



1



202en01

SNAKE BITE

Have you ever teased an animal? What did your elders have to say to you? How did the animal react? Did you think about how the animal felt? In this story, the narrator Raja, is an innocent young boy. He is adventurous and likes to meddle with creatures like snakes and bees. His grandparents are concerned about his well-being and safety. Once when a bee stings him, they think he has been bitten by a snake. His grandfather takes him to a man whom he believes can cure snake bite. Let us read the story and see what happens.



OBJECTIVES

After completing this lesson you will be able to:

- discuss the theme of the story;
- relate to the feelings and behaviour of reptiles and other living creatures;
- think critically about people's superstitions and blind faith in untrained medicine men;
- think critically about the myth that all snakes are dangerous;
- realise the importance of timely and effective communication;
- realise that silence is not always good;
- realise that silence is not always good;
- use some new words in meaningful sentences;
- give the past tense form of some commonly used verbs;
- discriminate between regular and irregular verbs;
- form adverbs from adjectives and use them appropriately;
- frame requests and enquiries, and
- write short descriptions of people.



1.1 LET US READ THE TEXT

One day I saw a small snake in the compound. It was crawling along slowly but when it saw me, it moved away quickly and hid itself in a coconut shell. I quietly went near and closed the mouth of the coconut shell with a stone. Then I took the shell and ran to Grandmother.

“Look, Grandma,” I cried, “I have caught a snake.”

“Snake?” asked Grandmother in alarm. She was shocked. She cried for help. Grandfather came running. When he learnt that I had a snake in the shell, he snatched the shell and threw it away.

The snake crawled away and disappeared behind some bushes. Grandfather warned me never to go near a snake, because snakes were very dangerous.

Later in the evening, I tried to catch a bee and it stung me on my finger. I felt a sharp pain. I ran to grandmother and told her that I had been bitten and wanted her to do something to stop the pain. Grandmother thought that I had been bitten by a snake. She called out to Grandfather, “Come and see what has happened to Raja.”

Grandfather came at once. He looked at my finger and there was a blue mark. Without a word he took me in his arms and started running. He ran across the garