, and care that the little prince and the flower have for each other. This section also teaches us the essence of friendship. Both the little prince and the flower, are concerned for each other. They want each other's happiness; hence, they do what a good friend would do for their friend.

GLOSSARY

- a. *Fade* (present tense), *Faded* (past tense) verb: gradually grows faint and disappears
- b. *Sprouts* (present tense) verb: starts to grow; springs up
- c. *Baobab* (noun): a short tree with a very thick trunk and large edible fruits
- d. *Apparition* (noun): a remarkable or unexpected appearance of someone or something
- e. *Radiance* (noun): great joy or love; related to someone's expression or bearing
- f. *Coquettish* (adjective): behaving in such a way as to suggest a playful attraction
- g. *Adornment* (noun): a thing that adorns or decorates
- h. *Adorn* (verb)- make more beautiful or attractive
- i. *Scarcely* (adverb)- almost not at all; by a small margin
- j. *Restrain* (present tense), *Restrained* (past tense) (verb): prevent (someone or something) from doing something; keep under control or within limits

- k. *Abashed* (verb): feel embarrassed or ashamed
- l. *Vanity* (noun): excessive pride in or admiration of one's appearance or achievements.
- m. *Screen* (noun): a thing providing concealment or protection.
- n. *Embarrassed* (adjective): feeling or showing self-consciousness or awkwardness
- o. *Verge* (noun): an extreme limit beyond which something specified will happen
- p. *Nad've* (Naive) (adjective): showing a lack of experience, wisdom, or judgment
- q. *Remorse* (noun): deep regret or guilt for a wrong committed
- r. *Tenderness* (noun): gentleness and kindness
- s. *Ought* (verb): used to indicate something likely to happen
- t. *Stragem* (noun)- a plan or scheme, especially used to outwit an opponent or achieve an end
- u. *Inconsistent* (adjective): not staying the same throughout

CHECK YOUR PROGRESS 18.2

I. Fill in the blanks

- a. In about three days, the seeds start to _____.
- b. He was extremely _____ when caught stealing the money.
- c. Water is _____ available in the desert.
- d. The rocket _____ in the sky after a while.
- e. _____ is considered a medicinal tree, and its fruit can stimulate the immune system.
- f. Gold and precious stones are purposely used as an _____.
- g. The _____ of the moon joyously fills up the night sky.
- h. The police strictly _____ the theft in the town.
- i. The _____ of lord Krishna was surprising.
- j. She greeted him with a _____ smile.

II. Answer the following questions.

- a. Describe the flower the little prince noticed on the planet.
- b. How did the little prince feel at the appearance of the huge bud?
- c. Give an appropriate title for the passage.

III. List down the dialogues which signify the flower's furious yet intelligent personality.

IV. Why did the flower ask for the 'screen'?

V. How important is it to protect yourself? If you had to take a trip alone, what will be the safety measures you would take to keep yourself safe?

VI. The word complex is an adjective that means consisting of many different and connected parts. It also means not easy to understand or analyze. Encircle the words below which also associate with the word 'complex'.

Tangled	Clear	Difficult	Simple	Network	Intricate
Straightforward	Hard	Easy	Manageable	Complicated	Plain

VII. Upon reading the above two sections, arrange the following statements in order of sequence.

- The appearance of this beautiful flower was astonishing.
- The little prince admits, he did not know how to understand the flower. He later confessed he was too young to love her.
- The little prince, completely embarrassed, went to look for a sprinkling can of fresh water. So, he tended the flower.
- On the little prince's planet, a seed sprouted, and soon, it was ready to produce a flower.
- The flower asked for a screen as she had a horror of drafts.

18.2.3 Section III

Here, the little prince decides to continue his journey and leave the flower behind. However, he is quite upset but he realizes that moving on is very important. He then explores new planets. On one of those, he meets a king and has a very interesting conversation. He tries to learn about the king and his planet and realizes that grown-ups are very strange.

I believe that for his escape he took advantage of the migration of a flock of wild birds. On the morning of his departure, he put his planet in perfect order. He carefully cleaned out his active volcanoes. He possessed two active volcanoes; and they were very convenient for heating his breakfast in the morning. He also had one volcano that was extinct. But, as he said, "One never

knows!" So, he cleaned out the extinct volcano, too. If they are well cleaned out, volcanoes burn slowly and steadily, without any eruptions. Volcanic eruptions are like fires in a chimney.

On our earth we are obviously much too small to clean out our volcanoes. That is why they bring no end of trouble upon us.

The little prince also pulled up, with a certain sense of dejection, the last little shoots of the baobabs. He believed that he would never want to return. But on this last morning all these familiar tasks seemed very precious to him. And when he watered the flower for the last time, and prepared to place her under the shelter of her glass globe, he realised that he was very close to tears.

"Goodbye," he said to the flower.

But she made no answer.

"Goodbye," he said again.

The flower coughed. But it was not because she had a cold.

"I have been silly," she said to him, at last.

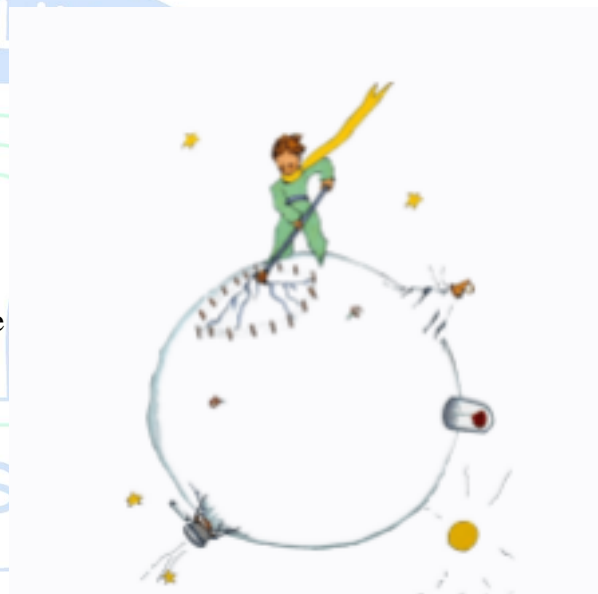
"I ask your forgiveness. Try to be happy..."

He was surprised by this absence of reproaches. He stood there all bewildered,

the glass globe held arrested in mid-air. He did not understand this quiet sweetness. "Of course I love you," the flower said to him. "It is my fault that you have not known it all the while. That is of no importance. But you-- you have been just as foolish as I. Try to be happy... let the glass globe be. I don't want it anymore."

"But the wind--"

"My cold is not so bad as all that... the cool night air will do me good. I am a flower." "But the animals--"



"Well, I must endure the presence of two or three caterpillars if I wish to become acquainted with the butterflies. It seems that they are very beautiful. And if not the butterflies-- and the caterpillars-- who will call upon me? You will be far away... as for the large animals-- I am not at all afraid of any of them. I have my claws."

And, nad'vely, she showed her four thorns.

Then she added: "Don't linger like this. You have decided to go away. Now go!" For she did not want him to see her crying. She was such a proud flower...

He found himself in the neighborhood of the asteroids 325, 326, 327, 328, 329, and 330. He began, therefore, by visiting them, in order to add to his knowledge.

The first of them was inhabited by a king. Clad in royal purple and ermine, he was seated upon a throne which was at the same time both simple and majestic.

"Ah! Here is a subject," exclaimed the king, when he saw the little prince coming. And the little prince asked himself:

"How could he recognize me when he had never seen me before?"

He did not know how the world is simplified for kings. To them, all men are subjects. "Approach, so that I may see you better," said the king, who felt consumingly proud of being at last a king over somebody.

The little prince looked everywhere to find a place to sit down; but the entire planet was crammed and obstructed by the king's magnificent ermine robe. So, he remained standing upright, and, since he was tired, he yawned.

"It is contrary to etiquette to yawn in the presence of a king," the monarch said to him. "I forbid you to do so."

"I can't help it. I can't stop myself," replied the little prince, thoroughly embarrassed. "I have come on a long journey, and I have had no sleep..."

"Ah, then," the king said. "I order you to yawn. It is years since I have seen anyone yawning.

Yawns, to me, are objects of curiosity. Come, now!

Yawn again! It is an order."

"That frightens me... I cannot, any more..." murmured the little prince, now completely abashed. "Hum! Hum!" replied the king. "Then I-- I order you sometimes to yawn and sometimes to--"

He sputtered a little, and seemed vexed. For what the king fundamentally insisted upon was that his authority should be respected. He tolerated no disobedience. He was an absolute monarch. But, because he was a very good man, he made his orders reasonable.



"If I ordered a general," he would say, by way of example, "if I ordered a general to change himself into a sea bird, and if the general did not obey me, that would not be the fault of the general. It would be my fault."

"May I sit down?" came now a timid inquiry from the little prince.

"I order you to do so," the king answered him, and majestically gathered in a fold of his ermine mantle.

But the little prince was wondering...

18.2.3.1 Let Us Understand the Text

The little prince organized his planet and bid sorrowful goodbye from the flower. He went ahead to explore new planets. On his expedition, he came across an unusual planet where a king lives, alone. He found it interesting and strange at the same time that the king had no one to rule. In this section, he is talking to him and learning valuable lessons about adulthood.

GLOSSARY

- a. *Departure*: (noun), the act of departing/leaving
- b. *Eruption*: (noun), a violent ejection out of lava from a volcano
- c. *Dejection*: (noun), a state of sadness or depression
- d. *Bewildered*: (adjective), confused

- e. *Ermine*: (noun), a mammal found in Alaska, its dark brown fur turns white in winter, apart from the black tip of the tail.
- f. *Monarch*: (noun), the head of the state
- g. *Forbid*: (verb), to disallow
- h. *Vexed*: (adjective), annoyed, irritated, or distressed
- i. *Fundamental*: (noun), a leading principle, rule, law, or article, which serves as the groundwork of a system
- j. *Timid*: (adjective), lacking in courage or confidence

CHECK YOUR PROGRESS 18.3

I. Read the above passage carefully and answer the following question.

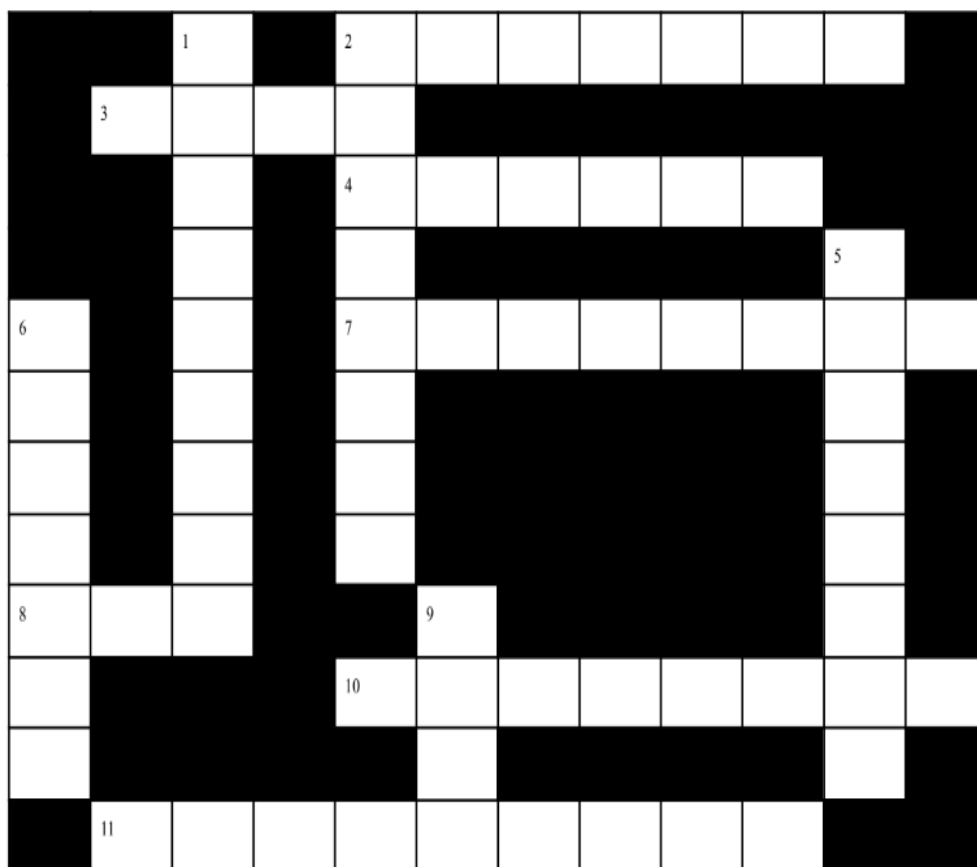
- a. Find the word from the above text which would mean 'relocation'.
- b. Find the word from the above text which would mean 'occupy'.
- c. Find the word from the above text which would mean 'manners'.
- d. What did the flower mean when she said, "I must endure the presence of two or three caterpillars if I wish to become acquainted with the butterflies"?

II. Find the error in the following lines and suggest the correct answers.

Binya liked being on her own, and sometimes she allowing the cows to lead her under some distant valley, and then they would all be late coming home. The cows preferred had Binya with them, because she let them wander. Bijju is pulling them by their tails if they went too far. (2012, 6)

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III. Fill in the words into the crossword. Keep in mind: Clues influence your result. Find the simple past form of the verb and fill in.

**Across**

- 2. arrive
- 3. leave
- 4. text
- 7. compare
- 8. hide
- 10. borrow
- 11. practice

Down

- 1. Describe
- 2. Attack
- 3. Recycle
- 4. Crash
- 5. lose



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18.2.4 Section IV

Here in this section, you see the continuation of the conversation happening between the king and the little prince. This section is particularly interesting to look at how much grown-ups like to control everything. This section will help you understand why you should not let anyone control your life.

The planet was tiny. Over what could this king really rule?

"Sire," he said to him, "I beg that you will excuse my asking you a question--" "I order you to ask me a question," the king hastened to assure him.

"Sire-- over what do you rule?"

"Over everything," said the king, with magnificent simplicity.

"Over everything?"

The king made a gesture, which took in his planet, the other planets, and all the stars. "Over all that?" asked the little prince.

"Over all that," the king answered.

For his rule was not only absolute: it was also universal.

"And the stars obey you?"

"Certainly, they do," the king said. "They obey instantly. I do not permit insubordination." Such power was a thing for the little prince to marvel at. If he had been master of such complete authority, he would have been able to watch the sunset, not forty-four times in one day, but seventy-two, or even a hundred, or even two hundred times, without ever having to move his chair. And because he felt a bit sad as he remembered his little planet which he had forsaken, he plucked up his courage to ask the king a favor:

"I should like to see a sunset... do me that kindness... Order the sun to set..." "If I ordered a general to fly from one flower to another like a butterfly, or to write a tragic drama, or to change himself into a sea bird, and if the general did not carry out the order that he had received, which one of us would be in the wrong?" the king demanded. "The general, or myself?" "You," said the little prince firmly.

"Exactly. One must require from each one the duty which each one can perform," the king went on. "Accepted authority rests first of all on reason. If you ordered your people to go and throw themselves into the sea, they would rise up in revolution. I have the right to require obedience because my orders are reasonable."

"Then my sunset?" the little prince reminded him: for he never forgot a question once he had asked it.

"You shall have your sunset. I shall command it. But, according to my science of government, I shall wait until conditions are favorable."

"When will that be?" inquired the little prince.

"Hum! Hum!" replied the king; and before saying anything else he consulted a bulky almanac. "Hum! Hum! That will be about-- about-- that will be this evening about twenty minutes to eight. And you will see how well I am obeyed."

The little prince yawned. He was regretting his lost sunset. And then, too, he was already beginning to be a little bored.

"I have nothing more to do here," he said to the king. "So I shall set out on my way again." "Do not go," said the king, who was very proud of having a subject. "Do not go. I will make you a Minister!"

"Minister of what?"

"Minster of-- of Justice!"

"But there is nobody here to judge!"

"We do not know that," the king said to him. "I have not yet made a complete tour of my kingdom. I am very old. There is no room here for a carriage. And it tires me to walk." "Oh, but I have looked already!" said the little prince, turning around to give one more glance to the other side of the planet. On that side, as on this, there was nobody at all... "Then you shall judge yourself," the king answered. "that is the most difficult thing of all. It is much more difficult to judge oneself than to judge others. If you succeed in judging yourself rightly, then you are indeed a man of true wisdom."

"Yes," said the little prince, "but I can judge myself anywhere. I do not need to live on this planet. "Hum! Hum!" said the king. "I have good reason to believe that somewhere on my planet there is an old rat. I hear him at night. You can judge this old rat. From time to time you will condemn him to death. Thus, his life will depend on your justice. But you will pardon him on each occasion; for he must be treated thriftily. He is the only one we have."

"I," replied the little prince, "do not like to condemn anyone to death. And now I think I will go on my way."

"No," said the king.

But the little prince, having now completed his preparations for departure, had no wish to grieve the old monarch.

"If Your Majesty wishes to be promptly obeyed," he said, "he should be able to give me a reasonable order. He should be able, for example, to order me to be gone by the end of one minute. It seems to me that conditions are favorable..."

As the king made no answer, the little prince hesitated a moment. Then, with a sigh, he took his leave.

"I made you my Ambassador," the king called out, hastily.

He had a magnificent air of authority.

"The grown-ups are very strange," the little prince said to himself, as he continued on his journey.

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18.2.4.1 Let Us Understand the Text

The little prince continued his conversation with the king and tried to understand why the king was living alone. He learned a few things, such as the king is fond of giving commands, he is wise, and he was in desperate need of a companion. The little prince finds it quite unusual; the grown-ups will do anything to make you obey them. Despite desperate efforts from the king to make the little prince stay, he bids his goodbye and continues his journey further. Tirthan valley is in Kullu district in Himachal Pradesh. It gets the name after the Tirthan River which flows through the valley. It provides opportunities for various adventure sports like trekking, camping, riding, etc. The valley has pure natural beauty, beautiful landscape, snow -capped

mountain and lush green forests. It's a heavenly sight, filled with serenity and peace. It's also known as Valley of Gods, with innumerable temples and shrines. It also has a national park with variety of wildlife. It's an ideal place to escape the summer heat in India.

GLOSSARY

- a. *Magnificent*: (adjective), grand, elegant, or splendid in appearance.
- b. *Gesture*: (noun), an act or a remark that serves as a formality or as a sign of attitude. 3.
Insubordination: (noun), the quality or state of being insubordinate.
- c. *Insubordinate*: (adjective) rebellious to authority.
- d. *Obedience*: (noun), the quality or state of being obedient.
- e. *Obedient*: (adjective), willing to obey commands, orders, or instructions.
- f. *Almanac*: (noun), a book or table listing nautical, astronomical, astrological, or other events for the year.
- g. *Yawned*: (verb), to open the mouth widely and take a long, rather deep breath, often because one is tired or bored.
- h. *Wisdom*: (noun), an element of personal character that enables one to distinguish the wise from the unwise.
- i. *Thrifty*: (adverb), in a thrift, efficient, or thriving manner.
- j. *Condemn*: (verb), to strongly criticize.
- k. *Promptly*: (adverb), in a prompt manner, both soon and quickly.
- l. *Ambassador*: (noun), a minister of the highest rank.

CHECK YOUR PROGRESS 18.4

I. Identify the option with correct capitalization.

A. my birthday is next friday.

- a. My birthday is next friday.
- b. My birthday is next Friday.
- c. My Birthday is next Friday.

B. he loves italian food.

- a. He loves italian food.
- b. He loves Italian food.
- c. He loves Italian Food.

C. independence day is celebrated on 15 august.

- a. Independence day is celebrated on 15 august.
 - b. Independence day is celebrated on 15 August.
 - c. Independence Day is celebrated on 15 August.
- D. gerry speaks english, french and spanish.
- a. Gerry speaks english, french and spanish.
 - b. Gerry speaks English, French and Spanish.
- E. the highest mountain is mount everest.
- a. The highest mountain is mount Everest.
 - b. The highest mountain is Mount Everest.
- F. his favourite season is summer.
- a. His favourite season is summer.
 - b. His favourite season is Summer.
- G. she lives in london and i live in paris.
- a. She lives in london and I live in paris.
 - b. She lives in London and i live in Paris.
 - c. She lives in London and I live in Paris.
- H. do they like shakespearean sonnets?
- a. Do they like shakespearean sonnets?
 - b. Do they like Shakespearean sonnets?
 - c. Do they like Shakespearean Sonnets?
- I. the nobel prize in literature was first awarded in 1901.
- a. The Nobel prize in literature was first awarded in 1901.
 - b. The Nobel Prize in literature was first awarded in 1901.
 - c. The Nobel Prize in Literature was first awarded in 1901.
- J. we spent our holidays in the south of france and stayed at a nice hotel.
- a. We spent our holidays in the south of France and stayed at a nice hotel.
 - b. We spent our holidays in the South of France and stayed at a nice hotel.
 - c. We spent our holidays in the South Of France and stayed at a nice hotel.
- II. Answer the following questions based on your understanding of the text.
- a. If you were the little prince, what would you learn from the king?
 - b. Why do you think it is important to keep moving ahead?

- c. What do you understand by the little prince's statement, "The grown-ups are very strange"?

TERMINAL EXERCISE

1. Describe the relationship between the flower and the little prince. Pick up the points from the text to support your answer.
2. Do you like nature? If given a chance, where would you like to travel and why?
3. Do you think you can be friends with the little prince? What qualities of the little prince do you like the most? You can also describe the kind of friend you would want to be friends with.
4. List down some of the behaviors of adults which you think are illogical. Also, give an explanation/answer to why you think their actions are senseless.
5. Read the short novella *The Little Prince* and discuss your opinions with your classmates and friends.

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 18.1

I.

- a. A
- b. An
- c. The
- d. An
- e. The
- f. The, a, an
- g. A, a
- h. An

II.

- a. Went (simple past)
- b. Cooked (simple past)

- c. Closes (simple present)
- d. Loves (simple present)
- e. Make (simple present)
- f. Danced (simple past)
- g. Live (simple present)
- h. Built (simple past)

III.

- a. I would love to be friends with the little prince. He seems quite curious, just like me. I also like to ask a lot of questions. This is why I think the little prince and I will be great friends.
- b. The narrator seems a bit busy with his airplane but I think he will understand the little prince. I think they can be good friends in the next sections of this chapter.
- c. All the creatures, including flowers, thorns, and sheep, are made to make this earth look beautiful. This planet is home to millions of creatures. Further, flowers enhance the beauty of any place. They can be used to make medicine also. Sheep give us wool and keep us warm. Similarly, every creature on this planet has a role to play and even we humans, are a part of it.

CHECK YOUR PROGRESS 18.2

I.

- a. Sprouts
- b. Abashed
- c. Scarcely
- d. Faded
- e. Baobab
- f. Adornment
- g. Radiance
- h. Restrained
- i. Apparition
- j. Coquettish

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II.

- a. The flower sprouted from a seed. At first, she seemed shy as she was concerned about her petals. Then, we also see that she is quite protective of herself. She knew how she can take care of herself. She asked for a screen and creatively asked for breakfast as well.
- b. The little prince has kept a close watch on this flower since it was a seed. The moment it sprouted, the prince was astonished by her beauty. Even when the flower raised concern that her petals were disarranged, he was still mesmerized by her beauty. He never saw such a beautiful thing and immediately he wanted to be friends with her.
- c. The Little Prince and The Flower

III.

- i. Let the tigers come with their claws!
- ii. I am not at all afraid of tigers, but I have a horror of drafts. I suppose you wouldn't have a screen for me?
- iii. At night I want you to put me under a glass globe. It is very cold where you live.

IV. The flower asked for the screen, as she was afraid of the horrors of the draft. She wanted to protect herself.

V. In today's world, it has become crucial to look after yourself. One cannot and should not depend on someone. If I ever go on a solo trip, firstly, I will wear good, comfortable shoes. Secondly, I will carry a decent amount of water and home-cooked food. Then, I will also carry a knife and pepper spray in case of an emergency. Lastly, I would avoid food that has been offered to me during the entire journey.

VI. Tangled, difficult, network, hard, complicated, intricate

VII.

- 1. d
- 2. a

3. e
4. c
5. b

CHECK YOUR PROGRESS 18.3

I.

- a. Migration
- b. Inhabited
- c. Etiquette
- d. The flower refers to the beauty of life and also gives the lesson on trusting the process. You can only have a great result when you start a difficult journey. Caterpillars are not considered beautiful but we all love butterflies; similarly, you have to go through the tough phase of your life to enjoy the amazing outcome.

II.

- a. Allowing - allowed
- b. Under - into
- c. Had- having
- d. Is pulling- pulled

III.

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Across

2. Arrived
3. Left
4. Texted
7. Compared
8. Hid
10. Borrowed
11. Practiced

Down

1. Described
2. Attacked
5. Recycled
6. Crashed
9. Lost

CHECK YOUR PROGRESS 18.4**I.**

- A. c
- B. c
- C. c
- D. b
- E. b
- F. a
- G. c
- H. b
- I. c
- J. b



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II.

- a. The king teaches some really important lessons. Firstly, he mentions that rules should be made to support and protect someone. They should be applied when the situation is favourable. The rules should help people learn discipline and how to grow in life. Secondly, the king asks us to judge ourselves. He rightly mentions that we can judge the entire world but it is challenging to judge ourselves, to figure out our flaws and rectify them while still being nice to ourselves.
- b. Life challenges everyone, but it is important to learn your lessons from every difficult situation and walk ahead. Difficult situations help you grow. They make you strong and

they prepare you for the future. The important aspect is to believe in yourself and get through tough times.

- c. As the little prince bids farewell to the king, he walks away saying, “The grown-ups are very strange”. He says it is for the behaviour of the king. The king wanted the little prince to stay with him as his subject, although the prince had no interest in staying. Grown-ups always want their children to stay with them and obey them. They sometimes would do everything to keep their family members with them and then expect them to simply obey them, without questioning them.

SUPPLEMENTARY STUDY MATERIAL

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INTRODUCTION

Former **President** of India, Abdul Kalam, writes this chapter from his autobiography “*Wings of Fire*.” He is one of the world’s greatest scientists and talks about his humble beginnings. In this chapter, he talks about his parents, **childhood** friends, and his experiences at school. He grew up in a society with many different religions. People of the different religions lived in harmony. Despite their differences, people were honest and disciplined. His father taught him these values, which greatly impacted his future **development**.



“My Childhood” is an extract from “*Wings of Fire*,” written by A.P.J. Abdul Kalam. The extract describes the childhood days of Kalam in a simple and captivating delightful way. He talks about some of the people, experiences and events that shaped his adult life. Written with humility and modesty, it is very inspirational to read.

ABOUT THE POET

The Missile Man of India: Dr. APJ Abdul Kalam

Great personalities are not born every day; they are born once in a century and are remembered for millions of years to come. One such great personality that we will always be proud of is **Dr. APJ Abdul Kalam**. His full name was Avul Pakir Jainulabdeen Abdul Kalam, born in Rameswaram of Madras Presidency on 15th October, 1931 and died on July 27, 2015, Shillong. He was an Indian Scientist and also politician leader, who later became the 11th President of India. He played an important role in the development of India’s missile and nuclear weapons programme. It is an absolute honour for us to learn about this great leader.

A.P.J. Abdul Kalam, whose projects in space, defence and nuclear technology guided India into the twenty-first century, became our eleventh President in 2002. In his autobiography,

Wings of Fire, he speaks of his childhood. island town of Rameswaram in the erstwhile Madras State.

Kalam had spent four decades as a scientist and science administrator at several prestigious organizations like the Defence Research and Development Organisation (DRDO) and Indian Space Research Organisation (ISRO). Born into a family of humble means in Tamil Nadu, Kalam went on to study aerospace engineering in Madras Institute of Technology. His initial dream was to become a fighter pilot but he failed to qualify for the Indian Air Force. He then started working at the Defence Research and Development Organisation (DRDO) as a scientist and was later transferred to the Indian Space Research Organisation (ISRO). Eventually, he was appointed as the Chief Scientific Adviser to the Prime Minister and in this position, he played a key role in the Pokharan II nuclear tests. He became the President of India in 2002 and was known as the People's President. He left the office after serving one term and became professor of Aerospace Engineering at Anna University and visiting professor at several other institutions.

The theme of “My Childhood” is that our life is shaped by our experiences and the people around us. Kalam's secure childhood, inspiring parents, supportive friends and honest teachers instilled great values in him that gave him 'wings of fire'.

19.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- Gain insights into the cultural and religious diversity depicted in the narrative.
- Analyse various characters' traits mentioned in the text.
- Understand the plot, setting and character development.
- Identify and raise voice against various social issues like religious discrimination, rigid social structure in Rameswaram.
- Identify the quotations, anecdotes and imagery.
- Critically reflect on the lessons learned from Dr. A.P.J. Abdul Kalam.
- Take pride of being born in Bharat.
- Practice descriptive writing, character sketches and reflective essays.
- Develop empathy and sensitivity in a dire crisis.
- Understand moral dilemmas and make ethical choices.

19.2 SECTION I

I WAS born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras State. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. He had an ideal helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of our own family put together.

I was one of many children — a short boy with rather undistinguished (ordinary) looks, born to tall and handsome parents. We lived in our ancestral house, which was built in the middle of the nineteenth century. It was a fairly large pucca house, made of limestone and brick, on the Mosque Street in Rameswaram. My austere (simple, without many means) father used to avoid all inessential comforts and luxuries. However, all necessities were provided for, in terms of food, medicine or clothes. In fact, I would say mine was a very secure childhood, both materially and emotionally.

19.2.1 Let Us Understand the Text

Abdul Kalam was born in 1931 into a middle-class Tamil family in the island town of Rameswaram in Madras. His father's name was Jainulabdeen and his mother's name was Ashiamma. He had three brothers and one sister. Kalam's father was not much educated but he had great wisdom and generosity. He was not rich but he provided Kalam a very secure childhood. His mother fed many poor people and outsiders every day. The family lived in their ancestral house. It was a large pucca house, made of limestone and brick on the Mosque Street in Rameswaram. Kalam inherited honesty and self-discipline from his father and faith in goodness and deep kindness from his mother.

GLOSSARY

- a. *Middle-class*: neither poor nor very rich
- b. *Island*: a piece of land surrounded by water
- c. *Erstwhile*: former
- d. *Formal*: customary
- e. *Despite*: in spite of
- f. *Disadvantages*: shortcomings

- g. *Innate*: inner
- h. *Wisdom*: the property of being wise
- i. *Generosity*: kindness
- j. *Ideal*: model
- k. *Helpmate*: helper
- l. *Recall*: remember
- m. *Exact*: right
- n. *Undistinguished*: ordinary
- o. *Handsome*: good looking
- p. *Ancestral*: inherited from forefathers
- q. *Limestone*: white powder stone
- r. *Austere*: without show
- s. *Inessential*: unnecessary
- t. *Luxuries*: items of excessive comfort
- u. *Secure*: safe
- v. *Materially*: economically
- w. *Emotionally*: from the point of view of emotions

CHECK YOUR PROGRESS 19.1

- a. Who is the writer of the story "My child hood"
- b. The story "My child hood" is taken which main book?
- c. Where was A.P.J Abdul Kalam born?
- d. What was the name of A.P.J Abdul Kalam's father and mother?
- e. Where was A.P.J Abdul Kalam's ancestral house located?

19.3 SECTION II

The Second World War broke out in 1939, when I was eight years old. For reasons I have never been able to understand, a sudden demand for tamarind seeds erupted (increased) in the market. I used to collect the seeds and sell them to a provision shop on Mosque Street. A day's collection would fetch me the princely (small) sum of one anna. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to trace in the headlines in Dinamani. Our area, being isolated, was completely unaffected by the War. But soon India was

forced to join the Allied Forces and something like a state of emergency was declared. The first casualty (loss) came in the form of the suspension of the train halt at Rameswaram station. The newspapers now had to be bundled and thrown out from the moving train on the Rameswaram Road between Rameswaram and Dhanuskodi. That forced my cousin Samsuddin, who distributed newspapers in Rameswaram, to look for a helping hand to catch the bundles and, as if naturally, I filled the slot (did the job). Samsuddin helped me earn my first wages. Half a century later, I can still feel the surge (feeling) of pride in earning my own money for the first time.

Every child is born, with some inherited characteristics, into a specific socio-economic and emotional environment, and trained in certain ways by figures (rules) of authority. I inherited honesty and self-discipline from my father; from my mother, I inherited faith in goodness and deep kindness and so did my three brothers and sister. I had three close friends in my childhood — Ramanadha Sastry, Aravindan and Sivaprakasan. All these boys were from orthodox Hindu Brahmin families. As children, none of us ever felt any difference amongst ourselves because of our religious differences and upbringing. In fact, Ramanadha Sastry was the son of Pakshi Lakshmana Sastry, the high priest of the Rameswaram temple. Later, he took over the priesthood of the Rameswaram temple from his father; Aravindan went into the business of arranging transport for visiting pilgrims; and Sivaprakasan became a catering contractor for the Southern Railways.

During the annual Shri Sita Rama Kalyanam ceremony, our family used to arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site, situated in the middle of the pond called Rama Tirtha which was near our house. Events from the Ramayana and from the life of the Prophet were the bedtime stories my mother and grandmother would tell the children in our family.

19.3.1 Let Us Understand the Text

Abdul Kalam was only eight years old when the second world war broke out in 1939. There was a great demand for tamarind seeds at that time. Kalam used to collect these seeds and got a sufficient amount by selling them at a provision store. Kalam's brother-in-law, Jallaluddin told him stories about the war which Kalam later read in the newspaper, Dinamani. Kalam earned his first wages by working as a helper to his cousin, Samsuddin, who distributed newspapers in Rameswaram.

Kalam had three close friends in his childhood. They were Ramanadha Sastry, Aravindan and Sivaprakasan. All of them belonged to orthodox Hindu Brahmin Families. Ramanadha was the son of the high priest of the Rameswaram temple. He later took over the priesthood of the Rameswaram temple from his father. Aravindan joined the business of arranging transport for visiting pilgrims. Sivaprakasan became a catering contractor for the Southern Railways.

Though Kalam belongs to a Muslim community they used to do service during the annual Sri Sita Rama Kalyanam ceremony. His grandmother used to narrate bed time stories from Ramayanam along with the life of Prophet.

GLOSSARY

Broke out: started

Tamarind: tamarind

Erupted: came at once

provision shop: groceries shop

fetch: bring

princely: royal

anna: about six paise

attempt: try

trace: search

isolated: aloof

unaffected: not influenced

forced: compelled

allied forces: combined army

emergency: state of crisis

declared: announced

casualty: disaster

suspension: temporary stop

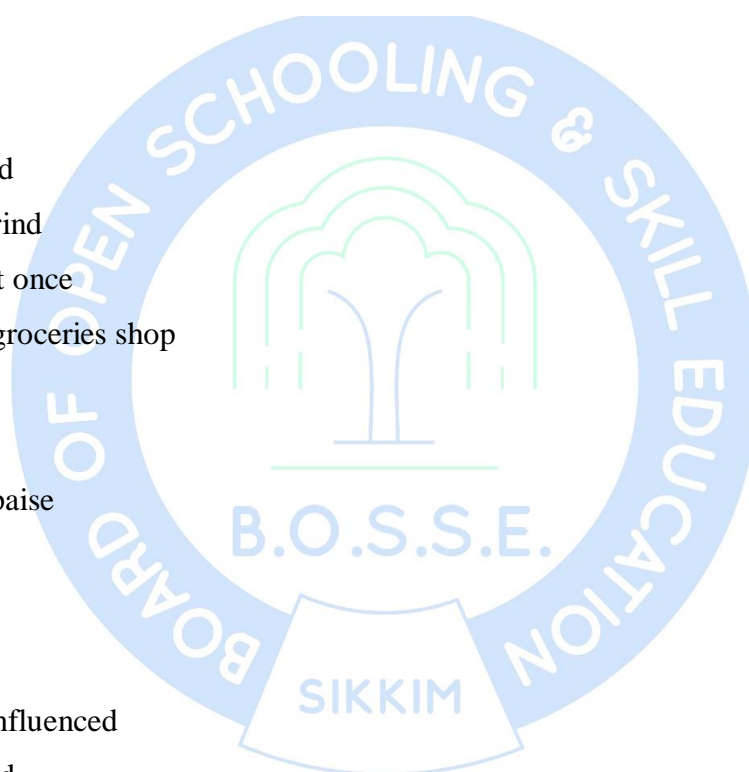
halt: stop

slot: place

wages: earnings

surge: wave

Inherited: got from parents



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Characteristics: qualities

specific: particular

environment: surroundings

self-discipline: self-restraint

faith: belief

close: intimate

orthodox: traditional

upbringing: breeding

priest: head of a temple

took over: took control

CHECK YOUR PROGRESS 19.2

- a. What does Jallaluddin do?
- b. What is the first casualty of the war in India. How does it affect the Rameswaram?
- c. “Half a century later, I can still feel the surge of pride in earning my own money for the first time”.
 - i. What does the word half a century mean here?
 - ii. What do you mean by ‘the surge of Pride’?
 - iii. What does this tell us about the great person Abdul kalam?
- d. What does his friend do in their settlement of life after some years?
- e. What does Sree Rama kalyanam do with Abdul Kalam?
- f. “Events from Ramayanam and from the life of the Prophet were the bedtime stories”
 - i. What does this tell us about the culture of the family?
 - ii. How does this culture help Kalam to become a best citizen of the country, according to you?
 - iii. Do you think the secularism is well maintained in his childhood?

19.4 SECTION III

One day when I was in the fifth standard at the Rameswaram Elementary School, a new teacher came to our class. I used to wear a cap which marked me as a Muslim, and I always sat in the front row next to Ramanadha Sastry, who wore the sacred thread. The new teacher could not stomach a Hindu priest’s son sitting with a Muslim boy. In accordance with our social ranking

as the new teacher saw it, I was asked to go and sit on the back bench. I felt very sad, and so did Ramanadha Sastry. He looked utterly downcast as I shifted to my seat in the last row. The image of him weeping when I shifted to the last row left a lasting impression on me.

After school, we went home and told our respective parents about the incident. Lakshmana Sastry summoned the teacher, and in our presence, told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. He bluntly asked the teacher to either apologise or quit the school and the island. Not only did the teacher regret his behaviour, but the strong sense of conviction Lakshmana Sastry conveyed ultimately reformed this young teacher.

On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups. However, my science teacher Sivasubramania Iyer, though an orthodox Brahmin with a very conservative wife, was something of a rebel. He did his best to break social barriers so that people from varying backgrounds could mingle easily. He used to spend hours with me and would say, “Kalam, I want you to develop so that you are on par with the highly educated people of the big cities.”

19.4.1 Let Us Understand the Text

Abdul Kalam was in the fifth standard at Rameswaram Elementary school when a new teacher came to their class. Abdul was sitting next to his close friend Ramanadha Sastry in the front row. The teacher could not tolerate a Muslim boy (Kalam) sitting with a Hindu priest's son (Ramanadha). So, he asked Kalam to go and sit on the back bench. Both Kalam and Ramanadha felt very sad about this. When Kalam went to the last row Ramanadha started crying. It had a deep and lasting impression on Kalam's mind. Later, Ramanadha's father called the teacher and warned him against spreading social separation among the children. The teacher felt sorry for his behaviour.

GLOSSARY

Pilgrim: one who goes to a religious place

Catering: supplying of provisions

contractor: one who works on a contract

ceremony: function

idols: images

site: place

situated: located

events: incidents

prophet: messiah

marked: showed

row: line

Sacred thread: holy yarn worn around the neck

stomach (verb): tolerate

ranking: position

downcast: disappointed

utterly: completely

shifted: went

lasting: permanent

respective: own

summoned: called

communal: sectarian

intolerance: not tolerating

bluntly: frankly

apologize: ask forgiveness

regret: feel sorry

conviction: faith

reformed: improved

conveyed: expressed

Rigid: stern

Segregation: separation

conservative: traditional

rebel: revolutionary

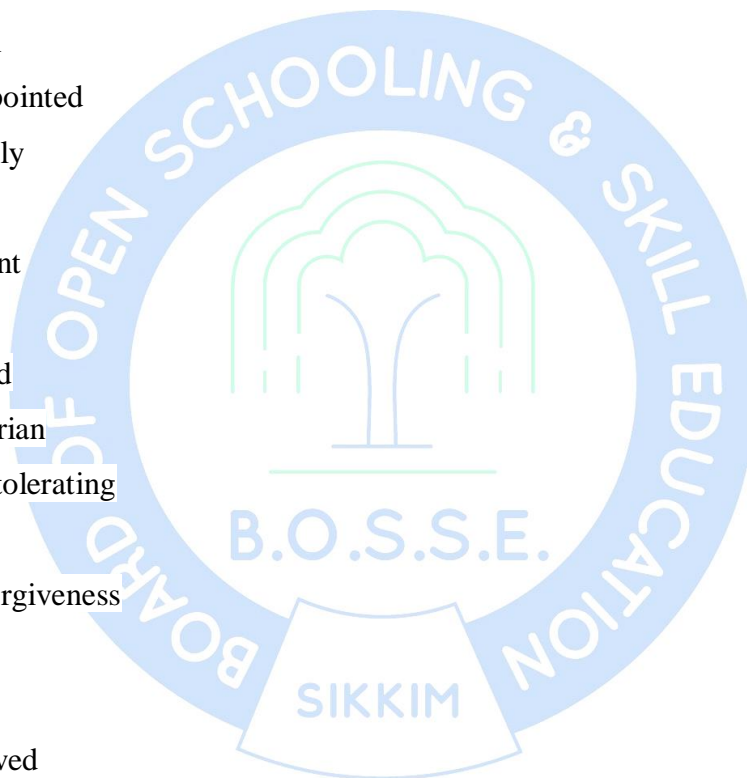
barriers: obstacles

varying: different

mingle: mix

on par: equal

horrified: frightened



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ritually: religiously

refused: denied

perturbed: disturbed

CHECK YOUR PROGRESS 16.3

- Explain his experience in his elementary school when he was in fifth class?
- What does the sixth paragraph tell about the true friendship?
- Write about the impact of social inequality and communal intolerance in teachers create in the mind of the students.
- Who was Sivasubramanyam Iyer?

19.5 SECTION IV

One day, he invited me to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen. She refused to serve me in her kitchen. Sivasubramania Iyer was not perturbed, nor did he get angry with his wife, but instead, served me with his own hands and sat down beside me to eat his meal. His wife watched us from behind the kitchen door. I wondered whether she had observed any difference in the way I ate rice, drank water or cleaned the floor after the meal. When I was leaving his house, Sivasubramania Iyer invited me to join him for dinner again the next weekend. Observing my hesitation, he told me not to get upset, saying, "Once you decide to change the system, such problems have to be confronted." When I visited his house the next week, Sivasubramania Iyer's wife took me inside her kitchen and served me food with her own hands.

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19.5.1 Let Us Understand the Text

Kalam's science teacher, Sivasubramania Iyer, was a high-caste Brahmin. His wife was very conservative. On the other hand, he was very liberal and he did his best to break social barriers. One day, he invited Kalam to his house for dinner. His wife refused to serve a Muslim boy (Kalam) in her kitchen. So, the teacher himself served Kalam with his own hands and sat next to him to eat. He again invited Kalam for dinner next weekend. When Kalam went to his house the next time, Sivasubramania's wife took him inside her kitchen and served him food with her own hands.

GLOSSARY

- a. *on par*: equal
- b. *horrified*: frightened
- c. *ritually*: religiously
- d. *refused*: denied
- e. *perturbed*: disturbed

CHECK YOUR PROGRESS 19.4

- a. Why was Kalam invited by his science teacher?
- b. What lesson did Sivasubramanya Iyer wife learn on that day?
- c. “Once you decide to change the system, such problems have to be confronted”
 - i. Who said these words and to whom?
 - ii. Why did Kalam hesitate to go to his house?
 - iii. What change is Iyer talking about? Does it have any long-term thought?
 - iv. Did anything happened as Kalam thought and hesitated to go to Sivasubramanya Iyer’s house?

19.6 SECTION V

Then the Second World War was over and India’s freedom was imminent. “Indians will build their own India,” declared Gandhiji. The whole country was filled with an unprecedented optimism. I asked my father for permission to leave Rameswaram and study at the district headquarters in Ramanathapuram.

He told me as if thinking aloud, “Abul! I know you have to go away to grow. Does the seagull not fly across the sun, alone and without a nest?” He quoted Khalil Gibran to my hesitant mother, “Your children are not your children. They are the sons and daughters of Life’s longing for itself. They come through you but not from you. You may give them your love but not your thoughts. For they have their own thoughts.”

16.6.1 Let Us Understand the Text

In the concluding part, Dr Kalam reflects on the post-World War II era, marked by the impending freedom of India and a sense of unprecedented optimism. Desiring to pursue further education, the author seeks his father's permission, who, acknowledging the need for personal growth, quotes Khalil Gibran to emphasize the importance of independent paths and individual

thoughts for his children. The passage underscores the transformative period in India's history and the personal journey of the author toward independence and self-discovery.

GLOSSARY

- a. *Beside*: by the side of
- b. *observed*: saw
- c. *hesitation*: feeling of uncertainty
- d. *upset*: disturbed
- e. *confronted*: faced
- f. *imminent*: going to happen
- g. *unprecedented*: as never before
- h. *optimism*: hopefulness
- i. *Seagull*: a seabird
- j. *quoted*: spoke the words of
- k. *longing*: desire

CHECK YOUR PROGRESS 19.5

- a. What were the words of Gandhiji?
- b. What does 'Unprecedented optimism' mean?
- c. Which is Rameswaram headquarters?
- d. "Does the seagull not fly across the sun, alone and without a nest?"
 - i. Who said these words to whom?
 - ii. What is the inner meaning of this line?
 - iii. What motivation does the father of Abdul kalam's father wants to give to his son?

ACTIVITY:

Find out the projects that Abdul kalam had completed in his span as a scientist.

In the Map, try to locate the Rameswaram and Dhanushkodi.

19.7 LET US LEARN GRAMMAR

What is a phrase?

It is a countable noun. A phrase is a short group of words that people often use as a way of saying something. The meaning of a phrase is often not obvious from the meaning of the individual words in it.

CHECK YOUR PROGRESS 19.6

I. Match the phrase in Column-A with their meanings in Column-B

A	B
(i) Could not stomach	(a) According to a particular rule, principle or system
(ii) figures of authority	(b) was not able to tolerate
(iii) In accordance with	(c) began suddenly in a violent way
(iv) broke out	(d) an attitude of kindness, a readiness to give freely
(v) generosity of spirit	(e) persons with power to make decision

II. FIND OUT THE PHRASAL VERB:

- Be sure to put on a life jacket before getting into the boat.
- We left out the trash for pickup.
- It's time to get on the plane.
- What will she think up next?
- I'm having some trouble working out the solution to this equation.
- We're going to have to put off our vacation until next year.
- Stand up when speaking in class, please.
- We'll have to wake up early if we want breakfast.
- Take off your shoes before you walk on the carpet.
- My dog likes to break out of his kennel to chase squirrels.

III. Choose the correct phrasal verb from the parenthesis at the end of the sentence.

- Someone broke into my car last night and stole the stereo. (broke down/broke into)
- Will you be able to get by this month with the little you have? (get off / get by)

- c. His father always taught him not to _____ those people with less. (look up to / look down on)
- d. Stop complaining and _____ your work! (get on with / get over)
- e. The boss wants you to _____ your figures for this month to him. (hand out / hand in)
- f. We're going to have to _____ our trip to Spain until September. (put up/ put off)
- g. I _____ Amir today at the supermarket. It was great to see him. (ran out of / ran into)
- h. I'm so tired of Sophie _____ her engagement ring all the time. (showing off, showing up)
- i. The police would not _____ to the kidnapper's demands. (give up/ give in)
- j. I thought I would _____ for a cup of coffee. Is that okay? (drop off/ drop in)
- k. Have you ever _____ such an unusual piece of art? (come forward/come across)
- l. It's important to _____ on time. (show up / show off)
- m. _____ your feet when walking; you don't want to trip! (uplift / lift up)
- n. The tree was _____ by the wind. (blown up / blown over)
- o. He _____ his hat to show me his new haircut. (took off / took up)
- p. I just can't seem to _____ this book. (get off / get into)

TERMINAL EXERCISES

I. Answer the following questions:

- a. What were the best qualities that Abdul kalam admired in his parents?
- b. How does kalam show that his father was a simple man?
- c. Who were Abdul Kalam's school friends? What did they later become?
- d. What characteristics does he say he inherited from his parents?
- e. Who were Abdul Kalam's school friends? What did they later become?
- f. How did Abdul Kalam's earn his first wages?
- g. Why did Abdul Kalam want to leave Rameshwaram?
- h. How did Abdul Kalam's earn his first wages?
- i. Who were Abdul Kalam's school friends? What did they later become?

II. Write a brief on the following:

- a. Think and write how Abdul kalam was treated by his science teacher.
- b. Is there any other Autobiography, which speaks about their Childhood.
- c. Think of Abdul kalam's intimacy towards students.

- d. Discuss with your friends and write an article on Abdul kalam as a scientist, about his project, as a President of the country, and his success story.

III. Study the words in italics in the sentences below. They are formed by prefixing un – or in – to their antonyms (words opposite in meaning)

a. I am comfortable with my friends.

(un + comfortable = prefixing with 'un' makes it opposite in meaning)

I am uncomfortable with my friends.

Caterpillar: Confidential Green

b. A cup of tea is complete with a biscuit alongside.

(un+ complete = prefixing with 'in' makes it opposite in meaning)

A cup of tea is incomplete with a biscuit alongside. Suffix is a word that comes adding - 'ness', 'able', 'ly', 'tion'. 'er', 'ism' at the back of a word.

IV. Put the words in brackets in the appropriate form (use prefixes or suffixes):

- a. He was acting in a very _____ way. (child)
- b. She looked _____. She started to cry. (happy)
- c. He passed his exam. He was _____ for the second time. (succeed)
- d. The team that he supported was able to win the _____. (champion)
- e. I couldn't find any _____ in his theory. (weak)
- f. He wants to be a _____ when he grows up. (mathematics)
- g. There were only a _____ of people at the match. (hand)
- h. The road was too narrow, so they had to _____ it. (wide)

V. Use prefixes to find the opposite of these verbs:

1- wrap	
2- use	
3- agree	

4- engage	
5-behave	
6- understand	
7- fold	
8- spell	

VI. Test your language:

PREFIX	WORD	SUFFIX
il-legal	Legal	legal-ly
	Happy	
	Comfort	
	Activate	
	Assure	

SHORT STORY ON NARAYANA MURTHY

Nagavara Ramarao Narayana Murthy is an Indian billionaire businessman. He is the co-founders of Infosys. Even his life as a student was not a bed of roses. He faced a number of problems. © Not To



He was the brightest boy in his class i.e. whenever even his seniors got doubts or difficulties they used to ask Murthy for help. Murthy will be seen glow in his eyes when he was asked a question related to Physics or Mathematics. He got such a talent and interest in these two subjects.

He is a bright student and wanted to study at an IIT at Madras. He applied for the entrance test. He appeared the test staying at a relative's home in Bangalore. You can expect the result. He got a high rank in entrance test and asked his father, who is a school teacher that he wanted to

pursue his engineering at IIT Madras. But his father convinced Murthy stating his financial and family position.

Then Murthy decided to do big convincing himself that it is you, you alone can change your life with hard work. Then he started working hard and completed his education. He built a team who were equally good and started an Information Technology Company named INFOSYS. That is the starting point of technology wave in India.

Thus, Murthy became a pioneer of India's software industry. He shared his wealth among the needy and became a philanthropist.

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 19.1

- a. A.P.J Abdul Kalam is the writer of the story "My child hood".
- b. The story "My child hood" is on extract from "Wings of fire" written by A.P.J Abdul Kalam.
- c. Dr. A.P.J Abdul Kalam was born in Rameswaram, Tamil Nadu.
- d. A.P.J Abdul Kalam's father name was Jainulabdeen and his mother name was Ashiamma.
- e. A.P.J Abdul Kalam's ancestral house was located on the Mosque Street in Rameswaram.

CHECK YOUR PROGRESS 19.2

- a. Jallaluddin would tell Kalam stories about the War
- b. The first casualty came in the form of the suspension of the train halt at Rameswaram station. The newspapers now had to be bundled and thrown out from the moving train on the Rameswaram Road between Rameswaram and Dhanuskodi.
- c.
 - i. The moment when Kalam was writing his auto biography that is twenty-five years later now.
 - ii. the feeling of self dependancy on earning first wages.
 - iii. he was always independent right from his childhood and he was proud of him in that aspect.

- d. Ramanadha Sastry took over the priesthood of the Rameswaram temple from his father; Aravindan went into the business of arranging transport for visiting pilgrims; and Sivaprakasan became a catering contractor for the Southern Railways.
- e. Their family used to arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site, situated in the middle of the pond called Rama Tirtha which was near their house.
- f.
 - i. A. They never let any religious differences get into the head of the children.
 - ii. Kalam grew up listening to Ramayanam as bedtime stories which helped him adapt the great cultures from Ramayanam and also, he respects all religions which made him such a great person he is now.
 - iii. His family is one of the best examples to how great a person can be if the family teaches them good secularism.

CHECK YOUR PROGRESS 19.3

- a. When he was in fifth class, a new teacher came to their class and she could not stomach the fact that a Muslim child and a Hindu priest child are sitting together and made Kalam sit in the last row because of which both Kalam and Ramanadha Sastry were utterly disappointed.
- b. True friendship is never built based on caste or religion.
- c. Teachers are the people who teach us many things in our life. They are responsible for the kind the world the future citizens are building and when they impose these kinds of social inequalities in the mind of students it creates a very bad impact in the future budding of the barrier free world.
- d. Kalam's science teacher.

CHECK YOUR PROGRESS 19.4

- a. Kalam was invited for lunch by his science teacher because he wanted to teach his wife that all are equal and there's no difference in people based on their religion and he proved it to his wife which made her change her way of thinking.
- b. That people cannot be segregated based on their caste or religion which leads to social inequality and especially a child cannot be treated that way.
- c.
 - i. Sivasubramania Iyer said these to Abdul Kalam.

- ii. Because of the way he was treated by Sivasubramania Iyer's wife.
- iii. He was talking about a change by which a secular country can be built. It surely is not something that can be done overnight.
- iv. No, he saw a change in the behaviour of Sivasubramania Iyer's wife in a positive way.

CHECK YOUR PROGRESS 19.5

- a. "Indians will build their own India,"
- b. a disposition or tendency to look on the more favorable side of events or conditions and to expect the most favorable outcome
- c. Ramanathapuram.
- d.
 - i. Kalam's father said that to Kalam
 - ii. He's saying to Kalam's mother that they can never always stay in their hometown they need to go and grow alone for their betterment.
 - iii. The quote "Does the seagull not fly across the sun, alone and without a nest?" is a metaphorical expression used by the Kalam's father in the text. It suggests the idea of independence, freedom, and the pursuit of one's own path. The image of a seagull flying across the sun, unencumbered and without a nest, symbolizes the individual's journey toward personal growth, exploration, and independence. It implies that, like a seagull soaring independently in the vast sky, individuals may need to venture alone, away from the familiar, to discover their true selves and fulfill their potential.

CHECK YOUR PROGRESS 19.5

- I. (i) – b
- (ii) – e
- (iii) – a
- (iv) – c
- (v) – d

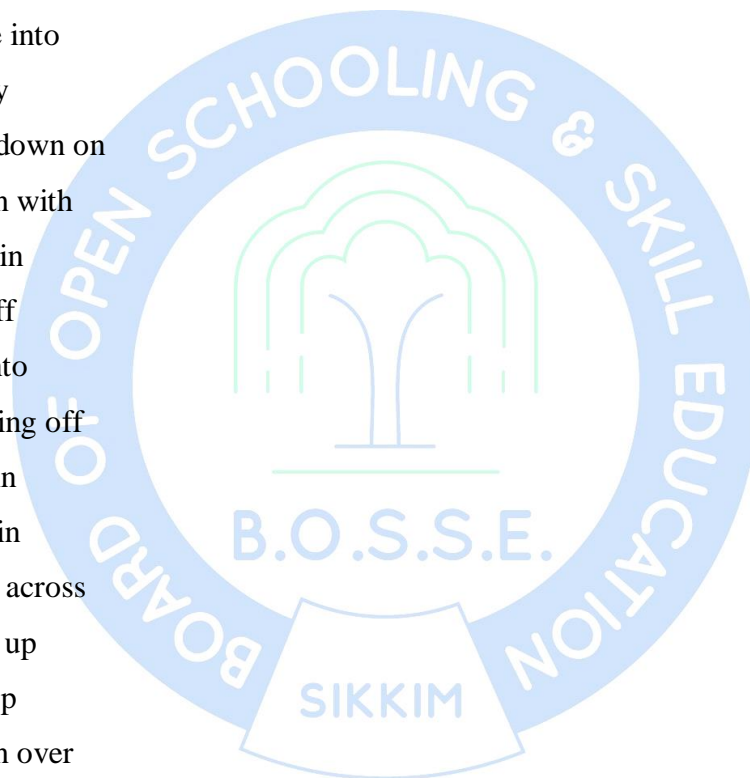
II.

- a. put on
- b. left out

- c. get on
- d. working out
- e. put off
- f. Stand up
- g. wake up
- h. Take off
- i. break out

III.

- a. broke into
- b. get by
- c. look down on
- d. get on with
- e. hand in
- f. put off
- g. ran into
- h. showing off
- i. give in
- j. drop in
- k. come across
- l. show up
- m. Lift up
- n. blown over
- o. took off
- p. get into



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INTRODUCTION

This poem can be best appreciated by understanding the man who wrote this poem, namely **Ruskin Bond**.

Ruskin Bond was born on 19th May 1934 in Kasauli, Punjab, British India, to a British couple, Edith Clarke and Aubrey Bond. His father served with the Royal Air Force from 1939 to 1944. His parents separated when he was young and his mother soon remarried a Punjabi. Ruskin was very close to his father who died of jaundice when Ruskin was 10 years old. He went to live with his step-father and was admitted to the Bishop Cotton School in Simla, from where he graduated in 1950. Ruskin was a prolific reader right from childhood. Probably the turbulence in his childhood years, led him to take refuge in books, all the more. He was **especially influenced by the works of T. E. Lawrence, Charles Dickens, Charlotte Bronte and Rudyard Kipling.**

Ruskin Bond wrote the famous work *The Room on the Roof* merely at the age of 17, which was influenced by his experiences at Dehra Dun. From that point onward, **he has been a prolific writer and has written over 500 novels, short stories, essays and poems.** Some of his popular works are '*The Blue Umbrella*', '*Vagrants in the Valley*', '*A Flight of Pigeons*'. His popular novel '*The Blue Umbrella*' was made into a Hindi film of the same name which was awarded the National Film Award for the Best Children's Film, in 2007.

The biggest influence on his writing works is his stay in the beautiful hill stations at the Himalayan foothills.

Due to his immense effort in the field of writing, **he was awarded the prestigious Sahitya Akademi Award. He was also awarded the Padma Shri in 1999 and Padma Bhushan in 2014.**

Don't be Afraid of the Dark is a simple and endearing short poem about how to overcome the fear of darkness. Having grown up in the hills, the sense of comfort with the hills, solitude and Nature is very evident in all of Ruskin Bond's writings.

The poet tells a little child, not to be afraid of the dark. He says that there is nothing to fear when it is dark. The poet asks the child to be friends with darkness as darkness is nothing but a state where the Earth is resting!

20.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- recognize the easy and conversational style of poem writing.
- understand the importance of clarity and reader-friendly writing as emphasized by the author.
- explain how the poet's choice of tone aligns with his goal of providing clarity and avoiding reader exertion.
- demonstrate an ability to use poetic devices like alliteration and rhyming in their own writing while maintaining a simple and conversational tone.
- identify the theme of overcoming fear in the poem.
- analyze how the poet skillfully imparts a sense of reassurance and comfort to the reader through the message of not fearing the dark.

In the words of the poet & writer Ruskin Bond, **“he was looking for clarity and does not want to make readers toil and sweat”**. He professes to write in simple and conversational tone for this very reason.

While making the tone of the poem **easy and conversational**, he also makes it easy for the reader to understand that using poetic devices is possible even when the text and words are simple for a layman to understand.

The reader will be able to understand the calming effect that a piece of poetry can bring in. **In this short poem, while advising the readers not to be afraid of the dark, he skillfully eases the reader out of the fear of darkness!**

MESSAGE

The key message that this simple verse conveys you is to be friends with Nature. Darkness and Light are a part of Nature. The poet grew up in the lap of Nature amidst the Dehra hills, so he is very comfortable with all elements of nature.

His talking to a child, asking the child to do away with the fear of darkness. He tells us that children must appreciate Nature and its ways, right from childhood. He draws from his own reservoir of childhood experiences to talk about ways to beat the fear of darkness.

The poem is short, simple and appealing, to the adults and children alike, for its use of simple verse and rhyme scheme.

20.2 DON'T BE AFRAID OF THE DARK

Now, let us read the poem at leisure:

Don't be Afraid of the Dark

*Don't be afraid of the dark, little one,
The earth must rest when the day is done.
The sun must be harsh, but moonlight – never!
And those stars will be shining forever and ever,
Be friends with the Night, there is nothing to fear,
Just let your thoughts travel to friends far and near.
By day, it does seem that our troubles won't cease,
But at night, late at night, the world is at peace.*

--Ruskin Bond

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20.2.1 Let Us Understand the Poem

A writer, novelist, essayist and poet, Ruskin Bond follows a very 'earthy' tone in all his writings. We could definitely refer to him as a Nature poet and writer. All his writings are either influenced or set up among the hills of Dehra Doon and Mussoorie (where he grew up and is now settled as well).



With a career spanning over six decades, the writer of the Dehra hills is credited for his feel-good-factor and freshness in his writings coming from his enjoyment of his life of solitude, surrounded by nature, the hills and mountains that have a calming influence on the readers.

The poet wants us to be friends with the night. He is talking to a young child while penning this piece and advising the child so as not to be afraid of the dark. Children usually fear the dark and this fear is either embedded through folk tales, stories or even adult declarations.

The poet says that Darkness is a state of rest adopted by the Earth. After having worked full day, the Earth must rest and so must the citizens of Earth. And rest is best when it is dark. The Sun shining during the day seems and feels harsh due to the heat but the moonlight is always calming and soothing, shining in the cover of darkness. The stars will also shine forever like constant companions of the night. Ruskin asks the child to rather be ‘friends with the night’. To do away with the fear, he advises the child to distract his thoughts and think about his friends, living far and near. The thought of friends always warms the heart and dispels fear, especially for children. Friends mean adventure and excitement. **So, this thought of friends will outweigh the thought of fear.**

In the course of the day, we are all led by our routines, our work, our school, our jobs, etc. That is why he says that it seems as if our ‘troubles won’t cease’. **Since the day is devoted to activity, hence there will always be problems, obstacles, issues and troubles. But night time is the time of universal rest, as deemed by Nature.** All living things slow down and ease out when night falls. This is the law of Nature. It is Nature’s way of keeping balance on this Earth. That is why it seems that at night the world is at peace. So, if there is peace, how can there be fear? These are two opposing emotions. These cannot and should not exist together. This is how the poet concludes the poem by saying that the world is at peace at night during darkness, so the child must keep at bay any fears of the peaceful dark.

Please note that the poet follows a simple rhyme scheme – aa, bb, cc, dd.

GLOSSARY

- a. *The day is done*: when the day is over, the Sun has set and night is creeping in
- b. *Cease*: come to an end
- c. *World is at peace*: everything is calm and quiet, lack of hustle bustle
- d. *Friends far and near*: friends living close by or at a distance

CHECK YOUR PROGRESS 20.1

- a. What does the poet mean when he says, ‘the poet is done?’
- b. Why do think he refers to the Sun as ‘harsh’ but moonlight to the contrary?
- c. Why won’t our troubles ease in the daytime?
- d. We have all faced ‘fear’ at some point of time or the other. These could be imagined fears or maybe even real. It could be the fear of ghosts, fear of illness, fear of doctor, fear of examination and so on.

Make a diary entry, talking about any fear that you recently faced and write as to how you tried to overcome this fear. Write at least 10 to 15 lines on the same.

Dear Diary,

Today

- e. Find a word in the poem that is the opposite of:
 - i. Day
 - ii. Brave
 - iii. Early
 - iv. Enemy
 - v. Faded
 - vi. Soothing
- f. Play with some ambiguous meanings. Sometimes a word could be open to two or more meanings. It could be interpreted in either way.

For example- “blue”—Is it indicating colour or does it refer to something that happens unexpectedly?

When we say, “The lady was wearing a lovely blue shirt.” (We refer to the colour.)

When we say, “The lion appeared out of the blue before the safari passengers on a tourist trip.”. (We are referring to an unexpected appearance.)

Can you interpret some more words in such a dual manner? Let us pick up these words from the poem itself and make sentences interpreting ambiguous meanings.

Dark (a colour or shade)-

.....

Dark (gloomy, sad)-

.....

Cease (to come to an end)-

.....

Cease (to become extinct)-

.....

- g. **Look Inward - It is said that ‘You are the greatest muse for your own poetry’.**

One’s own personality makes way into one’s writings – be it prose or poetry.

After having read about Ruskin Bond, his upbringing, his life influences, his environment, do you feel a trace of Ruskin Bond’s personality in his poem ‘Don’t Be Afraid of the Dark’? Write a paragraph describing what of his personality traits you notice in this poem.

RECAPITULATION POINTS

The simple rhyming verse by Ruskin Bond is an example of his ease with writing prose and poetry, especially around his contact with the environment. Being a ‘hill boy’, he was accustomed to living in the natural surroundings and thus he talks very comfortably about subjects such as ‘fear of darkness’.

Being a prolific reader, he had read scores of stories around the hills, mysteries, ghosts, people and nature. He advises a little boy not to be afraid of the dark because darkness is just another shade of the day. He asks the boy to think of his friends, to look up at the gentle moonlight to divert his fears.

During the day, it may seem as if our worries will never end, but the night and darkness have a very calming influence on every being on earth.

TERMINAL EXERCISE

1. Take a sensory walk at night. Be quiet and simply tune in to the sounds around you. Make a journal entry describing all that you absorbed through your senses.
2. Read through Ruskin Bond's recent poem '**Dirge of Dehradun**' published in 2021. It laments the current environmental degradation in "the twin cities of happiness" (Dehra Doon and Mussoorie) which are now crumbling under rising population, rapid infrastructure development at the cost of ecologically sensitive areas, decaying water bodies and poor waste management.

'Dirge of Dehra Doon'

I wonder where the green grass went,

All buried under the new cement.

I wonder where the birds have flown,

They have gone to find another home.

I wonder where the footpath's gone,

Right underneath your car, my son.

I wonder where the old folks go,

The nursing homes GB surely know.

What grows so fast before my eyes?

A garbage dump, a million flies.

Is this the place you celebrate?

In prose you made it sound so great!

It was.....before I knew it was fate.

3. Do you find any similarity with the poem 'The World is Too Much with Us' by William Wordsworth. Though both poems are set a century apart, do you find any kinship of thoughts between the two poems?

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 20.1

- a. By this expression the poet refers to the time when the day is over, the sun sets and darkness takes over.
- b. The poet is a lover of Nature, born and brought up in the hills and its surroundings. He refers to the fact that the Sun is a symbol of energy and heat. Hence, due to the heat it appears as harsh. On the other hand, moonlight is always gentle due to absence of heat and sun rays. The moon shines after the Sun has set, thus it is always soothing. But both have their own purpose in the course of Nature.
- c. The poet refers to the course of work, routines, schedules that humans indulge in the span of the day. Now, when you work you will obviously encounter problems, difficulties, issues and so on. The poet refers to these as ‘troubles’. So, as long as it is daylight and we are running to do our work, our troubles do not stop. When it is night time, it is a time of declared rest by Nature. That is the time when our troubles seem to end!
- e. night, afraid, late, friends, shining, harsh

SUPPLEMENTARY STUDY MATERIAL

Read some interesting and relevant quotes by Ruskin Bond, which he has uttered and keeps talking about in the course of book launches/ interviews. These are very insightful and give a vivid peep into the tonality of his writings.

Quotes by Ruskin Bond

- “Yes, I do seek solitude, but I am never lonely.”
- “Writing for children may have kept me young at heart.”
- “Whenever I run out of people to write about, I cook up a few ghosts, or they appear before me.”
- “Sometimes good stories are created while documenting dreams.”
- “Solitude helps you reflect.”

- “Respect the language in which you write. Be kind, develop good vocabulary and be creative in writing beautiful sentences. Your prose should be your poetry when you write.”
- “In India not enough importance is given to writing for children. And what could be more important than the enrichment of young minds with great literature?”
- “I write mostly for pleasure. And reading should be for pleasure too.”
- “I find it very lucky to be an Indian and living in India.”
- “Children haven’t changed. The world around them has. Their basic natures haven’t changed. They like to have ice creams. They like to have fun, play games if they have space.”

After reading through these quotes, do have a read of the beautiful piece of poetry titled ‘The Day is Done’ by H.W Longfellow.

The poet talks of day and night with a deep and profound understanding of the two phases of time. Reading two viewpoints about a subject helps us develop and understand perspectives, without bring biased.

‘The Day is Done’

*The day is done, and the darkness
Falls from the wings of Night,
As a feather is wafted downward
From an eagle in his flight.*

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I see the lights of the village

*Gleam through the rain and the mist,
And a feeling of sadness comes o'er me
That my soul cannot resist:*

*A feeling of sadness and longing,
That is not akin to pain,
And resembles sorrow only
As the mist resembles the rain.*

*Come, read to me some poem,
Some simple and heartfelt lay,
That shall soothe this restless feeling,
And banish the thoughts of day.*

*Not from the grand old masters,
Not from the bards sublime,
Whose distant footsteps echo
Through the corridors of Time.*

*For, like strains of martial music,
Their mighty thoughts suggest
Life's endless toil and endeavor;
And to-night I long for rest.*

*Read from some humbler poet,
Whose songs gushed from his heart,
As showers from the clouds of summer,
Or tears from the eyelids start;*

*Who, through long days of labor,
And nights devoid of ease,
Still heard in his soul the music
Of wonderful melodies.*

*Such songs have power to quiet
The restless pulse of care,
And come like the benediction
That follows after prayer.*

*Then read from the treasured volume
The poem of thy choice,
And lend to the rhyme of the poet*

The beauty of thy voice.

And the night shall be filled with music

*And the cares, that infest the day,
Shall fold their tents, like the Arabs,
And as silently steal away.*

--H.W. Longfellow



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INTRODUCTION

John Keats (1795–1821).

If I were to ask, “What is poetry?”, “I am sure the question will elicit varied rich responses”.

As Wordsworth says, “**Poetry is the powerful outflow of spontaneous emotions**”. Poetry has its origins in the feelings of the poet. Poetry is not the outcome of ‘strictly adhered to rules’. It must flow naturally from the soul of the poet. But Wordsworth also says that poetry is never an immediate expression of inner thoughts. A poet must ponder, linger and think long and deep. That is why it could also be called ‘**emotions recollected in tranquility**’.

Keats believed that a poem must strive for the infinite and that there is a real world of mortality and an ideal world of permanence. Poetry, he argued, made life permanent.

John Keats was born in London on 31st October, 1795, the eldest of Thomas and Frances Jennings Keats’s four children. Although he died at the age of twenty-five, Keats had perhaps the most remarkable career of any English poet. He published only fifty-four poems, in three slim volumes and a few magazines. But over his short development, he took on the challenges of a wide range of poetic forms in his poems - from the sonnet, to the Spenserian romance, to the Miltonic epic.

John Keats was an English poet of the second generation of Romantic poets, with Lord Byron and Percy Bysshe Shelley, although his poems had been in publication for less than four years when he died of tuberculosis at the age of 25.

Keats is also known as the ‘poet of beauty’. Keats was of the view that everything which touches the senses is beautiful. That is why perhaps he is called poet of Nature, beauty and sensuousness’. Art, birds' songs, forests, clouds, skies, seasons, in fact every element either natural or unnatural, is beautiful in his eyes.

It is also said that John Keats (1795-1821) was so influenced by Shakespeare that he kept a bust of the Bard beside him while he wrote, hoping that Shakespeare would spark his creativity. Keats's poems duplicate Shakespeare's style and are full of Shakespearean imagery.

Some of his best known and widely acclaimed poems are:

- a. Ode to Psyche
- b. Ode on Melancholy
- c. Ode to Autumn
- d. Ode on a Grecian Urn
- e. Ode to a Nightingale
- f. Lamia
- g. The Eve of St Agnes

Comprised of 80 lines, **Ode to a Nightingale** is the longest of the great odes. Apart from being one of the most anthologized poems in the English language, Ode to a Nightingale is definitely the most famous poem by John Keats.

The poem “The Human Seasons” was written by John Keats at Teignmouth and he enclosed it in a letter to his friend Benjamin Bailey dated 13th March, 1818. It was later included in his “Poems” published in 1819.

It is **a sonnet** having one stanza with fourteen lines and presents the different stages of life rendered as the four seasons of the year.

The poet compares the four seasons of a year with the several stages of human life, also a natural process. The main ideas of the poem are distributed in four seasons, corresponding to each stage in man's life: Spring- childhood, Summer- adulthood, Autumn- old age and Winter - death. The theme and message are very clearly presented and is pretty relatable. It is a well-established fact that life is brief and temporary and that each period in our life has different feelings and thoughts.

By animating the seasons, Keats creates **a vision of human life that mirrors natural processes, reinforcing the bond between Man and Nature**. Furthermore, Keats paints a romantic vision of what it means to live, in a form that conveys a reverence for life's bounty and generosity.

21.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- understand the calm yet serious, neither humorous nor ironic tone of the poem.
- grasp the imagery used and metaphoric representation of the seasons.
- grasp the beautiful meaning conveyed within. Just as, how each season has its own impact and meaning, so does every stage in life has its own purpose, meaning and impact.
- understand the rhyme scheme, alliteration and objective tone of the poem.
- appreciate and ponder for themselves – the relation between life and Nature, Life cycle and cycle of Nature.

21.2 THE HUMAN SEASONS

Now, let us read the poem at leisure:

The Human Seasons

The Human Seasons

Four Seasons fill the measure of the year;

There are four seasons in the mind of man:

He has his lusty Spring, when fancy clear

Takes in all beauty with an easy span:

He has his Summer, when luxuriously

Spring's honey'd cud of youthful thought he loves

To ruminate, and by such dreaming high

Is nearest unto heaven: quiet coves

His soul has in its Autumn, when his wings

He furleth close; contented so to look

On mists in idleness—to let fair things

Pass by unheeded as a threshold brook.

He has his Winter too of pale misfeature,

Or else he would forego his mortal nature.

-- John Keats

21.2.1 Let Us Understand the Poem

Let us read the first eight lines of this sonnet and try to understand the essence of this beautiful piece of poetry. Let your thoughts wander freely as you read the lines below:

THE HUMAN SEASONS

*Four Seasons fill the measure of the year;
There are four seasons in the mind of man:
He has his lusty Spring, when fancy clear
Takes in all beauty with an easy span:
He has his Summer, when luxuriously
Spring's honey'd cud of youthful thought he loves
To ruminate, and by such dreaming high
Is nearest unto heaven: quiet coves*

DISCUSSION

Keats begins this sonnet on a beautiful note by stating that Nature has devised four Seasons in a year and immediately in the next line he **compares the four Seasons to the Four stages in a man's life.**

The four stages of human life are like the four seasons of a year. Each stage has a story to tell, to live and to unfold. There are innumerable stories of experiences from the cradle to the grave, in a man's life. It applies to both the human body and the human mind. It is but a short journey we all undertake till our purpose is done. We all are formed from the dust and we shall all return to the dust one day. '**Ashes to ashes and dust to dust**', as states the phrase commonly used during burial services.

The first stage of human life is the birth and the childhood days, which the poet compares to the season of spring. The Spring Season is believed to be the rebirth of Nature's life on earth. It is characterized by warmth, beautiful flora emerging everywhere on the bare ground, sounds of all types of birds in the air, movement of wild animals in the forest and bright sunshine. **Spring is the Season of optimism and hope.** From birth till late childhood, life for every child is almost the beginning of a bright and a shiny future. Childhood is featured by innocence, physical stamina and vitality, tremendous urge for the outdoors and a tremendous

appetite for fun and play. Everything looks possible. The first stage in a man's life is compared to Spring season. Just as Spring epitomises beauty, freshness and vitality, so does Childhood (or the first stage of one's life). Also note that Keats does not refer to any problems in this stage. So, we presume that he perceives it as a joyful and stress-free stage.

(Though if we read about Keats, we get to know of his troubled childhood and the passing away of his parents while he was still very young. His childhood was not gifted by the gift of 'plenty'. Rather it was full of strife.)

Keats personifies Spring as "lusty" to emphasize the parallel between the season and the youthful state of mind where everything and anything is possible and not a big deal at all.

Also note that the mention of Spring occupies only two lines of this sonnet, which further reflects the brevity of a childish outlook on life.

The idea that in Spring man can take in all beauty with an "easy span" suggests a certain innocence and naivety in childhood where one takes beauty and innocence for granted.

The second stage of human life is Youth which is compared to the season of Summer.

Summer is the season of fertility and immense harvest. It is marked by pleasantness, warm summer rain and a blooming of vegetation. The Earth itself is manifested with abundance of life. Similarly, Youth is marked by the end of Childhood innocence and the beginning of a more productive life where relationships come to the fore to play an important role. It is the peak and the glorious age of life, both personally and professionally. Each and every one of us decides which path in life to take and the plans to settle with the best of everything.

As per Keats, Summer lacks the lust and ease of Spring, but during this time, man can "ruminate" (think deeply) on Spring's "honied cud of youthful thought." What were once youthful, fleeting thoughts can, in Summer, be reflected on with more clarity and pondered or chewed over as a cow would chew and re-chew its cud, at leisure.

Cud is basically the portion of food brought from the stomach of some animals to be chewed again. This is no regular cud, but "honied" cud - which means that it retains the sweetness of youth and its wistful musings.

Summer season lasts for quite a while. Likewise, the second stage of Man i.e adulthood also lasts for quite some time. Now just as the cow enjoys the cud, similarly man also tends to enjoy this phase in a relaxed manner.

During this Summer, by reflecting on his Spring, man gains a sense of enlightenment, or “dreaming high,” that is “nearest unto heaven.” While literally aging towards maturity, man enters the “quiet coves” of Autumn. Entering the quiet coves (recesses) of Autumn refers to the transformation from one stage to another, just as summer leads to autumn. We have had some experiences in childhood (Spring) and we are able to think about them or ruminate in our adulthood (Summer). These thoughts also lead men ‘unto heaven’, meaning to say that the thoughts of the previous stage (childhood) are sweet and alluring like the Heavens.

While the language Keats uses to illustrate Summer evokes exposure and clarity, Autumn suggests a sort of resignation and emotional closure.

The Imagery is quite evident, Spring is symbolic of childhood and Summer is symbolic of Adulthood.

During the first reading, we may gain the impression that the poem is addressed to a particular man but gradually we get a feeling that it is addressed to Humanity as a whole

By animating the seasons, Keats creates **a vision of human life that mirrors Nature, thereby reinforcing the bond between Man and Nature.**

Also note that the tone of the poet is happier when he talks of Spring and Summer and it becomes more solemn when he talks about Autumn and Winter. So much like life! When we are younger everything seems vivacious and energetic. And as we grow older, we become more serious and solemn.

In the course of the day, we are all led by our routines, our work, our school, our jobs, etc. That is why he says that it seems as if our ‘troubles won’t cease’. **Since the day is devoted to activity, hence there will always be problems, obstacles, issues and troubles. But night time is the time of universal rest, as deemed by Nature.** All living things slow down and ease out when night falls. This is the law of Nature. It is Nature’s way of keeping balance on this Earth. That is why it seems that at night the world is at peace. So, if there is peace, how can there be fear? These are two opposing emotions. These cannot and should not exist together. This is how the poet concludes the poem by saying that the world is at peace at night during darkness, so the child must keep at bay any fears of the peaceful dark.

Please note that the poet follows a simple rhyme scheme – aa, bb, cc, dd.

GLOSSARY

- a. *Lusty*: healthy, strong, full of vigour
- b. *Fancy*: very elaborate or attractive
- c. *Span*: distance or period of time
- d. *Cud*: partly digested food returned from the first stomach of ruminants to the mouth for further chewing
- e. *Coves*: an arch or a sheltered bay

CHECK YOUR PROGRESS 21.1

- a. What is a sonnet?
- b. What kind of tone does the poet use while talking of Spring and Summer?
- c. Reflect on the title of the poem, 'The Human Seasons'. What kind of human seasons does the poet refer to? Choose adjectives from the poem to support your answer.
- d. Give examples of alliteration used in the above lines.
- e. How does the poet imply comparison of spring to Childhood?
- f. Find pairs of rhyming words from the poem, such as man – span.

21.2.2 Let Us Understand the Poem

Now let us read the lines 9 to 14 of the poem and try to understand them in continuity with the earlier text studied.

*His soul has in its Autumn, when his wings
 He furleth close; contented so to look
 On mists in idleness—to let fair things
 Pass by unheeded as a threshold brook.
 He has his Winter too of pale misfeature,
 Or else he would forego his mortal nature.*

DISCUSSION

After talking about Spring and Summer, Childhood and Adulthood, Keats now progresses to talk about Autumn season and symbolically refers to the third stage of man.

The mention of Autumn season receives the largest portion of the poem with four lines, accentuating the length of this stage in man's life. **Autumn is a time of contentedness.** Man may look on "mists in idleness," seemingly at peace with what may not appear clearly. **'Mists' over here could refer to issues / problems unknown to man and 'idleness' could refer to a nonchalance attitude / not bothered attitude.** Autumn is possibly co-related to spiritual experiences that man may experience in the third stage of life, when he is more at rest.

Autumn is characterized by beginning of dryness and slow deterioration of leaves of trees and plants. Everything around begins to fade away and look shabby. The incoming breeze blowing in all directions adds to the gloom of nature. Similarly, **Middle age is featured by a very slowly degrading physical strength, slight change in outward appearance, relaxed mood with a mature mindset.** By this stage, all are treading towards old age. We look at life differently and quite often worry about our children and perhaps also tend to look back at our own lives and become very nostalgic.

In this stage, human beings are mature, their tiredness is reflected in their acts. The words used to describe this stage are calm and relaxing: "quiet coves", "closed wings", "mist in idleness", "threshold brook". What the poet tries to express is that we have to admit that we are getting old and perhaps lack the vigor of youth (Summer). Phrases like 'quiet coves', 'closed wings' 'mist in idleness' suggest a slowing down process. Nothing is in a hurry or blurry. In the third stage, perhaps man resigns himself to a state of slowing down of faculties and prowess. Just as Nature takes rest in Autumn, the leaves shed and natural elements seem to be in a state to conserve energy so that they can face the winter coming ahead.

A cove is a sheltered bay and is quiet by nature.

Closed wings refers to birds in resting stage, perhaps hibernating or not in flight.

Mist in idleness refers to a lazy stage in which the mist flows without any purpose. It just idles along. And man is not too bothered about finding meaning in every phenomenon he witnesses.

Man's soul enters the third stage that co-relates to Autumn season. 'Furleth close' means to close around or fold in. Man in the third stage tends to close down, slow down, conserve energy. **The soul has grown weary and does not want to fight. It rather wants to withdraw into passive contemplation. This what the poet means when he says, 'furleth close'.**

“Fair things,” maybe the ones man might have lusted after and enjoyed in his Spring, which he now allows to “pass by unheeded.” **Man is okay to let these pleasures go by unnoticed and does not run or hanker after them, like he used to do in his youth (Summer).** Man in his Autumn seems to be in waiting mode, aware of his environment but no longer driven by its delights.

The last stage is the Old Age which is compared to the season of winter. This season is marked by extreme dryness and cold. The days are short and nights are long. Physical strength begins to fall to an all-time low. Health is always a major issue. At this stage people tend to become extremely spiritual and are mentally prepared for death. Winter ultimately closes the year just like old age closes the life on earth of a person to eternal rest.

So, man has his Winter, which brings man’s “pale misfeature,” a phrase that can be read as death. The odd and pale/ashen/ghostly pallor of death finalizes the natural process of living and not to experience Winter would be to forego man’s mortal nature. Death just happens once; it is everybody’s destiny and nobody can run away from it. **The mortal nature of man is described here as “pale misfeature”.** Critics interpret this phrase in two ways –

- A. On one hand man grows old so outward beauty and health deteriorate
- B. On the other, it could be a reference to the description of the deformed body after death

Winter is seen to symbolize **a period of quiet reflection**. This is the time to observe self. It is a period of self-reflection and preparation for new beginnings ahead.

Keats died when he was only 25, so we cannot describe it as the poet’s experience because he couldn’t feel like an old person but maybe the years, he lived were intense and he lived a lifetime in those short years.

The imagery is very clearly exposed: Spring describes childhood, Summer - maturity, Autumn - when men wait the final moment and Winter the death.

The rhyme scheme followed is ABAB CDCD EFEFGG.

GLOSSARY

- a. *Furleth close*: to wrap, roll or close something
- b. *Fair things*: beautiful and precious
- c. *Unheeded*: not paying any attention to

- d. *Brook*: a small stream
- e. *Threshold*: the means or place of entry
- f. *Pale misfeature*: something which is not bright, reference to death perhaps
- g. *Mortal nature*: living being subject to death eventually
- h. *Forego*: past, to let it go

CHECK YOUR PROGRESS 21.2

- a. Find words/ phrases/ adjectives that the poet uses in the poem to describe:
 - Spring
 - Summer
 - Autumn
 - Winter
- b. Briefly tell us your definition of 'poetry'. What does poetry mean to you? How do you understand the word 'poetry'?
- c. Given below is a summary of the poem. Complete it by writing the correct answer for each blank:

In 'The Human Seasons', John Keats compares the different stages of human life to the four a) of Spring, b) autumn and d) In the e) of life, man responds wholly to joy in life with unbridled innocence. When Summer of life comes, he reflects on the f) of Spring gone by. In the autumn of life, man tends to g) his wings and be more calm and relaxed. And finally in his h) decay sets in.
- d. There is a constant association of the word 'winter' with 'death' in many poetical works. Do you also see a parallel between the two? or do you see the comparison in a different light? Write a paragraph penning down your thoughts on the mentioned comparison.

INTERESTING CO-RELATION

While reading the above poem, many of you may also find an interesting co-relation to the famous poem by Shakespeare, 'Seven Ages of Man'.

The Seven Ages of Man

*All the world's a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
And then the whining schoolboy, with his satchel,
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon-lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so, he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side,
His youthful hose well-saved, a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness, and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.*

--William Shakespeare (from *As You Like It*)

What are your thoughts after reading the poem by William Shakespeare? Do you also find a common thread running between the two poems?

RECAPITULATION POINTS

John Keats talks about Seasons in Nature and seasons in a man's life in this beautiful poem titled, 'The Human Seasons'.

These two thoughts correlate with each other to represent the different stages of human life as well as in Nature.

Each season represents a different stage in a person's life.

Spring symbolizes birth and childhood, summer symbolizes youth and maturity, autumn symbolizes old age and wisdom, and winter symbolizes death and stillness.

Each cycle in life has its own meaning and we as humans experience different emotions and thoughts in every stage of life.

During childhood, we are naive, innocent and carefree. Once adulthood steps in, we mature as individuals, both physically and mentally.

During the 'autumn' of our life, humans experience spiritual changes as we focus more on the psychological and emotional side of life rather than the physical aspect of it.

Finally, we step into the winter or last stage of our life, as we near death. 'Ashes to ashes and dust to dust'.

The poet uses beautiful imagery and metaphors as he moves through different seasons of Nature corresponding to stages of human life.

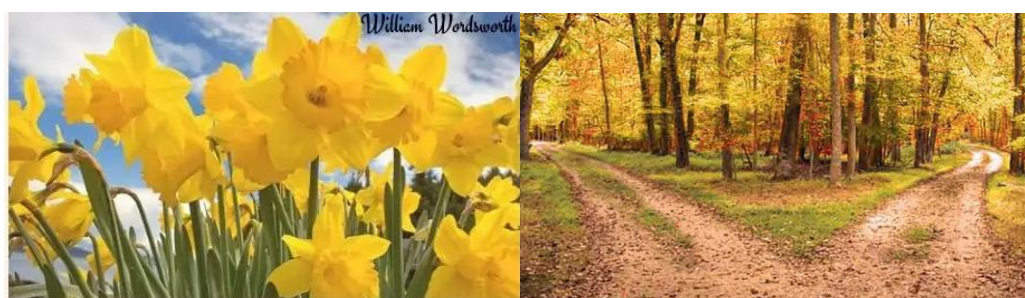
The tone and mood of the poem is objective. It is cheerful and happy while referring to first two stages and then it becomes more serious and sombre as the poem moves towards the last two seasons/ stages in man's life.

TERMINAL EXERCISE

1. How is the poem, 'The Human Seasons' a metaphor of life?
2. What kind of tone does the sonnet reflect throughout the verse?
3. As a season, what does Autumn characterize?
4. Discuss the metaphorical significance of the four seasons in the poem "The Human Seasons." Analyze how the poet uses the changing seasons to represent different phases

in the mind of man. Include examples from the text to illustrate the characteristics of each season and explain how they contribute to the overall theme of human experience. Consider the emotional and psychological aspects associated with each season and the impact they have on the individual.

- Given below are some images of Nature poems by eminent poets. Can you identify the poems by looking at the beautiful images below?



Let us read a bit about the fame earned by John Keats.

It is extremely pertinent to note that the works of John Keats came to be revered much after his death. He did not earn much fame for his works during his lifetime. Isn't that a bit ironic?

Read a bit more:

Two hundred years ago, on 23rd February, 1821, John Keats died. He had suffered from tuberculosis since early 1820 and after months of distress and pain, he finally succumbed to the disease at the age of just 25.

Keats was a failed medical student, who had swapped operations for writing poetry after realizing his poetic talent. He had been writing for six years and publishing his poetry for

four. **Contrary to popular belief, Keats was not considered a renowned poet during his lifetime. His verses were vilified in the press and his works had failed to sell.**

After his death in Rome, Keats' belongings were burned to prevent the spread of infection and his body speedily interred in the city's Protestant Cemetery. All that was left of the poet were his words and the memories held dear by those he left behind.

Keats himself believed his poetical efforts were for nothing. He wrote in a February, 1820 letter to his fiancée Fanny Brawne: 'I have left no immortal work behind me – nothing to make my friends proud of my memory.' With his untimely death, it seemed probable that Keats would fade into obscurity, like many of the poets of the Romantic period who are now largely forgotten. He did not, however, and his name lives on. **This was due to the efforts made by his friends, associates and admirers after his death.**

The first of Keats' admirers who assisted in the recuperation of his reputation was his fellow poet, **Percy Bysshe Shelley**. The two men had known each other in London and upon hearing of Keats' illness Shelley invited him to Pisa to recover. Keats never made it that far. Like many, Shelley believed that negative reviews of Keats' work had led to his death and Shelley himself was so affected by it and he **wrote the elegy Adonais in Keats' memory: 'I weep for Adonais – he is dead!'**

The critic and essayist **Leigh Hunt** is notable as the first to introduce Keats and Shelley to one another and to the reading public, through his liberal paper, the Examiner. Hunt, a fascinating radical figure in his own right, was a key influence on Keats, encouraging him during his life and promoting his work after his death. His 1828 *Lord Byron and Some of His Contemporaries* included the first biographical account of Keats. In it he described Keats as:

A man of genius ... one of those who are too genuine and too original to be properly appreciated at first, but whose time for applause will infallibly arrive.

Richard Monckton Milnes, later Baron Broughton, eventually wrote the first biography or as he called it, 'a signal monument of the worth and genius of Keats', in 1848, which included many of Keats' poems published for the first time.

Many key literary figures were influenced by him, including Robert Browning, who in 1825 was reportedly given original copies of Keats' poetry. Browning's wife, **Elizabeth Barrett Browning**, who referred to Keats in her 1857 poem Aurora Leigh ('By Keats's soul, the man who never stepped / In gradual progress like another man'); and **Alfred, Lord Tennyson**, whose poetry is often recognized as a homage to Keats' style.

The art world was also inspired by Keats' words. His legacy became more solid in the early 20th century as **museums were dedicated to his memory in London and Rome**: the Keats-Shelley House in Rome in 1906 and Wentworth Place in London, which became the Keats Memorial House in 1925.

Since the 1930s Keats has continued to epitomise our ideal of the Romantic poet with his beautiful verses, tragic life and early death. His writings are loved by generations and his life continues to be scrutinized in the 21st century -perhaps to a greater extent than ever before. Despite believing that he had 'left nothing to make his friends proud of his memory', it is ultimately owing to the work of those very friends and fans that his memory did live on. Thanks to them, on the bicentenary of his death, **Keats is still read, studied and remembered.**

After reading the above note, does it strike a note of irony in your mind. Why do we never appreciate the good in people when they are still alive? Why do we revere and worship them after they are dead and gone?

Shakespeare wrote in Julius Caesar, "The good that people do is often buried with them". Do you think that is a truth?

Write a short essay capturing your thoughts on this profound issue.

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 21.1

- A sonnet is a 14-line poem with a variable rhyme scheme.
- While talking of Spring and Summer, the tone of the poet is cheerful, energetic, positive, hopeful and objective at the same time.

- c. The poet draws reference to the four stages in a man's life while talking of four seasons namely spring, summer, autumn, winter. Keats is using the seasons to represent stages of a human's life. We know this because of the second line: "There are four seasons in the mind of man", His soul has in its Autumn". The poem's title ('The Human Seasons') also counts as acceptable evidence.
- d. Examples of alliteration - mind of man, he has his summer.
- e. The poet talks of spring as being feisty, beautiful, fleeting & energetic – just like Childhood. Childhood is as beautiful as Spring and also comparatively short-lived.
- f. man – span, loves – coves, wings – things, look – brook.

CHECK YOUR PROGRESS 21.2

- a. Spring - "lusty", "beauty" or "easy".
Summer- "dreaming", "ruminating" or "luxury".
Autumn - "quiet", "idleness" or "closed".
Winter - "pale", "misfeature" or "mortal".

- c.
- a. seasons
- b. summer
- c. winter
- d. spring
- e. beauty
- f. vitality
- g. wings
- h. winter

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SUPPLEMENTARY STUDY MATERIAL

There are several great poems written on the theme of Seasons.

Do take out time to study those.

Here are two poems that I enjoyed reading.

One is by a lesser-known Indian poet, Nisha Dyrene

And the second poem is by the all-time famous Nature poet, Robert Frost

Indian Seasons

*Summer comes
in a blaze of heat
with sunny smiles
and dusty feet*

*Then seasons change
to muddy roads
monsoons and mangoes
leapfrogs and toads*

*Spring is pretty
but short and sweet
when you can smell the grass
from your garden seat*

*Autumn is English
in red, yellow and brown
Autumn is Indian*

whenever leaves fall down

--Nisha Dyrene

After Apple-Picking

*My long two-pointed ladder's sticking through a tree
Toward heaven still,
And there's a barrel that I didn't fill
Beside it, and there may be two or three
Apples I didn't pick upon some bough.*

*But I am done with apple-picking now.
Essence of winter sleep is on the night,
The scent of apples: I am drowsing off.
I cannot rub the strangeness from my sight
I got from looking through a pane of glass
I skimmed this morning from the drinking trough
And held against the world of hoary grass.
It melted, and I let it fall and break.*

*But I was well
Upon my way to sleep before it fell,
And I could tell
What form my dreaming was about to take.
Magnified apples appear and disappear,
Stem end and blossom end,
And every fleck of russet showing clear.
My instep arch not only keeps the ache,
It keeps the pressure of a ladder-round.
I feel the ladder sway as the boughs bend.
And I keep hearing from the cellar bin
The rumbling sound
Of load on load of apples coming in.
For I have had too much*

*Of apple-picking: I am overtired
Of the great harvest I myself desired.
There were ten thousand thousand fruit to touch,
Cherish in hand, lift down, and not let fall.*

*For all
That struck the earth,
No matter if not bruised or spiked with stubble,
Went surely to the cider-apple heap
As of no worth.*

*One can see what will trouble
This sleep of mine, whatever sleep it is.*

*Were he not gone,
The woodchuck could say whether it's like his
Long sleep, as I describe its coming on,
Or just some human sleep.*

-- Robert Frost



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INTRODUCTION

William Wordsworth had a way of giving hope and life with his words. His poems can cause the reader to rise above the earthly situations and think about the spiritual realm and the human soul. '*The World is Too Much with Us*' attempts to do exactly that.



Wordsworth wrote this sonnet in 1803 when he was 32 years old and published it in 1807.

It is important to keep in mind the advent of the First **Industrial Revolution** between 1760 and 1830. **Great Britain at that time was a hotbed of invention and entrepreneurship.** Steam engines were being built for the mines and mills. New railways and factories were springing up to deal with textiles and large-scale industrialization was taking shape. The British govt even forbade the export of machinery, skilled workers and

manufacturing techniques. **Such was the influence of the First Industrial Revolution on material growth and prosperity, especially in Great Britain.**

So, keep in mind that Wordsworth wrote this sonnet under such circumstances.

This poem is one of the many excellent sonnets written by Wordsworth.

A Sonnet is a poetic form which has fourteen-lines, written in iambic pentameter.

Iambic pentameter refers to the rhythm of the poem. Basically, each line of the poem has 10 syllables and every other syllable is stressed.

There are several varieties of sonnets and ‘The World Is Too Much with Us’ takes the form of a Petrarchan sonnet, modelled after the work of Petrarch, the Italian poet of the early Renaissance.

A **Petrarchan sonnet** is divided into two parts, an **octave** (the first eight lines of the poem) and a **sestet** (the final six lines). The rhyme scheme of a Petrarchan sonnet is somewhat variable. In this case, the octave follows a rhyme scheme of ABBAABBA, and the sestet follows a rhyme scheme of CDCDCD. In most Petrarchan sonnets, the octave proposes a question or an idea that the sestet answers, comments upon, or criticizes. In this particular sonnet, the octave part (first eight lines) presents the problem of materialism and the sestet part (last six lines) is the poet’s solution to that.

22.1 LEARNING OBJECTIVES

After reading this lesson, you will be able to:

- get familiarized with the Wordsworthian sonnet.
- grasp the sense of loss which permeates the entire sonnet as the poet describes mankind’s relationship with the natural world. It draws their own conclusions in the ever-waging war between Nature and Materialism.
- draw inferences regarding this ‘loss’ from three angles – economic, spiritual and cultural.
- appreciate the poem and its rhyme scheme along with literary devices like the simile, personification, metaphor. (We will discuss these as we go along.)

MESSAGE

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In this sonnet, William Wordsworth sadly comments that **people are getting far too attached to the trivial things of the world and moving away from Nature. He professes that the material world**, the city life, the jobs and innumerable financial obligations are taking control of our lives to an unhealthy extent. As a result, man has lost his ability to connect with Nature and all things natural. It is a thoughtful sonnet that encourages the **reader to think about Nature, spirituality and our connect with Nature.** In the quest to acquire more and more materialistic possessions, man has forgotten how to enjoy Nature and feel blessed with its bounties. Throughout the sonnet, the poet has a rather melancholy view of the fact that people

are fast being swayed by the materialistic world and as a result, mankind is losing touch with Nature.

The poet shies away from suggesting how to regain what is lost. Perhaps, he leaves it to the reader's intelligence and emotional quotient to figure out ways to bridge the gap.

22.2 THE WORLD IS TOO MUCH WITH US

Now, let us read the poem at leisure:

The World is Too Much with Us

*The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;—*

*Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!*

*This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;*

*It moves us not. Great God! I'd rather be
A Pagan suckled in a creed outworn;*

*So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathèd horn.*

-- John Keats

22.2.1 Let Us Understand the Poem

Section 1

Let us read lines 1 to 4.

*The world is too much with us; late and soon,
Getting and spending, we lay waste our powers; —
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!*

DISCUSSION

The sonnet ‘The World Is Too Much with Us’ was first published without any title.

Now, the very first line of the poem is used as the title. The title represents the main theme of the sonnet. The poet finds the burden of the materialistic world very heavy on mankind resulting in a conflict between Nature and humanity.

Note that the poet uses the word ‘us’- which means that he includes himself as part of the afflicted mankind. He too feels the thrust of materialism, in some aspect or the other. Even he cannot escape the increasing hunger for materialistic comforts, even though he is pained by such thoughts and feelings.

The poet feels that the materialistic urban world has “too much” control over our lives. We are always ‘late and soon’ or ‘Getting and spending’. Sooner or later, everyone gets sucked into the cycle of wants and desires. We are in a whirlwind to earn money, only to spend it the next moment. Since we are always running after money and worldly things, we are perhaps losing out on time. The poet calls this chasing of material comforts a waste of our self, our spirit, our core, our inner self. In a fast-moving urban world, our life is just a series of transactions. We are losing touch with Nature. We have no time to appreciate it and we are losing all intentions to appreciate it.

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There is a change in people’s relationship with Nature. There is nothing in Nature that we want to call ‘ours’. We are just too engaged in owning material things and stamping them as ‘ours’. The result is that nothing in Nature or elsewhere is ‘ours’. This is a world where everything, be it a house, a factory or riches, can be won or lost in an instant. By describing Nature as something that can be owned or possessed, the poet may be implying that modern human beings have lost the ability to think of relationships and emotions in anything but monetary terms.

The poet says, “**We have given our hearts away**”. This line adds another perspective to the depiction of loss. The price of material gain and industrial progress has resulted in loss of

feelings, values, emotions. Mankind is currently enjoying the materialistic pleasures as a blessing. But the poet is of the opinion that what people presume a blessing / boon is in fact sordid or shameful and dirty. In **exchange for industrial progress, people have reduced themselves to an almost less-than-human state.**

Wordsworth feels that the materialistic boon is definitely not a blessing because it has come at a heavy price. **People have lost their connect with Nature in pursuit of riches and prosperity. That is why he calls it a ‘sordid boon’.**

GLOSSARY

- a. *Sordid*: dirty or degrading
- b. *Late and soon*: something which has been happening earlier and will happen again
- c. *Boon*: a blessing, a gift

CHECK YOUR PROGRESS 20.1

- a. What does the poet mean by the word ‘world’ in the very first line of the poem?
- b. Why is the world too much with us?
- c. When the poet uses the word ‘us’, what does it convey?
- d. Do you think it is a waste of ‘our powers’ to be running after wordly pursuits? Do you think it is possible to strike a balance? Suggest five ways in which you could possibly strike a balance between Nature and urban pursuits.

20.2.2 Let Us Understand the Poem

SECTION 2

Now let us read Lines 5 to 8.

*This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not*

DISCUSSION

The poet says that since we are always rushing from one pursuit to another, the result of this is that we have lost the ability to connect with and find tranquility in Nature. We have lost our ability to appreciate the rhythms of the natural world. We are numb to the beauty of the natural world. The poet continues by describing the beauty of Nature that people are missing out on by being so caught up in the want for money and possessions. He describes the sea, the wind, the flowers – all elements of Nature. In his description of these aspects of Nature, Wordsworth uses the poetic device of personification to help the reader to connect with each element of Nature. The sea “bares her bosom to the moon” which suggests an intimacy between the moon and the sea. The winds “howls” and the flowers “sleep”. The wind howling refers to the sound made by the wind and sleeping flowers refers to the stillness of the sea waters. Giving human attributes to these elements of Nature helps the reader feel this connection with Nature. It paints a picture of powerful and majestic Nature and allows the reader to understand what mankind is missing out on by being caught up in worldly possessions and greed.

The poet talks of the ocean that reflects the moonlight on its surface, and the peaceful, momentarily windless night, which is like flowers whose petals are folded up in the cold (as if in sleep). All these natural features still exist, but we just can’t appreciate them. Our lives are moving far away from the rhythms of the natural world. As a result, those rhythms have no emotional impact on us.

The poet suggests that this loss of connect with Nature, outweighs the material gain. As a result, “we are out of tune” and Nature “moves us not.” People have fallen from an ideal, natural state into one of despair. Having given away their ability to access deep, enduring emotions, people are unresponsive to the beauty of the natural world, spiritually unmoved by it .

The poet’s ease with depicting Nature’s beauty reminds us of **Robert Frost’s** depiction of Nature.

It reminds us of some lines from his poem – **Stopping by The Woods on a Snowy Evening** –

*The woods are lovely, dark and deep
But I have promises to keep
And miles to go before I sleep
Miles to go before I sleep.*

GLOSSARY

- a. *Bosom*: chest
- b. *Out of tune*: not in tandem / rhythm, out of sync

CHECK YOUR PROGRESS 22.2

- a. Identify the poetic device in the lines:

The Sea that bares her bosom

The wind that will be howling

- b. What elements of Nature does the poet draw his inspiration from, in order to re connect the reader with Nature?
- c. What kind of picture of the wind on the Sea surface does he paint?
- d. Do you think that in modern times we are seriously out of tune with Nature? Why do you assume that? Give a few instances to prove your point.

22.2.3 Let Us Understand the Poem

SECTION 3

Now lets us read lines 9 to 14 of the poem: the Sestet

*Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathèd horn.*

DISCUSSION

In its final lines, the poem has a tone of resignation which suggests that the poet feels that the loss is permanent. The poet invokes Greek paganism, introducing a version of society in which Nature played a larger role in human life. Pagans were worshippers/followers of a religion other than Christianity. But the pagan tradition is 'a creed outworn', it's a relic, and no longer useful. He wishes that he were a pagan instead of a citizen of the present industrial era.

These last lines of the sonnet are the poet's final exclamation that "we are out of tune" with Nature because we are so caught up in worldly wealth. Here, the poet swears an oath that he would rather be a poor pagan than be so distracted by worldly wealth so as to render himself unable to enjoy the true blessings and beauties of life. He appeals to God and even exclaims that he would rather be a pagan than to be out of touch with Nature.

So high is his disappointment with the current state of mankind that he wishes to follow outdated religion which he refers to as 'creed'. In pagan religion, Nature is worshipped and that is why he desires to be a pagan. These lines vividly express his love for Nature and distaste for this materialistic world.

Also note that when he uses the words 'creed outworn', he acknowledges the uselessness of past traditions which tell us that his wishes are rather wishful and maybe even fanciful. "I'd rather be a Pagan" and "So might I" do not represent what the poet believes is possible, but rather what he wishes were still possible.

The poet expresses that if he were a poor pagan, at least he would have "glimpses" of Nature that would give him joy and hope, or at least make him feel "less forlorn and sad". He would rather be poor and helpless and connected with Nature than rich and powerful and alienated from it.

In the final two lines, he refers to two mythological pagan gods, Proteus and Triton.

Proteus is a Greek god, who can take many shapes. He would be seen emerging from the sea and was thought to be able to tell the future. On the other hand, Triton is the son of the Sea god, Poseidon. He is believed to own a conch shell that he used to blow into in order to excite or calm Triton was the pagan god that was said to be able to calm the waves of the sea.

This implies that the poet looks out at the sea, enjoying Nature, long enough to visualise Triton and Proteus rise from the Sea.

The poet says that by trying to visualize these two mythological gods, perhaps he would not feel so lonely (forlorn) and sad.

GLOSSARY

- a. *Pagan*: a person holding religious beliefs other than Christianity
- b. *Creed outworn*: an outdated religion or belief
- c. *Forlorn*: sad

CHECK YOUR PROGRESS 22.3

- a. Who is a pagan and why does the poet wish to be one?
- b. Who are Proteus and Triton?
- c. What kind of images make the poet feel less forlorn?
- d. What is a pleasant lea?
- e. We are all sucked in the whirlwind of the Industrialisation that has impacted our lives in several ways. There are times when we feel drained and exhausted in this so-called rat race. Think and write down ways and means by which you find your balance with Nature and feel less forlorn in this materialistic strife.

RECAPITULATION POINTS

In this sonnet Wordsworth criticizes the world of the First Industrial Revolution for being absorbed in materialism and distancing itself from Nature.

The theme of 'The World Is Too Much with Us' revolves around the poet's opinion that humankind has forsaken its values and connect with Nature for money and material gain. The poet says that people have lost sight of the true meaning and purpose of human existence. The poem laments the withering connection between humankind and nature, blaming industrial society for replacing that connection with material pursuits.

Also note that the poet acknowledges that he too is sucked in that whirlpool and is impacted by the materialistic spirit of the age to some extent (though he does not like it at all).

The poet talks of Nature, Materialism and loss. He describes humankind's relationship with the natural world in terms of loss. That relationship once flourished, but now, due to the impacts of industrialization on everyday life, humankind has lost the ability to appreciate, celebrate, and be soothed by Nature.

Notably, the poem does not suggest a way to regain what is lost. Rather, its tone is desperate, arguing that humankind's original relationship with Nature can never be revived.

The poet suggests that people are totally busy with their mundane life. They are too concerned with the worldly, material things and apparently show the least concern for nature. The phrase "late and soon" means that materialism has been a problem in the past (late) and it will continue to be a problem in the future (soon). We are always trying to get more money just to spend them the next moment. Thus, we are wasting our time, energy and intellect for nothingness.

TERMINAL EXERCISE

1. According to Wordsworth, how do we 'waste our powers'? According to you, how do we waste our powers?
2. William Wordsworth writes so beautifully in the poem 'Daffodils' when he says, 'I wandered lonely as a cloud.' Read this poem for a deeper understanding and write about the varied impact that Nature has on mindsets.
3. India's natural beauty has inspired renowned writers like Rudyard Kipling, Jim Corbett and Ruskin Bond who lived extensively in India to write tales related to India's jungles and animals.

Rudyard Kipling's 'Jungle Book' has been an all-time favourite with children and adults alike.

Jim Corbetts 'Maneaters of Kumaon' has been much read and talked about.

Ruskin Bond talks of Nature at Dehra Doon and Mussoorie, the places where he spent his formative years. 'The Cherry Tree' and 'The Blue Umbrella' are particularly popular with kids.

Read the works of these poets to enrich your lexicon around Nature.

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 22.1

- a. By the term 'world' the poet is referring to the worldly or materialistic possessions that all humans are clamouring for- a good house, vehicle, riches, clothes, furniture, etc .

- b. The rat race for materialistic possessions is rampant amongst mankind. It is everywhere and difficult to escape. As a result, man spends a good deal of his time and energy running after them. That is why perhaps the poet feels that the world is too much with us.
- c. It conveys that the poet perhaps is not excluding himself from the rest of mankind. Even he feels the pressure of the materialistic pursuits that the world was clamouring for with the onset of the Industrial Revolution.

CHECK YOUR PROGRESS 22.2

- a. The poetic device used is personification.
- b. The poet refers to the Sea, the Moon, the Wind, the Flowers. All of these are powerful elements of Nature that he draws our attention to.
- c. The poet paints a beautiful picture of the calm wind on the surface of the ocean. As calm as the flowers when their petals are folded in sleep.

CHECK YOUR PROGRESS 22.3

- a. Pagans were followers of an ancient religion or creed. Pagans were supposed to be loyal followers of Nature. And this is the reason why the poet wishes to convert to being a pagan.
- b. Proteus and Triton are mythological Greek Gods of Nature.
- c. Images of the Sea, the waves, the Greek Gods playing with the sea waves, taking various shapes – make the poet feel more connected with Nature. He deliberately seeks Nature so as to feel less dejected in this industrialism era.
- d. Pleasant lea means an open grassy land.

SUPPLEMENTARY STUDY MATERIAL

Readers are advised to read another beautiful poem that talks of the beautiful aspects of life and Nature that we miss out on. It is because we are forever running after material comforts, things and possessions.

‘Leisure’

What is this life if full of care

*We have no time to stand and stare?
No time to stand beneath the boughs,
And stare as long as sheep or cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see in broad daylight,
Streams full of stars, like skies at night.
No time to turn at beauties glance,
And watch her feet, how they can dance.
No time to wait till her mouth can,
Enrich the smile her eyes began.
A poor life if, full of care
We have no time to stand and stare.*

--W.H. Davis



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INTRODUCTION

About the Poet

Robert Lee Frost was born on 26th March 1874 in San Francisco, California, U.S and met his end in Boston on 29th January, 1963. He was an American poet. His literary works got published in England first; next in America. He is the only poet to have received 4 Pulitzer Awards for poetry. He was honoured with the Congressional Gold Medal in 1960 for his poetic works. On July 22, 1961, he was named Poet Laureate of Vermont. He was invited by John F Kennedy (former President of USA) to recite a poem on the day of inauguration on January 20, 1961. Some of his famous poems are, “*Stopping by woods on a Snowy Evening*”, “*Mending Wall*”, “*The Road Not Taken*”, “*Fire and Ice*” etc. His poems are reflective and contemplative in nature. He frequently wrote on rural themes in simple English.

The poem *Fire and Ice* is a symbolic poem and very reflective in nature. It is a first-person narrative poem because of the usage of the first person ‘I’ in the poem. The poet philosophises that the world will end due to the two most destructive powers which are fire and ice that somehow symbolise human nature in the form of desire and hatred that can be lethal in terms of bringing destruction to the world.

23.1 LEARNING OBJECTIVES

After reading this lesson, learners will be able to:

- understand the main theme of the poem
- critically appreciate it
- develop language through literature via task-based exercises

23.2 FIRE AND ICE

Fire and Ice

*Some say the world will end in fire,
 Some say in ice.
 From what I've tasted of desire
 I hold with those who favor fire.
 But if it had to perish twice,
 I think I know enough of hate
 To say that for destruction ice
 Is also great
 And would suffice.*

-- Robert Frost

23.2.1 Let Us Understand the Poem

First four lines of the poem

*Some say the world will end in fire,
 Some say in ice.
 From what I've tasted of desire
 I hold with those who favor fire.*

DISCUSSION

Some say the world (habitat of human beings, animals, flora and fauna, etc.) will either end in 'fire' or 'ice'. Fire represents **human desire** and ice refers to **hatred**. These two are most powerful and destructive weapons to destroy anything. It's quite common that the world will end in fire as per many myths but here the poet assumes that the unwanted desire and excess hatred among human beings for each other will end the world. Desire makes one greedy and hatred triggers to achieve anything out of greed. In John Milton's Paradise Lost, Satan's ambitious desire to dethrone God was the reason of his fall from heaven to hell. Then the poet is of the view that he also has desire and supports those who opine that the world will end in fire.

CHECK YOUR PROGRESS 23.1

1. Write 'T' for True and 'F' for False

- a. The word 'I' stands for the poet. ()
- b. The poem is second person narrative in nature. ()
- c. Fire and Ice are symbolically used for desire and hatred. ()
- d. 'Some' in the first line could be normal people, scientists, monks or sages. ()
- e. Hatred among people could be more destructive than weapons. ()
- f. The poet's opinion to those who support that the world will end in fire is not same. ()

23.2.2 Let Us Understand the Poem

Next five lines

*But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.*

DISCUSSION

If it (the world) will perish (get destroyed) for the second time, then it will be because of hatred. Ice can freeze one to death. Similarly, hatred is sufficed to create enmity among each other and can lead one to develop conspiracy for one's end. Since partition Pakistan has been developing enmity with India and the world at large. The terror attack on Taj Mahal Palace Hotel, Mumbai on 26th November, 2008 and the World Trade Centre of New York, America on 9th September, 2001 by al-Qaeda are bright examples of hatred against mankind. It was Kasab, the terrorist who was caught alive opined that he was trained to develop hatred for Indians who are their enemies so they should kill them. Many including men, women, children, soldiers lost their lives. But Kasab was also hanged after some years of trial in the court. Thus, hatred can cause the end of the world. The poet is very right from his stand point that fire and ice can destroy the world.

CHECK YOUR PROGRESS 23.2

1. Answer in one line.

- a. What could be sufficient in causing destruction in the second part of the poem?
.....
- b. Do you develop hatred for someone when you are rejected or hurt?
.....
- c. What sort of changes do you notice in you when you hate someone?
.....

GLOSSARY

- a. *Perish* (v): Die or get destroyed
- b. *Suffice* (adjective): sufficient
- c. *Metaphor*: a figure of speech in which a word or phrase is applied to an object or action
- d. *Alliteration*: the occurrence of the same letter or sound at the beginning of words
- e. *Assonance*: resemblance and repetition of vowel sounds in words or syllables
- f. *Symbol*: a thing a thing that represents or stands for something else, especially a material object representing something abstract
- g. *Anaphora*: repetition of a word or expression at the beginning of phrases, clauses or sentences
- h. *Enjambment*: the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza

TERMINAL EXERCISE

1. For Frost, what do 'fire' and 'ice' stand for?
2. Choose the words from this list and put them under the box 'Fire' & 'Ice'.
 - a. Greed
 - b. Rigidity
 - c. Indifference
 - d. Cruelty
 - e. Fury
 - f. Conflict
 - g. Lust
 - h. Hatred
 - i. Coldness
 - j. Avarice

Fire	Ice
------	-----

--	--

FIGURE OF SPEECH

A: It is a word/phrase/ an idiomatic expression that is not used in its literal sense but to produce a rhetorical effect.

Some figures of speech have been described below for your reference.

1. Metaphor

Ex: The camel is the ship of the desert.

In this sentence, the expression “ship of the desert” does not refer to the ship that runs in the water rather the camel has been compared to the ship because it works like a ship in the form of communication and transportation in the desert. It is an example of the figure of speech, ‘**metaphor**’.

Definition: Therefore, a metaphor is an implicit comparison between two things that share one thing in common without any comparative word i.e. “*Like, such as, as, just as.*”

2. Alliteration

Could you please read the following example aloud? Focus on the letter ‘**p**’ when reading. You could notice that one particular consonantal sound /**p**/ and the letter ‘**p**’ has been used at the beginning of those words to create a rhetorical effect.

Ex: **P**eter **p**iper **p**icked a **p**eck of **p**ickled **p**eppers.

Definition: It’s an example of **alliteration** which is nothing but the occurrence of the same letter or sound (consonantal sound) at the beginning of words.

3. Assonance

Read the following example aloud focusing on the red lettered letters and their sounds?

Ex: The **r**ain in **S**pain falls **m**ainly on the **p**lain.

Could you notice the letter ‘**a**’ and its sound /**eɪ**/ is identical in the series of words used in the sentence.

Definition: Assonance is the repetition of identical or similar vowel sound in a series of words.

4. Symbol

Read the following example aloud.

Ex: Rebeca is as innocent as a lamb.

Here Rebeca's innocence is compared to a lamb that symbolises or stands for innocence.

In our every walk of life we use many symbols like "*a dove* for peace, *red* for danger, destruction and rebirth as well, *green* for vegetation, *lamb* for innocence etc."

Definition: Symbol is a thing that represents or stands for something else.

5. Anaphora

Read the following lines aloud and mark the repetition of

Life is a song...sing it.

Life is a long road...travel it.

Life is a tragedy...face it.

Life is full of ups and downs...embrace it.

Each sentence begins with the word '**life**' in successive lines.

Definition: *Anaphora* is the repetition of a word or expression at the beginning of phrases, clauses or sentences

6. Enjambment

Read the following lines.

My little horse must think it queer

To stop without a farm house near

Between the woods and frozen lake

The darkest evening of the year.

- Stopping by woods on a Snowy Evening

- Robert Frost

You could notice the continuation of sentences without a pause at the end of a line in this stanza from the poem mentioned above.

Definition: *Enjambment* is nothing but the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.

3. Identify the figure of speech used in the following line. (Refer to the glossary or the following brief discussion on figures of speech and mark the red letters for choosing the right option)

a. "I hold with those who favour fire".

A. Assonance

B. Alliteration

- C. Imagery
- D. Both A and B

b. Identify the figure of speech used in the following line.

“Some say the world will end in fire”

- A. Paradox
- B. Simile
- C. Imagery
- D. Enjambment

c. What figure of speech is used in the following lines?

From what I’ve tasted of desire

I hold with those who favour fire.

- A. Irony
- B. Antithesis
- C. Enjambment
- D. Hyperbole

d. Which figure of speech is used in the title “Fire and Ice”?

- A. Apostrophe
- B. Personification
- C. Metaphor
- D. Irony

e. The phrase ‘some say’ has been used twice in this following lines.

Which figure of speech is used?

“Some say this world will end in fire

Some say in ice”

- A. Invocation
- B. Irony
- C. Anaphora
- D. Epigram

4. Tick the word that is closest in meaning to the given words

I. Suffice

- a. Enough b. Overflow c. Less d. Gigantic

II. Perish

- a. Waste b. Die c. Dust d. Finish

III. Great

a. Strong b. Bull. c. Fat. d. Long

5. Tick this word that is opposite in meaning to the given words.**A. Suffice**

I. Inadequate II. Satisfy III. Content. IV. Huge

B. End

I. Middle II. Beginning. III. Final. IV. Initial

C. Destroy

I. Demolish. II. Construct III. Abolish. IV. Abandon

Contracted Forms.

In connected speech, 'the phrase 'I have', changes to I've and reads as /aɪv/. Both are to be pronounced differently in connected speech.

* Now listen and repeat the following contracted forms.

Phrases	Contracted Form
I am	I'm
S/he is	S/he's
You are	You're
We are	We're
They are	They're
I have	I've
You have	You've
We have	We've
They have	They've
S/he has	S/he's
I will	I'll
S/he will	S/he'll
I would	I'd
I had	I'd
S/he would	S/he'd
We would	We'd
They would	They'd

- Ex- I am a boy.
- Ex- You're a good boy.
- We're good boys.
- They're good boys
- Pronunciation same but used in different forms in grammar. Syntax changes.
- Ex. 1. S/he's a good boy. (present simple)
- 2. S/he's been to the UK. (present perfect)

N.B. The teacher should write some sentences/give them worksheets to read to check their progress.

* Thus, be cautious while reading.

7. Write the present, past and past participle form of the verbal given below.

	PRESENT	PAST	PAST PARTICIPLE
a.	Suffice	_____	_____
b.	_____	_____	Desired
c.	Ice	_____	_____
d.	_____	Hated	_____
e.	_____	Had	_____
f.	Fire	_____	_____
g.	_____	_____	_____
h.	Favour	_____	Held
i.	Know	_____	_____
j.	_____	Perished	_____

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8. In this question some words are given in the box. Put the words in the right box that represents the vowel sound.

One example is done for you.

Hate	End	Say	In	Think	Those	Know
Perish	Great	Ice	Hold	With	Taste	Twice

/i/

/e/

In	/aɪ/		/əʊ/	/eɪ/

***N.B.** The teacher can pronounce the words and articulate the sounds for making pronunciation task interesting.

9. Cut the following sentence/text as far as possible and make it meaningful and grammatically acceptable.

“Some say the world will end in fire”

Ex. The cat drank the milk.

The cat drank.

The cat

Cat

10. Dictionary Skill

Put the following words in order as they appear in the dictionary.

Lust Indifference Greed Intolerance Hobby Hatred Senuous Avarice
Love Cucumber Cruelty Fury Coldness Fuel Gate Affluent

11. Join the following sentences into one by using suitable coordinators/linking devices.

A. He is very rich. He is unhappy.

B. Riya is very good at dancing. She is very good at singing.

12. Read the following lines. (Record and refer to the Contracted form audio and check your progress)

- We're good students
- I'd fly.
- She's done it.
- You're a good boy.
- I'm well.
- We've eaten.

13. Put the jumbled words in order and make meaningful sentences.

- g. Say/end/world/in/fire/will/and/ice/the/people/that/the
- h. There/cow/look! /comes/a
- i. Were/sky/a/bird/I/fly/I/in/if/would/the

14. Which of the following word will rhyme with 'ice' so far as the context is concerned.

- j. Ice
- k. Mice
- l. Nice
- m. Dice
- n. Price

15. Complete the following summary of the poem "Fire and Ice" by filling in the blanks with words from the box.

To begin with binary holds suffer originated planet apt flames hatred greed
 desire ice cause hunger harmony

The speaker in poem (a) _____ two (b) _____ opposites about the end of humanity and the world. He draws our attention toward the two probabilities which will (c) _____ the end of the world. (d) _____, the poet is of the view that the living (e) _____ will meet its end in (f) _____ of fire. It is so, because fire indicates (g) _____ which creates (h) _____ in human beings' heart. That tempts human beings to be successful by any means. As a result, they don't bother whether an innocent animal or human child (i) _____. We can take Covid-19 as an example which (j) _____ from Wuhan, China. The Chinese killed innocent animals to quench their (k) _____. Is it necessary to kill? Now, the whole world is living the life of animals. To quote, Rousseau says, "Man is born free but he is in chains everywhere,". If desire is not controlled, the world will end surely. The second possibility for the end of the world is (l) _____. God's wisest creation is man. His sole duty is to live in (m) _____ with nature. But his heart is filled with (n) _____ which begets the same. Love begets love. It is love that can bind everyone in a single thread. But hatred will create a war which will be the reason for the end of the world. Thus, it is (o) _____ to say that both time and ice will cause death to living bodies.

16. American spelling is somehow different from British spelling. Can you choose the words from the box and put them in American spelling box and British spelling box below?

Color Colour Favor Favour Behaviour Behavior Skillful Skilful Center Centre Theater Theatre

British Spelling	American Spelling

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 23.1

1. a T
- b. F
- c. T
- d. T
- e. T
- f. F

CHECK YOUR PROGRESS 23.2

- 1.a. Hatred could be sufficient in causing destruction in the second part of the poem.
- b. Yes, we often develop hatred when we get rejected or hurt.
- c. We feel angry and become reactive.

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HOME THEY BROUGHT HER WARRIOR DEAD

INTRODUCTION

ABOUT THE POET

Tennyson remains one of the most renowned poets of all time. His most famous quote comes from his poem, 'In Memoriam'. He says, "It's better to have loved and lost than never to have loved at all". This quote has stood the test of time remaining a source of hope and comfort to everyone who had ever loved and lost someone. This quote also coincides with the poem, 'Home They Brought Her Warrior Dead'. Even though the widow had lost the love of her life and was left to raise a child alone, it was better that she had ever had the chance to love him at all. Having lost his father and close friend, Tennyson was well aware of the pain of losing someone. Yet he still claims that it is better to have loved and lost than to never have loved at all. His personal experience with loss makes the words more real to the reader who has also suffered the loss of a loved one.

Though Tennyson never went to war himself, he experienced some of the tragedies of the Crimean war. His poetry offered much comfort to Queen Victoria when she lost her husband in 1861. Sometime after Tennyson wrote 'Home They Brought Her Warrior Dead' and 'In Memoriam', he and his wife's child, Lionel, died on a ship on his way back from India. Tennyson was well acquainted with suffering. His poetry offered comfort to many others because it revealed the losses that he had been through himself. Tennyson continued to write, and his works continued to touch the lives of those who read them. For this reason, Tennyson remains one of the most influential poets of all time

POETRY INTRODUCTION

'Home They Brought Her Warrior Dead' tells the story of a woman who lost her husband in battle. The third-person narrative allows the reader to see the widow's reaction from an outside perspective. The reader, therefore, identifies with the rest of the crowd of gathered people and experiences the same concern for the widow and confusion at her reaction. For the first few stanzas, the widow is seen only as a woman who has lost her husband. However, the last stanza

reveals that she is not only a widow but also a mother. This insight sheds light on her reaction, allowing the readers to understand what had been going through her mind, she realized that her husband was dead and she would have to raise the child alone.

24.1 LEARNING OBJECTIVE

After reading this lesson, learners will be able to:

- Identify and interpret the central themes presented in the poem, particularly those related to loss, mourning, and the impact of war.
- Comprehensively understand the poem, encompassing its form, stylistic elements, and broader contextual implications.
- Consider how Victorian societal values and cultural influences are reflected in the poem.
- Analyse the use of imagery to convey emotions and create a vivid portrayal of the scenes described in the poem.

It makes us understand the characteristics of a range of different texts in terms of language, structure and organization/presentation.

The use of linguistic as well as extra-linguistic parameters to study a discourse in its proper perspective. Such study of any kind of literary piece definitely assists a reader to understand or deconstructing the inherent meaning of the text. It always enables readers to enhance their appreciation of literature.

CENTRAL IDEA OF THE POEM

The poem pivots around the death of a warrior and his lady who is so shocked by the death. She is unable to emote any feelings onto her face. The maidens try to get the lady to weep by narrating the great conquests and the noble nature of their expired master but still, they do succeed. Eventually, after the sheet from the warrior's face is released, the lady weeps not at her husband's feet but at the face of her young child, whom she now has to raise on her own.

24.2 HOME THEY BROUGHT HER WARRIOR DEAD

Home They Brought Her Warrior Dead

Home they brought her warrior dead:

*She nor swoon'd nor utter'd cry:
All her maidens, watching, said,
"She must weep or she will die."*

*Then they praised him, soft and low,
Call'd him worthy to be loved,
Truest friend and noblest foe;
Yet she neither spoke nor moved.*

*Stole a maiden from her place,
Lightly to the warrior stepped,
Took the face-cloth from the face;
Yet she neither moved nor wept.*

*Rose a nurse of ninety years,
Set his child upon her knee—
Like summer tempest came her tears—
"Sweet my child, I live for thee."*

--Alfred Lord Tennyson

24.2.1 Let Us Understand the Text

Stanza 1

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Home they brought her warrior dead:

*She nor swooned, nor uttered cry:
All her maidens, watching, said,
'She must weep or she will die.'*

DISCUSSION

The speaker describes the reaction of a woman when her dead husband was brought back to her. Her grief is so deep, she cannot even cry. She didn't faint or swoon or make even a noise. Her friends watched her. And they were worried about her because she did not grieve properly.

They thought she might die if she did not weep as she should. They believed that if this woman did not grieve, the pain would eventually kill her.

GLOSSARY

- a. *Warrior*: a brave or experienced soldier or fighter
- b. *Swooned*: fainted
- c. *Uttered*: made a sound with one's voice
- d. *Maiden*: a girl or young unmarried woman; maid
- e. *Weep*: shed tears
- f. *Praised*: expressed warm approval or admiration of
- g. *Worthy*: having worth or value, honourable
- h. *Truest friend*: provide honesty and unconditional love
- i. *Noblest foe*: honourable enemy
- j. *Stole*: stealing
- k. *Wept*: shed tears
- l. *Rose*: rising
- m. *Nurse*: a person trained to take care of the patients.
- n. *Knee*: a joint between the thigh and lower leg in humans
- o. *Summer tempest*: sudden and violent rain and hails
- p. *Thee*: you

CHECK YOUR PROGRESS 24.1

- a. What was the lady's reaction when they brought her warrior home?
- b. What did all her maidens who were watching say?
- c. What were the words said in praise of the warrior?
- d. Who do you think is the warrior?
- e. What did a maiden do to make the lady weep?
- f. What can you say about the lady from the first stanza?

24.2.2 Let Us Understand the Text

Stanza 2

*Then they praised him, soft and low,
Called him worthy to be loved,
Truest friend and noblest foe;
Yet she neither spoke nor moved.*

DISCUSSION

The friends around the dead man praised him. They talked about his life, about the good that he did. They “called him worthy to be loved”. They talked about the kind of friend he was to them. They called him “true” and “noble”. Yet, as the people around her grieved and repeated memories. The wife of the dead man could neither speak nor move. She remained still. No one knew what was going on in her mind. Of course, she seemed to be in a state of deep shock. No amount of reminiscence seemed to bring tears in the widow’s eyes. She was yet unmoved. Perhaps, she was unable to accept the death, even as those around her spoke of him and paid tributes to his memory. The people around her are not sure why the woman refuses to show emotion. They surround her with words of praise for her husband, hoping to break her out of her shock so that they might be there to comfort her.

GLOSSARY

- a. *Praised*: expressed warm approval or admiration of
- b. *Worthy*: having worth or value, honourable
- c. *Truest friend*: provide honesty and unconditional love
- d. *Noblest foe*: honourable enemy

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CHECK YOUR PROGRESS 24.2

- a. How is he described?
- b. Who did not speak or move? Why?
- c. Make a sentence with the word ‘NOBLEST’

24.2.3 Let Us Understand the Text

Stanza 3

*Stole a maiden from her place,
Lightly to the warrior stepped,
Took the face-cloth from the face;
Yet she neither moved nor wept.*

DISCUSSION

The woman still refuses to grieve. One of the young women present walks up to the dead man and removes the cloth that was covering his face. Perhaps, she thought that she was unable to grieve because she still could not believe or accept that this dead man was her husband. The people around the widow clearly feel that the woman ought to grieve. Still, she does not show any signs of grief when the people speak of him, this particular friend shows her the face of her late husband. He hopes that this will help the woman come out of her state of deep shock and be able to grieve.

GLOSSARY

- a. *Stole*: stealing
- b. *Wept*: shed tears

CHECK YOUR PROGRESS 24.3

- a. What did the maiden do next?
- b. When the maiden took the face cloth from the face of the dead warrior, did she weep? Why?
- c. What was the opinions of the people around the woman?

24.2.4 Let Us Understand the Text

Stanza 4

*Rose a nurse of ninety years,
Set his child upon her knee—
Like summer tempest came her tears—
'Sweet my child, I live for thee.'*

DISCUSSION

With this stanza of 'Home They Brought Her Warrior Dead', the speaker reveals to the readers the reason for the widow's silence. She has not been unfeeling or careless of her husband's death. She has not even been in shock or disbelief like the people around her thought. Rather, she has been paralyzed with fear. She did not think about her own pain at losing her husband. She thought of the poor child. It was not until she saw the child's nurse placed the child "upon her knee". She burst forth in tears that came "like a summer tempest". She cried out, "Sweet my child, I live for thee."

GLOSSARY

- a. *Rose*: rising
- b. *Nurse*: a person trained to take care of the patients.
- c. *Knee*: a joint between the thigh and lower leg in humans
- d. *Summer tempest*: sudden and violent rain and hails
- e. *Thee*: you

CHECK YOUR PROGRESS 24.4

- a. Did the lady finally cry? Why?
- b. Who said these words? What was then state of mind of the speaker?
- c. What happened when the lady saw the child?
- d. Why are the tears compared to a summer tempest?
- e. Who succeeded in making the woman cry?

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24.3 ANALYSIS OF THE POEM

Home They Brought Her Warrior Dead truly reveals the heart of a mother. When the dead warrior was brought home, the people expected her to behave as they would expect a widow to behave. But the widow was also a mother, and her mothering instincts led her to think of the child before she could think of herself. While she looked at the dead man before her, she was not in shock or disbelief. She was not unmoved or unfeeling. She was struck with fear for her child who would grow up fatherless. The widow turned to see her child, and cried out her promise that she would take care of the child and live for the child. It was at that moment that the widow was able to grieve for her own loss. Once she had determined herself to live for her

child and to protect the child even though the child no longer had a father, then she was able to think about her own loss and let out her grief in tears.

TERMINAL EXERCISE

I.

- a. How did the woman lose her husband?
- b. How did the warrior's wife react to the tragic news?
- c. Why did the maidens think that the widow would die?
- d. Why didn't the woman cry at the sight of the dead warrior?
- e. How did the people present at the gathering praise the warrior? Why did they do so?
- f. What did one of the maidens do as an attempt to make the woman cry?
- g. What finally made the woman weep?
- h. What feeling does the poet evoke in you?

II. Find the words that rhyme with.

- a. Read —
- b. Kept —
- c. Cry —
- d. Fears —
- e. Go —
- f. Key —
- g. Face —

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III. Which of the following themes is given in the poem?

- a. Courage and Sacrifice
- b. Mother's love and Duty
- c. Mourning the death of a soldier

24.4 SETTING OF THE POEM

24.4.1 Home They Brought Her Warrior Dead

According to the characters, the poem seems to be set in the Victorian era during the time of wars. The expired warrior is brought home to his wife, who is now a widow. The house has plenty of maidens who cry at the death of their master. A strong connection of their relationship is depicted. The widow is mum with shock but cries later, not with sorrow for her husband's death but with fear for her child, whom she will now have to raise all by herself.

24.4.1.1 Poetic Devices

Home They Brought Her Warrior Dead

Alliterations:

The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

Examples: Sweet birds sang.

Line 1: "Home they brought her warrior"

Line 2: "She nor swoon'd"

Line 4: "She must weep or she will die"

Line 6: "truest friend and noblest foe"

Line 7: "Neither spoke nor moved"

Line 10: "Took the face cloth from the face"

Line 12: "Rose a nurse of ninety years"

Line 13: "Like summer tempest came her tears"

Simile:

The comparison of one thing with another thing of different kind

Example: as brave as a lion.

Line 14: "Like summer tempest came her tears".

Personification/Metaphor:

Personification: the act of giving a human quality or characteristic to something which is not human.

Examples: Lightning danced across the sky.

Metaphor:

A direct comparison between two things that does not like or as.

Example: She has a heart of a gold.

Line 14: "Like summer tempest came her tears"

Symbolism:

Use of symbols to represent ideas or qualities.

Example: the colour white stands for purity, black evil, rose stands for romance.

The lines "She must weep, or she will die" uttered by the maidens symbolize the fact that the lady is a subject who hasn't shed a single tear after the body of her husband being brought back home after the war. If she doesn't weep because she is in a state of shock and cannot express her pain which will soon be the reason for her death.

24.4.1.2 Style of the poem

Home, They Brought Her Warrior Dead

[ABAB]

"Home They Brought Her Warrior Dead" (A)

She nor swoon'd nor utter'd cry (B)

All her maidens, watching, said, (A)

She must weep or she will die." (B)

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24.4.1.3 The tone of the poem

The poem is a contemplation of the sorrowful life of a widow. She has to worry about her child after the sole breadwinner of the family is no more. The poem brings the reader to see through the eyes of the grieving maidens and also through the eyes of the concerned mother that is the widow whose only sole reason for living is for the sake of their children. Tennyson strongly portrays the strong and overbearing nature of motherhood that forgets all the sorrows in the world when their child is in most need of their love and affection.

YEH DIL MANGE MORE!!

The World must remember the Great Heroes of the War, The real Heroes. There held many wars in the world, one which the no Bharathiyan should forget is Kargil War. “War of the Wars.”

On July 26 every year, Kargil Vijay Diwas is observed in India to honour the troops who gave their lives in the Kargil War. The war lasted from May to July 1999. The day also marks the success of 'Operation Vijay' which was launched in 1999 to reclaim the territories taken by Pakistani invaders in the Kargil Drass region.

We all know the Army heroes sacrifice their lives during the Kargil War so that the entire country can sleep in peace. The stories of their bravery, courage, and passion are larger than life. Here we are providing a glimpse of an army hero and his bravery story that will not just make us proud but also the sacrifices will leave eyes a little moist. Each and every one who fought for us in the Kargil War is hero. Some of the stories of such legends are provided in this article.



Captain Vikram Batra (Param Vir Chakra, Posthumous) (13 JAK Rifles)

The Kargil war fought on the Himalayan peaks is well-known, and Captain Vikram Batra, who played a key part in its victory, likewise requires no introduction. When Pakistan unlawfully conquered much of the heights of Kargil in 1999, the Indian Army began Operation Vijay to reclaim the summits, with Captain Vikram Batra playing a key role. For his courage, Captain Vikram Batra was posthumously awarded India's highest and most prestigious medal, the Param Vir Chakra. The courage of this Param Vir has been talked about worldwide since the premiere of the film Shershah, which is based on the biography of Captain Vikram Batra, who fought till his last breath for Mother India.

He was born on 9 September 1974, in Palampur, Himachal Pradesh to Girdhari Lal Batra (father) and Kamal Kanta (mother). His mother was a school teacher and his father was a government school principal.

He joined IMA in the Manekshaw Battalion in June 1996. He graduated from IMA on 6 December 1997 after completing his 19-month training. He was commissioned as a Lieutenant into the 13th Battalion, Jammu and Kashmir Rifles.

After training and completing several courses his Battalion, 13 JAK RIF, received an order to proceed to Shahjahanpur, Uttar Pradesh. On 5 June the orders of the battalion were changed and were ordered to move to Dras, Jammu, and Kashmir.

He is known as the Hero of the Kargil War and was instrumental in recapturing Peak 5140 which overlooks the Tololing nullah. During the mission, he chose 'Yeh Dil Mange More!' as their success signal.

After capturing Peak 5140, he went on another mission to capture Peak 4875. No doubt it was one of the most difficult missions the Indian army attempted. In the battle, one of his fellow men had been shot. Then, to save him, he took the lead and was killed while clearing enemy positions. He was awarded Param Vir Chakra, posthumously, India's highest and most prestigious award for his martyrdom during the Kargil War in 1999 that took place between India and Pakistan.

Vikram Batra's famous quote when he came home in the holidays said "Either I will come back after hoisting the tricolour (Indian flag), or I will come back wrapped in it, but I will be back for sure."

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 24.1

- a. When they brought her warrior home, woman was so shocked that she could neither speak nor move to express her feelings. So, she neither cried nor got unconscious to see her dead warrior.
- b. All her maidens who were watching Said that the lady needed to cry and express her emotions or else she would die out of grief.
- c. The maidens praised the warrior by saying that he was a man worthy of being loved. He was the truest friend and noblest warrior a person could come across.
- d. The warrior is the lady's husband.
- e. One of the maidens got up from her place and slowly went near the warrior. Then she removed the face-cloth from his face thinking that this would make the lady cry.
- f. From the first stanza, it can be observed that the woman was shocked and struck by unsurmountable grief due to which she could neither speak nor move to express her feelings.

CHECK YOUR PROGRESS 24.2

- a. The warrior has been described as a lovable person, truest friend and extremely noble warrior.
- b. The lady did not speak or move. This is because she was shell shocked, and grief stricken, and thereby could not let her emotions come out easily.
- c. He was revered as the noblest officer in his department by all his colleagues.

CHECK YOUR PROGRESS 24.3

- a. A maiden moved silently from her place and stepped lightly towards the warrior took the face-cloth from the face.
- b. No, the woman did neither cry nor weep because she was so shocked and silent.
- c. The people around her felt that she must put weep or she will die.

CHECK YOUR PROGRESS 24.4

- a. The lady finally cried uncontrollably when an old lady got up and put the child on her lap. Seeing the grief-stricken lady realized that she was not only a widow but also mother who would not have to live and raise the child all by herself.
- b. These lines have been spoken by the lady who lost her warrior husband in a war. She was shocked at her husband's death. Yet conscious that she would have to live for her child.
- c. She was grief stricken at her husband's death and yet conscious that she would have to live for her child.
- d. Summer tempests are sudden and violent, and they bring rain and hails. The widowed lady started crying suddenly and uncontrollably which is why it has been compared with summer tempest.
- e. Rose a nurse of ninety years succeeded in making the woman cry. She placed the warrior's child upon her knee of the woman.

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INTRODUCTION

ABOUT THE POET

Rabindranath Tagore; pronounced [ro'bindronath 'tʰakur]; was born on 7th May, 1861 in the Jorasanko mansion in Calcutta, the son of Debendranath Tagore and Sarada Devi, Bengali Brahmins from Calcutta with ancestral gentry roots in Burdwan district and Jessore. He died on 8th August, 1941.

He was an Indian poet, writer, playwright, composer, philosopher, social reformer and painter. He reshaped Bengali literature and music as well as Indian Art with Contextual Modernism in the late 19th and early 20th centuries.

Tagore was the author of the "profoundly sensitive, fresh and beautiful" poetry of Gitanjali, for which he received the Nobel Prize in Literature in 1913 and became the first non-European and the first lyricist to be a Nobel Laureate.

Tagore's poetic songs were viewed as spiritual and mercurial; where his elegant prose and magical poetry were widely popular in the Indian subcontinent. He was a fellow of the Royal Asiatic Society and was referred to as "the Bard of Bengal", Tagore was known by sobriquets: Gurudeb, Kobiguru, and Biswokobi.

As an eight-year-old boy, Tagore wrote a poem. At the age of sixteen, he released his first substantial poems under the pseudonym *Bhānusiṃha* ("Sun Lion"), which were available to by literary authorities as long-lost classics. By 1877, he graduated to his first short stories and dramas, published under his real name. As a humanist, universalist, internationalist, and ardent critic of nationalism, he denounced the British Raj and advocated independence from Britain.

As an exponent of the Bengal Renaissance, his work comprised paintings, sketches and doodles, hundreds of texts, and some two thousand songs; his legacy also endures in his founding of Visva-Bharati University.

Tagore modernized Bengali art by giving it a rigid classical form and resisting linguistic strictures. His novels, stories, songs, dance-dramas, and essays deal with topics political and personal. *Gitanjali* (Song Offerings),

Gora (Fair-Faced) and *Ghare-Baire* (The Home and the World) are his best-known works, and his verse, short stories, and novels were acclaimed for their lyricism, colloquialism, naturalism, and unnatural contemplation. His compositions were chosen by two nations as national anthems: India's "Jana Gana Mana" and Bangladesh's "Amar Shonar Bangla". The Sri Lankan national anthem was also inspired by his work.)

The poem -The Stream of Life has been taken from Rabindranath Tagore's famous *Gitanjali*. It's on the 69th page of the book translated into English from Bengali. "Stream of Life" is a poem by Rabindranath Tagore which throws light on the fact of the interconnectedness of existence, emphasizing the universal life force that courses through every being. He celebrates life through this song of poetry. He is joyful and merrily expresses his pride to be a part of the world created by God. His awareness of the presence of God in all objects of nature, living as well as non-living is reflected in this poem. "The Stream of life" is actually the presence of God in all living beings. The poem exults in the dynamic and rhythmic nature of this life force, which not only pulses through the speaker's veins but also permeates the entire world.

25.1 LEARNING OBJECTIVES

After reading this lesson, learners will be able to:

- comprehend the main theme of the poem.
- critically appreciate the poem.
- develop language through literature via task- based exercises.
- gain knowledge about one of the most important poets of India.

25.2 THE STREAM OF LIFE

*The same stream of life that runs
through my veins, night and day, runs
through the world and dances in
rhythmic measures.*

*It is the same life that shoots in joy
through the dust of the earth in
numberless blades of grass and
breaks into tumultuous waves of
leaves and flowers.*

*It is the same life that is rocked in the
ocean-cradle of birth and of death, in
ebb and in flow.*

*I feel my limbs are made glorious by
the touch of this world of life. And my
pride is from the life-throb of ages
dancing in my blood this moment.*

-- Rabindranath Tagore

25.2.1 Let Us Understand the Text

Stanza 1

*The same stream of life that runs
through my veins, night and day, runs
through the world and dances in
rhythmic measures.*

DISCUSSION

The poet is extremely positive about the worthiness of life. He feels great connection between the blood/life which is present in the poet's body and runs through his veins throughout twenty-four hours, and the life present in the world. It here refers to the life present in both the veins of the poet as well as the other beings of the world and dances joyfully in a rhythmic pattern.

The poet expresses the idea that the whole world is a family (*Vasudhaivya kutumbhkum*). When we connect the above lines to the concept of "*Vasudhaiva Kutumbakam*," we find a thematic resonance. Tagore's portrayal of the stream of life running through one's veins and dancing in rhythmic measures reflects a deep connection to the larger world. The same force of life that moves through the veins of the poet, day and night, runs through the other living beings of the world and dances in beats. It is like a force which is essential and ceaseless and sustains us throughout our existence. Similarly, "*Vasudhaiva Kutumbakam*" underscores the notion that the entire world is interconnected and should be considered as one cohesive family. The poet lays stress on the idea of the connection between the body that he lives in and that of his ancestors, stretching back to the beginning of life on earth through the process of evolution.

The phrase "*Vasudhaiva Kutumbakam*" is a Sanskrit saying that translates to "The world is one family" in English. It is a concept rooted in Indian philosophy and is often cited to emphasize the interconnectedness of all living beings and the idea of a global family.

GLOSSARY

- a. *Stream*: the flow of life/ blood/ Here, it is the desire to live /to be free
- b. *Veins*: any of the tubes (blood vessels) forming part of the blood circulation system of the body
- c. *Rhythmic*: related to rhythm (a rhythmic movement or sound is repeated at regular intervals, forming a regular pattern or beat/ musical)
- d. *Measures*: a certain amount of something (for example beats per minute)

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CHECK YOUR PROGRESS 25.1

- a. What comparison does the poet make in the first stanza of the poem?
- b. What runs through your veins day and night?
- c. How does the stream of life manifest in both your veins and the world, and what is its nature as described by the poet?

25.2.2 Let Us Understand the Text

Stanza 2

*It is the same life that shoots in joy
through the dust of the earth in
numberless blades of grass and
breaks into tumultuous waves of
leaves and flowers.*

DISCUSSION

The poet believes in the idea of the Hindu belief of *Vasudhaiva Kutumbakam* (the world as one family). The idea of the phrase remains relevant today as it emphasizes a global perspective, prioritizing the collective well-being over individual or family interests.

In the lines "It is the same life that shoots in joy through the dust of the earth," Tagore suggests that the life force is not limited to human existence but is pervasive throughout nature. The image of life shooting through the dust of the earth conveys the idea that life is resilient and emerges even in seemingly inhospitable conditions.

The phrase "in numberless blades of grass" further emphasizes the abundance and diversity of life. Each blade of grass represents a unique manifestation of the same life force, contributing to the overall tapestry of existence.

The imagery continues with "breaks into tumultuous waves of leaves and flowers." Here, Tagore beautifully portrays the exuberance and richness of life as it unfolds into the flourishing and dynamic forms of leaves and flowers. The use of the word "tumultuous" suggests a lively and energetic burst of life, expressing the boundless creativity and vitality inherent in the natural world.

In essence, these lines celebrate the continuity of life across various manifestations in nature, conveying a sense of joy, resilience, and diversity that is intricately woven into the fabric of existence.

He further explains the point that the life he is leading is replete with joy in the similar way there in joy in the life of the blades of grass which gives birth to numberless leaves and flowers.

Tagore metaphorically compares the stream of life to a dance. He suggests its rhythmic movements symbolize the perpetual flow and energy inherent in existence. This life force joyfully rises through the earth's dust, giving rise to myriad blades of grass. It bursts forth in vibrant waves of leaves and flowers, displaying the abundance and beauty of nature.

GLOSSARY

- a. *Shoots*: here, aims to rise high to find joy
- b. *Dust of earth*: soil
- c. *Numberless*: innumerable or that cannot be counted
- d. *Tumultuous*: very noisy because of excitement/full of passion

CHECK YOUR PROGRESS 25.2

- a. What do you mean by – ‘numberless blades of grass’?
- b. Where is life rocked in the context of birth and death?
- c. What does the ocean symbolize in the given lines?
- d. What are the two phases mentioned in connection with life in these lines?
- e. What is the repetitive movement of life described as?

25.2.3 Let Us Understand the Text

Stanza 3

*It is the same life that is rocked in the
ocean-cradle of birth and of death, in
ebb and in flow.*

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DISCUSSION

The poet again draws a comparison the life that is rocked in the cradle of birth and death. Here in these lines an imagery is used to make the learners understand that there is a connection between the cradle of birth and death. The journey of life is just like that of an ebb and flow.

The poem further contemplates the cyclical nature of life, recognizing its presence in the oceanic cradle of birth and death, as well as the ebb and flow of existence. It underscores life's continuity and universal aspects, exceeds individual experiences.

In these lines, the poet continues to explore the theme of the continuity of life using the metaphor of the ocean. The ocean serves as a powerful symbol representing the cyclical nature of existence, encompassing both birth and death, and the perpetual ebb and flow of life's journey.

"When Tagore mentions 'rocked in the ocean-cradle of birth and of death,'" he likens the span of human life to the rhythmic motion of waves in the vast ocean. The image of an ocean-cradle suggests a nurturing and encompassing force, implying that life is born and eventually meets its end within the vast and eternal embrace of the metaphorical ocean.

The phrase "in ebb and in flow" further reinforces the cyclical nature of life. Ebb and flow refer to the regular movement of tides, symbolizing the continuous cycles of growth, decline, and renewal that characterize the human experience. Life, like the ocean's tide, experiences moments of retreat (ebb) and resurgence (flow), mirroring the various phases and transitions that individuals undergo.

By using the imagery of the ocean, Tagore connects the individual life journey to the broader, universal cycles of nature. This metaphor conveys a sense of continuity, interconnectedness, and a larger cosmic rhythm, where every individual's life is but a part of the grand, eternal dance of existence. The recurring themes in Tagore's poetry often encourage a contemplation of life's transience and the profound interconnectedness shared by all living things.

GLOSSARY

- a. *Ocean-cradle*: metaphorical expression that combines the idea of an ocean with the concept of a cradle,
- b. *Ebb*: gradual decline or recession of something; life, from birth to death and through the cycles of existence, is like a delicate entity being gently rocked in the cradle of the vast and eternal ocean.

CHECK YOUR PROGRESS 25.3

- a. Where is life rocked in the context of birth and death?
- b. What does the ocean symbolize in the given lines?
- c. What are the two phases mentioned in connection with life in these lines?

- d. What is the repetitive movement of life described as?

25.2.4 Let Us Understand the Text

Stanza 4

*I feel my limbs are made glorious by
the touch of this world of life. And my
pride is from the life-throb of ages
dancing in my blood this moment.*

DISCUSSION

The poet feels obliged and grateful to God for bestowing the touch of life on the limbs of the poet that makes me happy. This gives him the feeling of pride. This pride is not only is instilled in him now but also in his ancestors from ages immemorial.

The poem further contemplates the cyclical nature of life, recognizing its presence in the oceanic cradle of birth and death, as well as the ebb and flow of existence. It underscores life's continuity and universal aspects, exceeds individual experiences.

The speaker articulates a profound sense of connection and pride in being part of this stream of life. He feels his limbs glorified by the touch of the world, recognizing the life-throb of ages dancing in his blood at that very moment. This underscores the profound impact and significance of being intertwined with the larger stream of life that extends beyond personal boundaries.

In these lines from Rabindranath Tagore's poem "The Stream of Life," the poet expresses a profound connection between the individual and the larger context of life, time, and existence. The imagery used by Tagore reflects a sense of vitality, pride, and a deep appreciation for the continuity of life.

"When Tagore says, 'I feel my limbs are made glorious by the touch of this world of life,'" he is suggesting that the physical body is not just a mundane entity but is elevated and enriched by the experience of being part of the vibrant, living world. The use of the word "glorious" conveys a sense of magnificence and splendor, emphasizing the transformative effect of life on the individual.

The following line, "And my pride is from the life-throb of ages dancing in my blood this moment," further explores the idea that the individual takes pride not just in their personal accomplishments but in being a carrier of the collective life force that has been pulsating through generations. The reference to the "life-throb of ages" suggests a timeless, continuous energy that has been passed down through the ages, and in the present moment, it is alive and dancing within the individual.

Tagore's words celebrate the connection between the present and the past, highlighting the profound sense of heritage and continuity. The "life-throb" in the blood symbolizes the shared essence of life that transcends individual boundaries, connecting each person to the broader stream of existence. This perspective encourages a deep appreciation for one's place in the grand tapestry of life and a recognition of the rich history and experiences embedded in the very essence of one's being.

GLOSSARY

- a. *Life-throb*: metaphorical expression that refers to the pulsating or rhythmic heartbeat of life

CHECK YOUR PROGRESS 25.4

I. Answer the following questions

*I feel my limbs are made glorious by
the touch of this world of life. And my
pride is from the life-throb of ages
dancing in my blood this moment.*

- a. Identify the lines and write the name of the poet as well as the poem.
- b. What do you understand by – 'my limbs are made glorious'?
- c. State the tone of these lines.
- d. Find out and write down the figure of speech used in the given lines.
- e. What does –'the life-throb of ages' refer to?

SUMMARY

In essence, "The Stream of Life" celebrates the deep relationship among all beings and the vitality of existence. The poem highlights the shared life force coursing through the speaker's veins and the world, emphasizing the continuity and beauty of nature. It encourages contemplation on the deep connection between individual lives and the larger stream of life flowing through us all.

RHYMING SCHEME: ABAB CDCD EFEF GHGH

LITERARY DEVICES

1. **Repetition** – It is a literary device in which a word or phrase is repeated twice or more for effect **to bring a clarity to an idea** or to make it memorable for the reader.

Example: a. It is the same life that-is repeated twice.

2. **Metaphor**- A word or phrase that is used in an imaginative way to show that somebody/something has the same qualities as another thing has.

Example:

- a. “stream of life”- is used to represent the interconnected vitality of all living beings.
 - b. “rocked in the ocean-cradle of birth and of death”- conveys the idea of the cyclical nature of life.
 - c. “life-throb of ages dancing in my blood” – expresses the deep connection to the continuity of life across generations.
3. **Personification**: Personification is a figure of speech that is used to attribute human characteristics to something that is not human, but it is treated as human.

Example:

- a. “Life dances in rhythmic measures” personifies life, attributing human-like qualities of dance to it.

b. “limbs are made glorious by the touch of this world of life”- world is personified here.

4. **Imagery:** Imagery means a writer or speaker's use of words or figures of speech to create a vivid mental picture or physical sensation.

Example: “stream of life”- “runs through my veins”, “and dances in rhythmic measures”

TERMINAL EXERCISE

I. Complete a summary of the poem using the right form of the words in the bracket.

This excerpt from the poem "Stream of Life" by Rabindranath Tagore(a) _____ (reflect) a beautiful interplay of vivid imagery, metaphors, and rhythmic language. The speaker (b) _____ (employ) various literary devices to (c) _____ (convey) the interconnectedness of life and the profound unity between individual existence and the broader cosmic flow.

II. State T for True and F for False for the following:

- a. The poem has a pessimistic tone. _____
- b. The poet feels proud as there is interconnectedness between the life he lives and the life of his ancestors. _____
- c. The life that runs through the veins of the poet is the same that runs through the world. _____
- d. The poet feels ashamed of the fact that his limbs become glorious. _____

III. Choose the appropriate answer to the following questions:

- a. The tone of the poem can be described as _____.
 - i. pessimistic
 - ii. Optimistic
 - iii. neutral
 - iv. motivating

IV. Answer the following:

- b. Which figures of speech are used in the given poem?
- c. What is the rhyme scheme of the poem?
- d. According to the poet, how do his limbs become glorious?
- e. From where does the poet get his pride?
- f. State the examples from the poem which suggest that the poet has an optimistic approach towards life.
- g. Choose and explain an example of metaphor used in the poem.
- h. Can you elaborate on the symbolism of the ocean-cradle and its significance in the context of life?
- i. In what way does the concept of ebb and flow contribute to the understanding of life in the given lines?
- j. How does the poet describe the relationship between the speaker's limbs and the world of life?
- k. Can you elaborate on the source of pride mentioned by the speaker and its connection to the life-throb of ages?
- l. In what way does the imagery of "dancing in my blood this moment" contribute to the overall theme of the poem?
- m. How does Tagore convey a sense of continuity and interconnectedness through the speaker's feelings about their limbs and pride?

V. As you have learnt about a few figures of speech and may have come across certain figures of speech while reading literature. Fill in the given blanks:

Figure of speech	Example	Name of the source
1. Imagery		
2. Repetition		
3. Personification		
4. Metaphor		

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 25.1

- a. In the first stanza of the poem, the poet makes a comparison between the stream of life that runs through the speaker's veins day and night and the same stream of life that runs through the world, dancing in rhythmic measures. The poet is drawing a parallel between the individual's life force and the broader life force present in the world.
- b. The stream of life runs through the veins day and night.
- c. The stream of life, as described by the poet, manifests in both the speaker's veins and the world. In the speaker's veins, it runs day and night, suggesting the continuous and essential nature of life within the individual. Simultaneously, the same stream of life runs through the world, and the poet uses the metaphor of dancing in rhythmic measures to convey a sense of harmony, interconnectedness, and a universal rhythm that pervades all of existence. The nature of this stream of life is depicted as dynamic, rhythmic, and omnipresent, emphasizing the interconnected and vital essence shared by the individual and the broader world.

CHECK YOUR PROGRESS 25.2

- a. "Numberless blades of grass" refers to an abundance of grass, suggesting an immense and countless proliferation of life. The poet is using this imagery to emphasize the widespread and manifold expression of life shooting through the dust of the earth.
- b. Life is rocked in the context of birth and death in the "ocean-cradle," as mentioned in the previous lines. The ocean symbolizes the nurturing and encompassing force in which life experiences the cycles of birth and death.
- c. In the given lines, the ocean symbolizes the vast and nurturing environment where life is metaphorically cradled. It represents the larger context of existence and the cyclical nature of life, encompassing both birth and death.
- d. The two phases mentioned in connection with life in these lines are the shooting of life through the dust of the earth in numberless blades of grass and the breaking of life into tumultuous waves of leaves and flowers. These phases illustrate the dynamic and diverse manifestations of life in nature.

- e. The repetitive movement of life is described as breaking into tumultuous waves of leaves and flowers. The use of the term "tumultuous waves" conveys the energetic, vibrant, and dynamic nature of life as it unfolds in various forms in the natural world.

CHECK YOUR PROGRESS 25.3

- a. Life is rocked in the context of birth and death in the "ocean-cradle," as mentioned in the lines.
- b. The ocean symbolizes the vast and nurturing environment where life is metaphorically cradled. It represents the larger context of existence and the cyclical nature of life, encompassing both birth and death.
- c. The two phases mentioned are the "ocean-cradle of birth" and the "ocean-cradle of death," emphasizing the cyclical and continuous nature of life.
- d. The repetitive movement of life is described as "ebb and flow." This term refers to the regular, cyclical patterns of decline and resurgence, reflecting the continuous and rhythmic nature of life's journey.

CHECK YOUR PROGRESS 25.4

- a. The lines are from the poem "The Stream of Life" written by Rabindranath Tagore.
- b. "My limbs are made glorious" suggests that the speaker feels a sense of grandeur and magnificence in their physical being due to the profound connection with the world of life. The touch of life has elevated and enriched the speaker's limbs.
- c. The tone of these lines is celebratory and reflective. The speaker expresses a positive and exultant sentiment about the impact of life on their being.
- d. The figure of speech used in the given lines is personification. The speaker attributes human qualities to abstract concepts like life, suggesting that life can touch, make glorious, and have a pulse (life-throb).
- e. "The life-throb of ages" refers to the collective vitality, experiences, and pulsating essence of life across generations. It signifies the enduring life force that has been passed down through ages and is actively present in the speaker's blood at the current moment.

A LETTER FROM ABRAHAM LINCOLN TO HIS SON'S HEADMASTER

INTRODUCTION

ABOUT THE POET

12th February, 1809 was a great day in the history of America because its 16th president was born on that day. His name was Abraham Lincoln. He was born in a Backwoods cabin in Kentucky. His father was a farmer and his mother was a religious woman. He was largely self-educated. He was a voracious (one who reads much) reader and took interest in lifelong learning. His reading included *Aesop's Fables*, *King James' Bible*, *John Bunyan's "The Pilgrim's Progress"*, *Daniel Defoe's "Robinson Crusoe"*, and *The Autobiography of Benjamin Franklin*.

He grew up in poverty and faced lots of ups and downs throughout his life. He lost his mother at a young age; lost his sweetheart in his adulthood; lost eight elections and failed twice in business. However, he never gave up and came up strong each time. Before entering politics, he was a lawyer. At the age of 51, in 1860 he was elected the 16th President of America. He was famous for leading the country during the Civil War and instrumental in ending the slavery in the United States. He was assassinated when he was in office by John Wilkes Booth on 15th April, 1865. He is commemorated as one of the greatest presidents of America till date.

A Letter from Abraham Lincoln to His Son's Headmaster

Abraham Lincoln once wrote a letter to his son's headmaster on the first day when his son went to school. The letter has been found philosophical, educational and a guide to the teacher about what he should teach to his son. He didn't lay emphasis on scholastic aspects. He put emphasis on the value education because his vision for education was to man making which was possible with values. The letter was written in the form of a poem. It is 60 lines long and written in verse. (Free verse-poetry that does not rhyme.)

26.1 LEARNING OBJECTIVES

After reading this lesson, learners will be able to:

- understand the main theme of the poem.
- critically appreciate it.
- develop skills and language through literature via task-based exercises.

26.2 A LETTER FROM ABRAHAM LINCOLN TO HIS SON'S HEADMASTER

The Text

*He will have to learn, I know,
that all men are not just,
all men are not true,
but teach him also that
for every scoundrel there is a hero;
that for every selfish politician,
there is a dedicated leader...
Teach him that for every enemy there is a friend.*

*It will take time, I know,
but teach him, if you can,
that a dollar earned is of far more value than five found...*

*Teach him to learn to lose...
and also to enjoy winning.
Steer him away from envy, if you can,
teach him the secret of quiet laughter.*

*Let him learn early
that the bullies are the easiest to lick...*

*Teach him, if you can,
the wonder of books.....*

*But also give him quiet time
to ponder the eternal mystery of birds in the sky,
bees in the sun,
and the flowers on a green hillside.
In the school teach him,
it is far honorable to fail (honorable-American Spelling) (honourable-British Spelling)
than to cheat.*

*Teach him to have faith in his own ideas,
even if everyone tells him they are wrong...
Teach him to be gentle with gentle people,
and tough with the tough.*

*Try to give my son
the strength not to follow the crowd
when everyone is getting on the bandwagon...
Teach him to listen to all men...
but teach him also to filter all he hears
on a screen of truth.
And take only the good that comes through.
Teach him, if you can,
how to laugh when he is sad...
Teach him there is no shame in tears,*

*© Not To Be Republished
Teach him to scoff at cynics
and to beware of too much sweetness...*

*Teach him to sell his brawn
and brain to the highest bidders,
But never to put a price-tag on his soul.
Teach him to close his ears to a howling mob
and to stand and fight
if he thinks he's right.*

Treat him gently,

*but do not cuddle him
 because only the test of fire makes fine steel.
 Let him have the courage to be impatient...
 let him have the patience to be brave.
 Teach him always
 to have sublime faith in himself
 because then he will have
 Sublime faith in mankind.
 This is a big order.
 But see what you can do...
 He is such a fine little fellow,
 My son!*

-- Abraham Lincoln

PRE-READING ACTIVITY

What sort of changes do you want in the current education system in school? Discuss in pairs.

26.2.1 Let Us Understand the Text

Lines 1-8

*He will have to learn, I know,
 that all men are not just,
 all men are not true,
 but teach him also that
 for every scoundrel there is a hero;
 that for every selfish politician,
 there is a dedicated leader...
 Teach him that for every enemy there is a friend.*

DISCUSSION

In the first eight lines, Abraham Lincoln has set the tone of the poem which is very much direct. He addresses the teacher what to teach his son and what his son must learn. He wants the teacher to teach him that all men in the world are not right and all are not true even. But teach him also that there is hero for every scoundrel; there is dedicated leader for every selfish politician who thinks of his own development but not the nation and the people. Teach him that for every enemy there is a friend who stands by you when you are down.

CHECK YOUR PROGRESS 26.1

I. Write 'T' for True and 'F' for False.

- a. The word 'he' stands for the headmaster. ()
- b. In the first line, the word 'I' stands for Abraham Lincoln. ()
- c. Through these lines the author talks about value education. ()

II. Choose the best option suitable for the following questions.

1. A true friend is s/he

- a. who says he is with you always but when time comes shows his/her back.
- b. who stands by you in your tough times like a big wall.
- c. who often pretends to be your best friend.
- d. who is with you at your best times but not at the worst times.

2. Which phrase best describes the word 'scoundrel'?

- a. one who is dishonest or unscrupulous
- b. one who is careless and carefree
- c. one who is arrogant and audacious

3. Which word is opposite to 'just'?

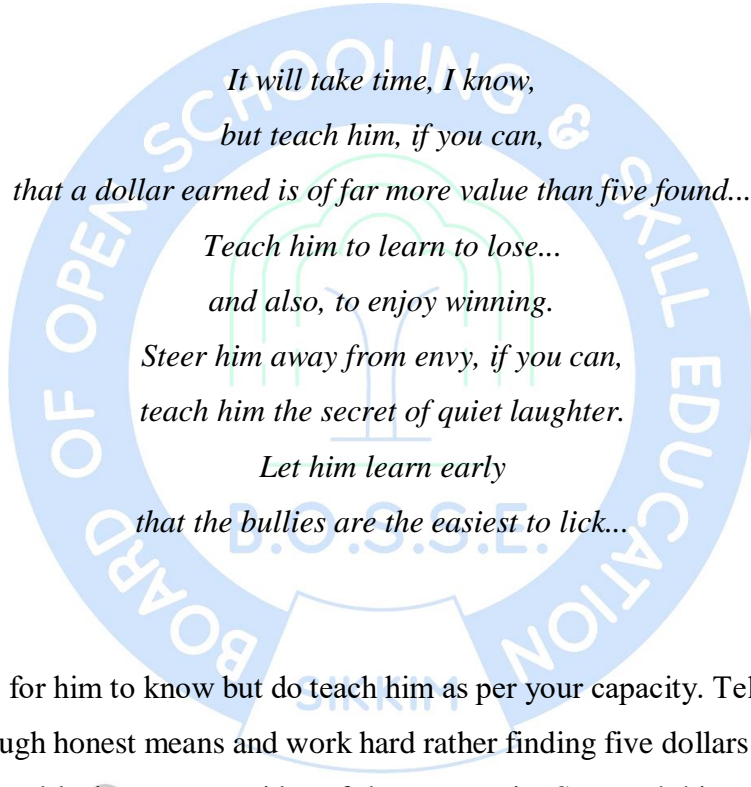
- a. in just
- b. unjust
- c. on just

4. The first 7 lines talk about....

- a. the negative sides of life.
- b. the positive sides of life.
- c. both a and b.
- d. only negative sides of life.

III. Answer the following questions

- a. Can you find the people who represent the positive sides of life in the above lines?
- b. Can you find the people who represent the negative sides of life in the above lines?
- c. Why is it important for a child to understand both sides of life?

26.2.2 Let Us Understand the Text**Lines 9-17**

*It will take time, I know,
but teach him, if you can,
that a dollar earned is of far more value than five found...
Teach him to learn to lose...
and also, to enjoy winning.
Steer him away from envy, if you can,
teach him the secret of quiet laughter.
Let him learn early
that the bullies are the easiest to lick...*

DISCUSSION

He will take time for him to know but do teach him as per your capacity. Tell him it's better to earn a dollar through honest means and work hard rather finding five dollars through dishonest means. Winning and losing are two sides of the same coin. So, teach him to learn to lose but not to feel bad when losing. Teach him to enjoy winning respectively. Keep him away from envy and jealousy. Teach him the secret of quiet laughter that comes when one feels content within. Let him learn before it's too late that those who try to rule others are the easiest to overcome.

CHECK YOUR PROGRESS 26.2**I. Answer the following questions**

- a. Which line says that the hard-earned money is better than the money earned through dishonest means?

- b. Why does the author want the teacher to teach the child to learn to lose?
- c. The author wants the child to be away from....
- d. What does he want him to learn early?

26.2.3 Let Us Understand the Text

Lines 18-30

*Teach him, if you can,
the wonder of books.....
But also give him quiet time
to ponder the eternal mystery of birds in the sky,
bees in the sun,
and the flowers on a green hillside.
In the school teach him,
it is far honorable to fail
than to cheat.
Teach him to have faith in his own ideas,
even if everyone tells him they are wrong...
Teach him to be gentle with gentle people,
and tough with the tough.*

DISCUSSION

The author urges the teacher to teach him the magic of the books. They are never failing friends. Because friends may misguide but a book never does. Let him be a quiet observer sitting in the lap of nature to think over the mystery of birds in the sky, bees in the sun and the flowers on a green hillside. In school, teach him it's better to fail which is a far respectable act than winning through cheating. He asks the teacher to instil in his brain to have faith in his own ideas even if the world goes against him and prove him wrong. In the last line he requests the teacher to teach him the manners of treating people. Let the child be trained to be gentle with gentle people and tough with tough people. Books and nature are the treasure-house of knowledge. Therefore, the author informs the teacher to teach the child to acquire the knowledge and wisdom both from books and nature.

CHECK YOUR PROGRESS 26.3

I. Answer the following questions:

- Which act is more honourable?
- Have you ever noticed anyone in your life telling you “It’s better to fail than to cheat”? If yes, name the person.
- The author wants the child to learn from and
- The child should learn the manners of treating people. (T/F)
- Can you replace the word ‘gentle’ in the 29th line and rewrite the sentence without changing the meaning?

26.2.4 Let Us Understand the Text

Lines 31-40

*Try to give my son
the strength not to follow the crowd
when everyone is getting on the bandwagon...
Teach him to listen to all men...
but teach him also to filter all he hears
on a screen of truth.
And take only the good that comes through.
Teach him, if you can,
how to laugh when he is sad...
Teach him there is no shame in tears,*

DISCUSSION

As a father Lincoln wants his son to gather the strength to form his own ideas. He should be able to express his own opinions and not following the crowd blindly. Because the world often follows people who blow their own trumpets and the rest follows them. He suggests the teacher to teach him to be patient when listening to all men. He should filter all he hears and judge them in the eyes of truth and take only the good things out of them. The most difficult thing he asks the teacher to teach his son is how to laugh when he is sad. Let him feel that there is no

shame in crying because it relieves the pain and gives strength to march ahead with a hope of living life which keeps him emotionally stable in tough times.

CHECK YOUR PROGRESS 26.4

I. Answer the following questions:

- As a father, Lincoln does not want his son to follow the crowd. What is the reason behind it?
- What kind of listener does he expect his son to be?
- What difficult task does he expect from the teacher to teach his son?
- Why does he ask the teacher to teach him that there is no shame in tears?

26.2.5 Let Us Understand the Text

Lines 41- 48

*Teach him to scoff at cynics
and to beware of too much sweetness ...
Teach him to sell his brawn
and brain to the highest bidders,
But never to put a price-tag on his soul.
Teach him to close his ears to a howling mob
and to stand and fight
if he thinks he's right.*

DISCUSSION

He wants the teacher to teach him to scoff (make fun of) at the people who often carry ill wills and spread negativity among people. He also wants his son to learn how to be aware of people who pretend to be sweet. He should judge them so that their ill intentions cannot be harmful. He wants his son to sell his brawn (the physical strength contrast to intelligence) and the brain which stands for excellence to the highest bidders who can give the right value but not to sell his soul. He must learn to keep his ears shut to a howling mob and fight for his own beliefs even if everyone goes against him.

CHECK YOUR PROGRESS 26.5

I. Answer the following questions:

- a. What does Abraham Lincoln mean by “too much sweetness”?
- b. Here brawn refers toand brain refers to
- c. Why does the father turned poet want his son to close his ears at the howling mob?

26.2.5 Let Us Understand the Text

Lines 48-60

*Treat him gently,
 but do not cuddle him
 because only the test of fire makes fine steel.
 Let him have the courage to be impatient...
 let him have the patience to be brave.
 Teach him always
 to have sublime faith in himself
 because then he will have
 Sublime faith in mankind.
 This is a big order.
 But see what you can do...
 He is such a fine little fellow,
 My son!*

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DISCUSSION

Towards the end, the poet-father wants the teacher to treat him with kindness. No one should cuddle (hug) him because only the test of fire makes fine steel. A mother eagle prepares her nest with thorny sticks. The little birdies will learn to understand that the life is not a bed of rose and learn to fly soon. But it does not mean that the mother eagle does not love them. She rather prepares them for life. Thus, he wants his son to be as strong as steel so that he can fight with all odds of life. For that he needs to endure and tolerate the heat of the fire. Here fire could possibly mean the danger and negative sides of life. Let him have the courage to be impatient and have the patience to be brave only then he can understand the value of patience. Do instil

in his little brain to have sublime (noble) faith in himself so that he will have sublime faith in mankind. If he finds himself rejected, he may not have faith in mankind. So, it's important on your part (teacher) to develop self-belief in him. The poet-father addresses the teacher at the end of the letter that this is a big demand from his side. He has hopes when he says that the teacher will use his capabilities to keep such a fine little fellow, my son.

CHECK YOUR PROGRESS 26.6

I. Answer the following questions:

- What does the poet-father mean by “only the test of fire makes fine steel”?
- What is the ultimate lesson Abraham Lincoln recommends?
- Why is it necessary to have sublime faith in mankind?
- What does the word ‘this’ in the line “this is a big order” refer to?
- What does the poet-father mean by ‘big order’?
- Which of the following word means ‘to hold someone in arms’?
 - gently
 - cuddle
 - sublime
 - courage
- “Teach him always to have **sublime** faith in himself”. Choose the closest meaning of **sublime** from the following options.
 - less
 - supreme
 - more
 - powerful

POST-READING ACTIVITIES

The poem has a long list of contrasting values presented by some group of people or objects or supernatural objects. For example: scoundrel-hero.

Find out the rest from the poem and put them in the box.

SCOUNDREL	HERO
-----------	------

TERMINAL EXERCISE

I. Read the following extracts carefully and answer the questions that follow.

A. Teach him that for every enemy there is a friend.

It will take time, I know,

- What does the poet-father intend to say in the first line?
- What human virtue is highlighted here?
- What will take time?

B. Only the test of fire makes fine steel.

- Who is addressed in this line?
- What is the literal meaning of this line?
- What human virtue is described here?

C. It is far honourable to fail than to cheat.

- What are the two acts described here?
- Which of the two acts in the above line is respectable?
- What human virtue is emphasized here?

II. Choose the best possible answer to the following questions.

1. The poem is written in----- .
 - a. blank verse
 - b. free verse
2. Which of the following statement describes “to have faith and belief in oneself”?
 - a. Teach him that the bullies are the easiest to be defeated.
 - b. Teach him for every enemy there is a friend.
 - c. Teach him to have faith in his own ideas,
 - d. Teach him to have the courage to be impatient.
3. Which of the following statement describes “to be able to accept failure and defeat”?
 - a. Teach him that there is no shame in crying.
 - b. Teach him the secret of quiet laughter.
 - c. Teach him to learn to lose...
 - d. Teach him to learn to laugh when sad.

III. Write ‘T’ for true and ‘F’ for false statements.

- a. The letter is written in free verse. ()
- b. Abraham Lincoln wants his son to learn about vice and virtues of life. ()
- c. Failing is respectable than winning through dishonest means. ()
- d. His son should take the good things and ignore the negative sides of people. ()
- e. Crying is a shameful act. ()
- f. The bullies are not the easiest to overcome. ()
- g. One must sell the brain but not the soul. ()
- h. He who loves himself can love the mankind. ()
- i. Love everyone but do wrong to none. ()
- j. Books and nature could be the best friends of human beings. ()

IV. Discuss the following question in pairs/individually. Jot down the important points individually for the question and then develop the points to a paragraph in about 50 words.

*He will have to learn, I know,
that all men are not just,
all men are not true,
but teach him also that*

*for every scoundrel there is a hero;
that for every selfish politician,
there is a dedicated leader...*

Teach him for every enemy there is a friend.

- Bring out the different ideas conveyed in these lines and develop a paragraph.
- Make a list all the values (Abraham Lincoln wants the teacher to teach his son) discussed in the text.
- Gather information about Lincoln's childhood life, education and achievements from authentic sources (books, search engines, etc.) and prepare a write-up in about 500 words.

V. Match the words in part A with their meanings in part B.

A

- Eternal
- Enmity
- Shame
- Tough
- Mystery
- Wagon

B

- A vehicle used for transporting goods
- Existing for ever
- Something that is difficult to understand and explain
- A feeling of opposing something or someone actively
- Strong enough
- A regretful situation or action

VI. We use prefixes before the words and suffixes after the root words to make opposite words. There are some prefixes and suffixes given in the box. Use them accordingly with the following words and rewrite them to make opposite words.

Ex: Honourable- dishonourable (**dis-** prefix)

Careful- careless (**less-**suffix)

Un	Im	Dis	less	In
----	----	-----	------	----

- | | | | |
|--------------|-------|---------------|-------|
| a. Tolerable | ----- | f. Meaningful | ----- |
| b. Honest | ----- | g. Patient | ----- |
| c. Learn | ----- | h. Proper | ----- |
| d. Arm | ----- | i. Just | ----- |
| e. Faithful | ----- | j. Sane | ----- |

VII. Replace the underlined words in the following sentences with suitable words without changing the meaning.

- a. He will have to learn, I know,
that all men are not just,
all men are not true,
- b. Teach him for every enemy there is a friend.
- c. But also give him quiet time
to ponder the eternal mystery of birds in the sky
- d. It's honourable to fail than to cheat.
- e. Teach him, if you can,
how to laugh when he is sad...
- f. Treat him gently,
but do not cuddle him
- g. Let him have the courage to be impatient...
let him have the patience to be brave.
- h. Teach him always
to have sublime faith in himself.

VIII. Put the following words in order as they appear in the dictionary.

Eternal	Impatient	honourable	cuddle	sublime	cheat
mystery	magic	extreme	curious	immunity	
sweetness	champion				

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IX. Some monosyllabic (having one syllable) words from the poem are given in the first box. Pick them and put them under their vowels sounds concerned in the second box just below the first box.

Men	Time	right	Beg
Lick	Teach	Side	Hill
friend	Take	Learn	Bird

Fail	Son	cup	Sun
Just	Sell	reach	Brave
Fine	Faith	Big	Beach

N.B. For this activity do refer to Oxford Advanced Learner's Dictionary and take the help of your teacher. If you don't have this dictionary, you can refer to the Google and listen to the pronunciation for your understanding as well.

One word for each sound has been picked for your reference. Find out the rest.

/ɪ/	/i:/	/e/	/ei/	/aɪ/	/ʌ/	/ɜ:/
Lick	Teach	Men	faith	time	sun	bird

GRAMMAR

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There are three types of sentences; simple, compound and complex. Under simple sentences fall declarative, interrogative, imperative and exclamatory.

In the following table (a), you will learn how an imperative sentence begins with a verb (where the subject is omitted or hidden) followed by an object and to infinitive.

In table (b), you will learn how to change an imperative sentence to a negative sentence by using 'not'.

I. Now study the following tables (a) and (b) and construct five more meaningful sentences on each of the patterns as in (a) and (b) using your own words.

(a)

Verb	Object	To + infinitives
Teach	him	to learn losing
Teach	him	to enjoy winning
Teach	him	to have faith in his own ideas
Teach	him	to be gentle with gentle people
Teach	him	to be patient

Construct your own sentences now.

1.

2.

3.

4.

5.

(b)

Verb	object	not + to infinitive
Teach	him	not to follow the crowd
Warn	her	not to touch fire
Request	them	not to meet me at 5 pm
Inform	the host	not to postpone the meeting
Tell	mom	not to cook

Construct your own sentences now.

- 1.
- 2.
- 3.
- 4.
- 5.

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 26.1

I.

- a. F
- b. T
- c. T

II.

1. a
2. a
3. b
4. c

III.

- a. The people who are representing the positive sides of life in the above lines are hero, dedicated leaders and friend.
- b. The people who are representing the negative sides of life in the above lines are scoundrel, selfish politician and enemy.
- c. It is important for a child to understand both sides of life to lead a happy and peaceful life or else he will feel frustrated and dejected at the presence of only negative people.

CHECK YOUR PROGRESS 26.2

I.

- a. that a dollar earned is of far more value than five found...

- b. The author wants the teacher to teach the child to learn to lose because children often feel dejected when losing. So, he wants the teacher to teach him to accept defeat with a smile because winning and losing are the two sides of the same coin.
- c. envy
- d. He wants him to learn early that the bullies are the easiest ones to overcome but not to fear them.

CHECK YOUR PROGRESS 26.3

I.

- a. to fail than to cheat
- b. Answers may vary
- c. Books and nature
- d. T
- e. Teach him to be kind with kind people

CHECK YOUR PROGRESS 26.4

I.

- a. Because he wants his son to develop his own ideas and express them with justice and logic despite following the crowd that may do wrong deeds. Thus, he wants him to be away from the crowd.
- b. He expects his son to listen to all men and filter what he hears and take only the good things out of them which requires patience and focus. Thus, he expects him to be a patient and focussed listener.
- c. To teach him how to laugh when he feels unhappy
- d. Because when crying it relieves the stress and can keep him emotionally stable to fight against the odds of life or tough times.

CHECK YOUR PROGRESS 26.5

I.

- a. By “too much sweetness”, Abraham Lincoln tries to inform that people who often pretend to be sweet to you are quite cunning who can put you in trouble. Thus, he wants his son to be away from too much sweetness.

- b. Physical strength and brilliance or intelligence
- c. Because the howling mob can influence people with their wrong deeds and persuade people against him. That's why he wants him to fight against them if his beliefs are string and right.

CHECK YOUR PROGRESS 26.6

I.

- a. By "only the test of fire makes fine steel", the poet father means that life is not a bed of rose and the metal before turning out to be a fine steel endures the test of fire. Similarly, he wants his son to be more endurable and stronger like the steel.
- b. The ultimate lesson Abraham Lincoln recommends is to teach him to have sublime faith in himself so that he can develop sublime faith for mankind.
- c. It is necessary to have sublime faith in mankind because a peaceful mind can overcome a storm. In the world there are some bad people who spread negativity and violence but they don't remain bad for always. In the passage of time, they get changed. Therefore, he wants his son to have that sublime faith so that he can be calm and optimistic about mankind to treat people with love and courage but not hatred.
- d. The word 'this' in the line "this is a big order" refers to the requests and deep yearnings of Abraham Lincoln for his son to learn.
- e. By 'big order', he means the values Abraham Lincoln wanted the teacher to teach his son through the letter from the beginning of the line to the end of the line because teaching A, B, C, D may be easier on part of the teacher but inculcating values in a child's brain is a huge task. That's why this is a big order.
- f. b
- g. b

A LETTER FROM ABRAHAM LINCOLN TO HIS SON'S HEADMASTER

INTRODUCTION

ABOUT THE POET

12th February, 1809 was a great day in the history of America because its 16th president was born on that day. His name was Abraham Lincoln. He was born in a Backwoods cabin in Kentucky. His father was a farmer and his mother was a religious woman. He was largely self-educated. He was a voracious (one who reads much) reader and took interest in lifelong learning. His reading included *Aesop's Fables*, *King James' Bible*, *John Bunyan's "The Pilgrim's Progress"*, *Daniel Defoe's "Robinson Crusoe"*, and *The Autobiography of Benjamin Franklin*.

He grew up in poverty and faced lots of ups and downs throughout his life. He lost his mother at a young age; lost his sweetheart in his adulthood; lost eight elections and failed twice in business. However, he never gave up and came up strong each time. Before entering politics, he was a lawyer. At the age of 51, in 1860 he was elected the 16th President of America. He was famous for leading the country during the Civil War and instrumental in ending the slavery in the United States. He was assassinated when he was in office by John Wilkes Booth on 15th April, 1865. He is commemorated as one of the greatest presidents of America till date.

A Letter from Abraham Lincoln to His Son's Headmaster

Abraham Lincoln once wrote a letter to his son's headmaster on the first day when his son went to school. The letter has been found philosophical, educational and a guide to the teacher about what he should teach to his son. He didn't lay emphasis on scholastic aspects. He put emphasis on the value education because his vision for education was to man making which was possible with values. The letter was written in the form of a poem. It is 60 lines long and written in verse. (Free verse-poetry that does not rhyme.)

26.1 LEARNING OBJECTIVES

After reading this lesson, learners will be able to:

- understand the main theme of the poem.
- critically appreciate it.
- develop skills and language through literature via task-based exercises.

26.2 A LETTER FROM ABRAHAM LINCOLN TO HIS SON'S HEADMASTER

The Text

*He will have to learn, I know,
that all men are not just,
all men are not true,
but teach him also that
for every scoundrel there is a hero;
that for every selfish politician,
there is a dedicated leader...
Teach him that for every enemy there is a friend.*

*It will take time, I know,
but teach him, if you can,
that a dollar earned is of far more value than five found...*

*Teach him to learn to lose...
and also to enjoy winning.
Steer him away from envy, if you can,
teach him the secret of quiet laughter.*

*Let him learn early
that the bullies are the easiest to lick...*

*Teach him, if you can,
the wonder of books.....*

*But also give him quiet time
to ponder the eternal mystery of birds in the sky,
bees in the sun,
and the flowers on a green hillside.
In the school teach him,
it is far honorable to fail (honorable-American Spelling) (honourable-British Spelling)
than to cheat.*

*Teach him to have faith in his own ideas,
even if everyone tells him they are wrong...
Teach him to be gentle with gentle people,
and tough with the tough.*

*Try to give my son
the strength not to follow the crowd
when everyone is getting on the bandwagon...
Teach him to listen to all men...
but teach him also to filter all he hears
on a screen of truth.
And take only the good that comes through.
Teach him, if you can,
how to laugh when he is sad...
Teach him there is no shame in tears,*

*© Not To Be Republished
Teach him to scoff at cynics
and to beware of too much sweetness...*

*Teach him to sell his brawn
and brain to the highest bidders,
But never to put a price-tag on his soul.
Teach him to close his ears to a howling mob
and to stand and fight
if he thinks he's right.*

Treat him gently,

*but do not cuddle him
 because only the test of fire makes fine steel.
 Let him have the courage to be impatient...
 let him have the patience to be brave.
 Teach him always
 to have sublime faith in himself
 because then he will have
 Sublime faith in mankind.
 This is a big order.
 But see what you can do...
 He is such a fine little fellow,
 My son!*

-- Abraham Lincoln

PRE-READING ACTIVITY

What sort of changes do you want in the current education system in school? Discuss in pairs.

26.2.1 Let Us Understand the Text

Lines 1-8

*He will have to learn, I know,
 that all men are not just,
 all men are not true,
 but teach him also that
 for every scoundrel there is a hero;
 that for every selfish politician,
 there is a dedicated leader...
 Teach him that for every enemy there is a friend.*

DISCUSSION

In the first eight lines, Abraham Lincoln has set the tone of the poem which is very much direct. He addresses the teacher what to teach his son and what his son must learn. He wants the teacher to teach him that all men in the world are not right and all are not true even. But teach him also that there is hero for every scoundrel; there is dedicated leader for every selfish politician who thinks of his own development but not the nation and the people. Teach him that for every enemy there is a friend who stands by you when you are down.

CHECK YOUR PROGRESS 26.1

I. Write 'T' for True and 'F' for False.

- a. The word 'he' stands for the headmaster. ()
- b. In the first line, the word 'I' stands for Abraham Lincoln. ()
- c. Through these lines the author talks about value education. ()

II. Choose the best option suitable for the following questions.

1. A true friend is s/he

- a. who says he is with you always but when time comes shows his/her back.
- b. who stands by you in your tough times like a big wall.
- c. who often pretends to be your best friend.
- d. who is with you at your best times but not at the worst times.

2. Which phrase best describes the word 'scoundrel'?

- a. one who is dishonest or unscrupulous
- b. one who is careless and carefree
- c. one who is arrogant and audacious

3. Which word is opposite to 'just'?

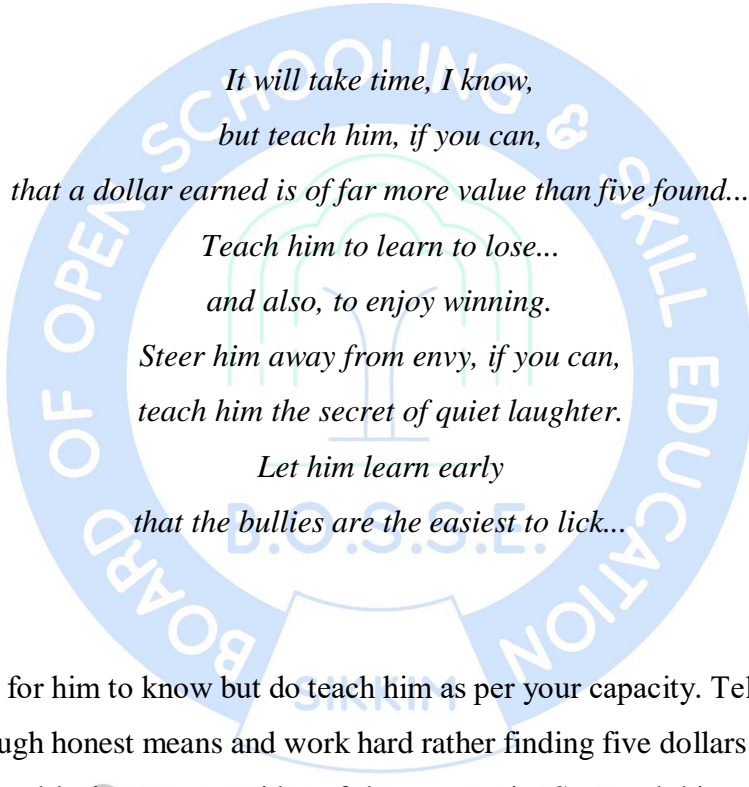
- a. in just
- b. unjust
- c. on just

4. The first 7 lines talk about....

- a. the negative sides of life.
- b. the positive sides of life.
- c. both a and b.
- d. only negative sides of life.

III. Answer the following questions

- a. Can you find the people who represent the positive sides of life in the above lines?
- b. Can you find the people who represent the negative sides of life in the above lines?
- c. Why is it important for a child to understand both sides of life?

26.2.2 Let Us Understand the Text**Lines 9-17**

*It will take time, I know,
but teach him, if you can,
that a dollar earned is of far more value than five found...
Teach him to learn to lose...
and also, to enjoy winning.
Steer him away from envy, if you can,
teach him the secret of quiet laughter.
Let him learn early
that the bullies are the easiest to lick...*

DISCUSSION

He will take time for him to know but do teach him as per your capacity. Tell him it's better to earn a dollar through honest means and work hard rather finding five dollars through dishonest means. Winning and losing are two sides of the same coin. So, teach him to learn to lose but not to feel bad when losing. Teach him to enjoy winning respectively. Keep him away from envy and jealousy. Teach him the secret of quiet laughter that comes when one feels content within. Let him learn before it's too late that those who try to rule others are the easiest to overcome.

CHECK YOUR PROGRESS 26.2**I. Answer the following questions**

- a. Which line says that the hard-earned money is better than the money earned through dishonest means?

- b. Why does the author want the teacher to teach the child to learn to lose?
- c. The author wants the child to be away from....
- d. What does he want him to learn early?

26.2.3 Let Us Understand the Text

Lines 18-30

*Teach him, if you can,
the wonder of books.....
But also give him quiet time
to ponder the eternal mystery of birds in the sky,
bees in the sun,
and the flowers on a green hillside.
In the school teach him,
it is far honorable to fail
than to cheat.
Teach him to have faith in his own ideas,
even if everyone tells him they are wrong...
Teach him to be gentle with gentle people,
and tough with the tough.*

DISCUSSION

The author urges the teacher to teach him the magic of the books. They are never failing friends. Because friends may misguide but a book never does. Let him be a quiet observer sitting in the lap of nature to think over the mystery of birds in the sky, bees in the sun and the flowers on a green hillside. In school, teach him it's better to fail which is a far respectable act than winning through cheating. He asks the teacher to instil in his brain to have faith in his own ideas even if the world goes against him and prove him wrong. In the last line he requests the teacher to teach him the manners of treating people. Let the child be trained to be gentle with gentle people and tough with tough people. Books and nature are the treasure-house of knowledge. Therefore, the author informs the teacher to teach the child to acquire the knowledge and wisdom both from books and nature.

CHECK YOUR PROGRESS 26.3

I. Answer the following questions:

- Which act is more honourable?
- Have you ever noticed anyone in your life telling you “It’s better to fail than to cheat”? If yes, name the person.
- The author wants the child to learn from and
- The child should learn the manners of treating people. (T/F)
- Can you replace the word ‘gentle’ in the 29th line and rewrite the sentence without changing the meaning?

26.2.4 Let Us Understand the Text

Lines 31-40

*Try to give my son
the strength not to follow the crowd
when everyone is getting on the bandwagon...
Teach him to listen to all men...
but teach him also to filter all he hears
on a screen of truth.
And take only the good that comes through.
Teach him, if you can,
how to laugh when he is sad...
Teach him there is no shame in tears,*

DISCUSSION

As a father Lincoln wants his son to gather the strength to form his own ideas. He should be able to express his own opinions and not following the crowd blindly. Because the world often follows people who blow their own trumpets and the rest follows them. He suggests the teacher to teach him to be patient when listening to all men. He should filter all he hears and judge them in the eyes of truth and take only the good things out of them. The most difficult thing he asks the teacher to teach his son is how to laugh when he is sad. Let him feel that there is no

shame in crying because it relieves the pain and gives strength to march ahead with a hope of living life which keeps him emotionally stable in tough times.

CHECK YOUR PROGRESS 26.4

I. Answer the following questions:

- As a father, Lincoln does not want his son to follow the crowd. What is the reason behind it?
- What kind of listener does he expect his son to be?
- What difficult task does he expect from the teacher to teach his son?
- Why does he ask the teacher to teach him that there is no shame in tears?

26.2.5 Let Us Understand the Text

Lines 41- 48

*Teach him to scoff at cynics
and to beware of too much sweetness ...
Teach him to sell his brawn
and brain to the highest bidders,
But never to put a price-tag on his soul.
Teach him to close his ears to a howling mob
and to stand and fight
if he thinks he's right.*

DISCUSSION

He wants the teacher to teach him to scoff (make fun of) at the people who often carry ill wills and spread negativity among people. He also wants his son to learn how to be aware of people who pretend to be sweet. He should judge them so that their ill intentions cannot be harmful. He wants his son to sell his brawn (the physical strength contrast to intelligence) and the brain which stands for excellence to the highest bidders who can give the right value but not to sell his soul. He must learn to keep his ears shut to a howling mob and fight for his own beliefs even if everyone goes against him.

CHECK YOUR PROGRESS 26.5

I. Answer the following questions:

- a. What does Abraham Lincoln mean by “too much sweetness”?
- b. Here brawn refers toand brain refers to
- c. Why does the father turned poet want his son to close his ears at the howling mob?

26.2.5 Let Us Understand the Text

Lines 48-60

*Treat him gently,
 but do not cuddle him
 because only the test of fire makes fine steel.
 Let him have the courage to be impatient...
 let him have the patience to be brave.
 Teach him always
 to have sublime faith in himself
 because then he will have
 Sublime faith in mankind.
 This is a big order.
 But see what you can do...
 He is such a fine little fellow,
 My son!*

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DISCUSSION

Towards the end, the poet-father wants the teacher to treat him with kindness. No one should cuddle (hug) him because only the test of fire makes fine steel. A mother eagle prepares her nest with thorny sticks. The little birdies will learn to understand that the life is not a bed of rose and learn to fly soon. But it does not mean that the mother eagle does not love them. She rather prepares them for life. Thus, he wants his son to be as strong as steel so that he can fight with all odds of life. For that he needs to endure and tolerate the heat of the fire. Here fire could possibly mean the danger and negative sides of life. Let him have the courage to be impatient and have the patience to be brave only then he can understand the value of patience. Do instil

in his little brain to have sublime (noble) faith in himself so that he will have sublime faith in mankind. If he finds himself rejected, he may not have faith in mankind. So, it's important on your part (teacher) to develop self-belief in him. The poet-father addresses the teacher at the end of the letter that this is a big demand from his side. He has hopes when he says that the teacher will use his capabilities to keep such a fine little fellow, my son.

CHECK YOUR PROGRESS 26.6

I. Answer the following questions:

- What does the poet-father mean by “only the test of fire makes fine steel”?
- What is the ultimate lesson Abraham Lincoln recommends?
- Why is it necessary to have sublime faith in mankind?
- What does the word ‘this’ in the line “this is a big order” refer to?
- What does the poet-father mean by ‘big order’?
- Which of the following word means ‘to hold someone in arms’?
 - gently
 - cuddle
 - sublime
 - courage
- “Teach him always to have **sublime** faith in himself”. Choose the closest meaning of **sublime** from the following options.
 - less
 - supreme
 - more
 - powerful

POST-READING ACTIVITIES

The poem has a long list of contrasting values presented by some group of people or objects or supernatural objects. For example: scoundrel-hero.

Find out the rest from the poem and put them in the box.

SCOUNDREL	HERO
-----------	------

TERMINAL EXERCISE

I. Read the following extracts carefully and answer the questions that follow.

A. Teach him that for every enemy there is a friend.

It will take time, I know,

- a. What does the poet-father intend to say in the first line?
- b. What human virtue is highlighted here?
- c. What will take time?

B. Only the test of fire makes fine steel.

- a. Who is addressed in this line?
- b. What is the literal meaning of this line?
- c. What human virtue is described here?

C. It is far honourable to fail than to cheat.

- a. What are the two acts described here?
- b. Which of the two acts in the above line is respectable?
- c. What human virtue is emphasized here?

II. Choose the best possible answer to the following questions.

1. The poem is written in----- .
 - a. blank verse
 - b. free verse
2. Which of the following statement describes “to have faith and belief in oneself”?
 - a. Teach him that the bullies are the easiest to be defeated.
 - b. Teach him for every enemy there is a friend.
 - c. Teach him to have faith in his own ideas,
 - d. Teach him to have the courage to be impatient.
3. Which of the following statement describes “to be able to accept failure and defeat”?
 - a. Teach him that there is no shame in crying.
 - b. Teach him the secret of quiet laughter.
 - c. Teach him to learn to lose...
 - d. Teach him to learn to laugh when sad.

III. Write ‘T’ for true and ‘F’ for false statements.

- a. The letter is written in free verse. ()
- b. Abraham Lincoln wants his son to learn about vice and virtues of life. ()
- c. Failing is respectable than winning through dishonest means. ()
- d. His son should take the good things and ignore the negative sides of people. ()
- e. Crying is a shameful act. ()
- f. The bullies are not the easiest to overcome. ()
- g. One must sell the brain but not the soul. ()
- h. He who loves himself can love the mankind. ()
- i. Love everyone but do wrong to none. ()
- j. Books and nature could be the best friends of human beings. ()

IV. Discuss the following question in pairs/individually. Jot down the important points individually for the question and then develop the points to a paragraph in about 50 words.

*He will have to learn, I know,
that all men are not just,
all men are not true,
but teach him also that*

*for every scoundrel there is a hero;
that for every selfish politician,
there is a dedicated leader...*

Teach him for every enemy there is a friend.

- Bring out the different ideas conveyed in these lines and develop a paragraph.
- Make a list all the values (Abraham Lincoln wants the teacher to teach his son) discussed in the text.
- Gather information about Lincoln's childhood life, education and achievements from authentic sources (books, search engines, etc.) and prepare a write-up in about 500 words.

V. Match the words in part A with their meanings in part B.

A

- Eternal
- Enmity
- Shame
- Tough
- Mystery
- Wagon

B

- A vehicle used for transporting goods
- Existing for ever
- Something that is difficult to understand and explain
- A feeling of opposing something or someone actively
- Strong enough
- A regretful situation or action

VI. We use prefixes before the words and suffixes after the root words to make opposite words. There are some prefixes and suffixes given in the box. Use them accordingly with the following words and rewrite them to make opposite words.

Ex: Honourable- dishonourable (**dis-** prefix)

Careful- careless (**less-**suffix)

Un	Im	Dis	less	In
----	----	-----	------	----

- | | | | |
|--------------|-------|---------------|-------|
| a. Tolerable | ----- | f. Meaningful | ----- |
| b. Honest | ----- | g. Patient | ----- |
| c. Learn | ----- | h. Proper | ----- |
| d. Arm | ----- | i. Just | ----- |
| e. Faithful | ----- | j. Sane | ----- |

VII. Replace the underlined words in the following sentences with suitable words without changing the meaning.

- a. He will have to learn, I know,
that all men are not just,
all men are not true,
- b. Teach him for every enemy there is a friend.
- c. But also give him quiet time
to ponder the eternal mystery of birds in the sky
- d. It's honourable to fail than to cheat.
- e. Teach him, if you can,
how to laugh when he is sad...
- f. Treat him gently,
but do not cuddle him
- g. Let him have the courage to be impatient...
let him have the patience to be brave.
- h. Teach him always
to have sublime faith in himself.

VIII. Put the following words in order as they appear in the dictionary.

Eternal	Impatient	honourable	cuddle	sublime	cheat
mystery	magic	extreme	curious	immunity	
sweetness	champion				

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IX. Some monosyllabic (having one syllable) words from the poem are given in the first box. Pick them and put them under their vowels sounds concerned in the second box just below the first box.

Men	Time	right	Beg
Lick	Teach	Side	Hill
friend	Take	Learn	Bird

Fail	Son	cup	Sun
Just	Sell	reach	Brave
Fine	Faith	Big	Beach

N.B. For this activity do refer to Oxford Advanced Learner's Dictionary and take the help of your teacher. If you don't have this dictionary, you can refer to the Google and listen to the pronunciation for your understanding as well.

One word for each sound has been picked for your reference. Find out the rest.

/ɪ/	/i:/	/e/	/ei/	/aɪ/	/ʌ/	/ɜ:/
Lick	Teach	Men	faith	time	sun	bird

GRAMMAR

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There are three types of sentences; simple, compound and complex. Under simple sentences fall declarative, interrogative, imperative and exclamatory.

In the following table (a), you will learn how an imperative sentence begins with a verb (where the subject is omitted or hidden) followed by an object and to infinitive.

In table (b), you will learn how to change an imperative sentence to a negative sentence by using 'not'.

I. Now study the following tables (a) and (b) and construct five more meaningful sentences on each of the patterns as in (a) and (b) using your own words.

(a)

Verb	Object	To + infinitives
Teach	him	to learn losing
Teach	him	to enjoy winning
Teach	him	to have faith in his own ideas
Teach	him	to be gentle with gentle people
Teach	him	to be patient

Construct your own sentences now.

1.

2.

3.

4.

5.

(b)

Verb	object	not + to infinitive
Teach	him	not to follow the crowd
Warn	her	not to touch fire
Request	them	not to meet me at 5 pm
Inform	the host	not to postpone the meeting
Tell	mom	not to cook

Construct your own sentences now.

- 1.
- 2.
- 3.
- 4.
- 5.

ANSWERS TO CHECK YOUR PROGRESS

CHECK YOUR PROGRESS 26.1

I.

- a. F
- b. T
- c. T

II.

1. a
2. a
3. b
4. c

III.

- a. The people who are representing the positive sides of life in the above lines are hero, dedicated leaders and friend.
- b. The people who are representing the negative sides of life in the above lines are scoundrel, selfish politician and enemy.
- c. It is important for a child to understand both sides of life to lead a happy and peaceful life or else he will feel frustrated and dejected at the presence of only negative people.

CHECK YOUR PROGRESS 26.2

I.

- a. that a dollar earned is of far more value than five found...

- b. The author wants the teacher to teach the child to learn to lose because children often feel dejected when losing. So, he wants the teacher to teach him to accept defeat with a smile because winning and losing are the two sides of the same coin.
- c. envy
- d. He wants him to learn early that the bullies are the easiest ones to overcome but not to fear them.

CHECK YOUR PROGRESS 26.3

I.

- a. to fail than to cheat
- b. Answers may vary
- c. Books and nature
- d. T
- e. Teach him to be kind with kind people

CHECK YOUR PROGRESS 26.4

I.

- a. Because he wants his son to develop his own ideas and express them with justice and logic despite following the crowd that may do wrong deeds. Thus, he wants him to be away from the crowd.
- b. He expects his son to listen to all men and filter what he hears and take only the good things out of them which requires patience and focus. Thus, he expects him to be a patient and focussed listener.
- c. To teach him how to laugh when he feels unhappy
- d. Because when crying it relieves the stress and can keep him emotionally stable to fight against the odds of life or tough times.

CHECK YOUR PROGRESS 26.5

I.

- a. By “too much sweetness”, Abraham Lincoln tries to inform that people who often pretend to be sweet to you are quite cunning who can put you in trouble. Thus, he wants his son to be away from too much sweetness.

- b. Physical strength and brilliance or intelligence
- c. Because the howling mob can influence people with their wrong deeds and persuade people against him. That's why he wants him to fight against them if his beliefs are string and right.

CHECK YOUR PROGRESS 26.6

I.

- a. By "only the test of fire makes fine steel", the poet father means that life is not a bed of rose and the metal before turning out to be a fine steel endures the test of fire. Similarly, he wants his son to be more endurable and stronger like the steel.
- b. The ultimate lesson Abraham Lincoln recommends is to teach him to have sublime faith in himself so that he can develop sublime faith for mankind.
- c. It is necessary to have sublime faith in mankind because a peaceful mind can overcome a storm. In the world there are some bad people who spread negativity and violence but they don't remain bad for always. In the passage of time, they get changed. Therefore, he wants his son to have that sublime faith so that he can be calm and optimistic about mankind to treat people with love and courage but not hatred.
- d. The word 'this' in the line "this is a big order" refers to the requests and deep yearnings of Abraham Lincoln for his son to learn.
- e. By 'big order', he means the values Abraham Lincoln wanted the teacher to teach his son through the letter from the beginning of the line to the end of the line because teaching A, B, C, D may be easier on part of the teacher but inculcating values in a child's brain is a huge task. That's why this is a big order.
- f. b
- g. b

Secondary ENGLISH

COURSE COORDINATOR

NIDHI KAPOOR



BOARD OF OPEN SCHOOLING AND SKILL EDUCATION (BOSSE), Sikkim

(Established under Act No. 14 of 2020 of the Sikkim Legislative Assembly)

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Welcome Note from the Chairperson

Dear Learner,

Welcome to the Board of Open schooling and Skill Education, Sikkim (BOSSE), which was established under Act No. 14 of 2020 of the Sikkim Legislative Assembly. BOSSE is first of its kind in the country in the PPP (Public-Private Partnership) mode. BOSSE has been empowered to enhance access to school education, especially for out of school children and drop outs, contributing towards **“Quality Education for all”**.

Congratulations for taking this wise step of taking admission to this Board that provides optimum flexibility to ease your studies. Here, you have the advantage of being able to study at your own place, at your own pace and at your own convenience. You can avail 9 chances in 5 years to pass in 5 subjects and qualify for the certificate. However, we would wish you to earn the certificate in the first attempt only. Still, if you are not able to do so, don't be disheartened. Try again, try again and you will succeed!

I'm delighted to place these self-learning study materials in your hands. The academic standards of BOSSE are at par with any other School Education Board – National or State level. **The curricula of all subjects are in accordance with the recommendations/goals of NEP (National Education Policy) 2020.** Our Academic Advisory Committee and the Syllabus Committees comprise experienced and accomplished professionals in the field of education. The self- learning materials presented in the form of books as well as uploaded on the website have been meticulously prepared by a team of seasoned educationists/educators from Universities, Colleges, Schools and other institutions.

The content has been divided into modules and lessons (or chapters); it has been presented in a very simple and communicative language to make the complete learning process easy and joyful. The lessons take you through a series of small steps proceeding from simple to complex, helping you to understand the content in a systematic way. Each lesson is divided into manageable chunks of learning, in the form of numbered sections and sub-sections, followed by self-check exercises under the caption 'Check Your Progress'. This helps you In assessing your learning after every chunk.

Some other features, such as Learning Objectives, Introduction, Recapitulation Points and Terminal Exercise have been used to enhance your learning experience. Attempt has been made to provide latest knowledge in each subject. The first module in every subject gives you an idea about what it is concerned with, its scope, as well as the origin and evolution of the subject. All care has been taken to ensure the quality of the study materials.

So, dear learner, embrace the “Joy of Self Learning”. Self-learning is the most effective and powerful mode of learning, as you yourself are in control of learning. Of course, we are there for handholding, for guidance, for providing learning support in different ways. Apart from these study materials, you will have access to online classes. You also have the Tutors in your study centre, whom you can approach for any help.

I’m sanguine that our efforts will enable you to develop into a worthy human being and citizen who makes sensible choices, cast a positive impact on society and contribute immensely towards the progress of the nation, even humanity as a whole.

Spread your wings and touch the sky! Live a meaningful purposeful life, with dignity and high morality! Serve your beloved nation selflessly! Work for the betterment of society and humanity at large!

Wishing you all the best for your future life and career!

Dr. Kuldeep Agarwal



Curriculum

RATIONALE

English is considered to be a global language. In India, it is regarded as a second language and also official language. In today's time, the learners are required to be equipped with sufficient English Language abilities so that they may interact meaningfully with the global world ahead of them.

English as a language came to India with Britishers and came to dominate the diverse culture of Indian languages that existed during those times. Its curriculum must find its place with other Indian languages in different states and various other subjects. English education should aim at strengthening English teaching and learning, along with National Languages/Regional Languages/Mother Tongues. The firm national vision behind teaching of English is the creation of multilinguals who can enrich all our languages. They alone can understand and speak several language/s.

English provides learners with an important international communication tool. It enables them to exchange information, acquire advanced scientific and technical knowledge. They can explore other cultures, leading to intercultural understanding. It will promote a sense of global citizenship, contribute to the development of personal qualities and competence.

The curriculum prepared will enable students to frame and develop their communicative proficiency in the four language skills (listening, speaking, reading, writing). They will be able to understand elements of language. They will be practicing English Usage/Use (way of writing and speaking). Learning English will help the learners and achieve good placements in the future.

CURRICULUM OBJECTIVES

The overall aims of the English curriculum are to develop in learners:

- a positive attitude towards the learning of English language and literature.
- proficiency in listening, speaking, reading and writing skills in English language.
- comprehension power in verbal and written English language.

- the competence for correct usage of grammar.
- sensitivity to national and world culture.
- the ability to communicate with others clearly in English language.
- the ability to use learning tools like the dictionary, thesaurus, library, internet etc., to regularly enhance their knowledge and understanding.
- curiosity and interest in extensive as well as selective intensive readings.
- self-learning skills to enable them to become independent learners.
- ability of participation in conversations, discussions, etc., on topics of mutual interest.
- competence in writing business letters, official communication, email, etc.
- ability to read and understand poems with proper rhythm and intonation.
- Ability to read and admire prose and poetry (essays, drama, skits, novels, etc.).
- sensitivity and sensibility to our environment, including natural environment, social environment and inner environment.

ASSUMPTIONS

While constructing the curriculum, we believe that learners:

- can read and write English.
- are able to understand simple questions, instructions and directions provided orally.
- are able to answer the questions in English.
- are able to read and comprehend words and phrases.
- are able to read and comprehend short simple sentences.
- are familiar with the use of punctuations.
- have a working vocabulary of at least 200-250 words.

COURSE STRUCTURE

The current curriculum comprises of V Modules and 26 lessons. The study hours and marks allotted are as follows:

Modules	No. of Lessons	Study Hours	Marks Allotted
Module I	2	16	07
Module II	6	54	15
Module III	3	26	08
Module IV	8	74	25
Module V	7	70	25
Assignment			20
Total*	26	240	100

MODULE I: IDEA OF ENGLISH

Time: 16 hours

Marks: 07

Lesson 1: Values, Knowledge & Wisdom: The Ultimate Aim of Education

(Time allocation: 08 hours)

- Universal and Eternal values
- Vices and Virtues
- Linguistic Connotation and Sources of Knowledge & Wisdom in Ancient *Bharat*
- Meaning of Knowledge & Discipline of Knowledge
- Interdisciplinary and Multidisciplinary Approach

Lesson 2: Origin and Evolution of English & English Literature (Time allocation: 08 hours)

- Origin of English Language
- Status of English Language
- History of English Language and Literature
 - History of English in India
 - Indian writings in English

MODULE II: GRAMMAR

(*to be taught directly as well as included as exercise in Prose and Poetry Lessons)

Time: 54 hours

Marks: 15

Lesson 3: Parts of Speech: Noun, Pronoun & Adjective (Time allocation: 09 hours)

- Noun and its Types
- Pronoun and its Types
- Adjective: Forms and Types

Lesson 4: Parts of Speech: Verb & Tenses

(Time allocation: 09 hours)

- Verb: Five Forms of Verb: Infinitive (Present, Past, Past Participle and Present Participle); Gerund;
- Types of Verb: Finite and Infinite; Regular and Irregular; Transitive and Intransitive
- Tenses

Lesson 5: Parts of Speech: Adverb, Preposition & Conjunction

(Time allocation: 09 hours)

- Adverb
- Preposition & Conjunction

Lesson 6: Direct & Indirect Speech

(Time allocation: 09 hours)

- Direct Speech
- Indirect Speech
- Pattern of reporting statements
- Rules of changing direct into indirect speech

Lesson 7: Active & Passive Voice

(Time allocation: 09 hours)

- Active Voice
- Passive Voice
- Use of Active and Passive Voice

Lesson 8: Punctuation

(Time allocation: 09 hours)

- Full stop
- Question Mark
- Use of Comma
- The Semicolon and the Colon
- Quotation Marks
- Apostrophe
- Hyphen

MODULE III: WRITING SKILLS

Time: 26 hours

Marks: 08

Lesson 9: Note-making, Summarizing & Sub-titling

(Time allocation: 08 hours)

- Note-making
- Summarizing
- Sub-titling

Lesson 10: Paragraph & Essay Writing

(Time allocation: 09 hours)

- Writing of a Paragraph
- Writing of an Essay

Lesson 11: Letter & Application Writing

(Time allocation: 09 hours)

- Writing of a Letter
- Writing of an Application

MODULE IV: PROSE

Time: 74 hours

Marks: 25

Lesson 12: Tenali Raman Stories

(Time allocation: 09 hours)

Lesson 13: Moon in Indian Culture

(Time allocation: 10 hours)

Lesson 14: Who are the real Indians?

(Time allocation: 09 hours)

Lesson 15: A Great Lesson for Swami Ramakrishnan

(Time allocation: 09 hours)

Lesson 16: The Hope of Tomorrow

(Time allocation: 10 hours)

Lesson 17: Travel to Learn and Explore

(Time allocation: 09 hours)

Lesson 18: The Little Prince

(Time allocation: 09 hours)

Lesson 19: My Childhood

(Time allocation: 09 hours)

MODULE V: POETRY

Time: 70 hours

Marks: 25

Lesson 20: Don't be Afraid of the Dark

(Time allocation: 10 hours)

Lesson 21: The Human Seasons

(Time allocation: 10 hours)

Lesson 22: The World is too Much with Us

(Time allocation: 10 hours)

Lesson 23: Fire and Ice

(Time allocation: 10 hours)

Lesson 24: Home they Brought her Warrior Dead

(Time allocation: 10 hours)

Lesson 25: The Stream of Life

(Time allocation: 10 hours)

How to use the Study Material

Congratulations!

We are glad to place these Self Learning Study Materials in your hands. We appreciate that you have decided to take control of your own learning and taken admission with BOSSE, Sikkim. In BOSSE, you will be able to study at your place, at your own pace and at your own convenience. BOSSE gives you 9 chances in 5 years to clear your exams. However, we expect that you clear your exams at the first attempt only. We hope you will understand and grasp the concepts on your own easily. The content has been prepared by the experts in such a way that it will enable you to proceed step by step and develop an in-depth knowledge of the subject. The relevant headings, subheadings and other Instructional Captions will help you getting a clear idea about the presented material. The learner centric format will be an asset for you in the journey of open schooling.

INTRODUCTION – This will briefly introduce you to the lesson and also help in maintaining continuity from the previous lesson.

LEARNING OBJECTIVES – These have been provided to give an idea of what you will learn in the lesson and also to help you to assess your learning.

SECTIONS & SUBSECTIONS – The content is divided into sections and subsections to simplify it into manageable chunks for better comprehension and learning.

CHECK YOUR PROGRESS – Small steps lead to big leaps. A set of brief questions after every section or two will help you in assessing your learning step by step.

RECAPITULATION POINTS – In order to recapitulate, the whole lesson has been summarized by listing the main points of the lesson.

TERMINAL EXERCISE – The exercise given at the end of the chapter is provided for self-evaluation which will help you to assess your learning of the whole lesson.

ANSWERS TO CHECK YOUR PROGRESS – This will help you to check whether your answers to the questions given in Check Your Progress are correct or not.

SUGGESTIVE READING LIST – This has been incorporated to broaden your learning spectrum. These sources of additional information will add value to your knowledge about the subject.

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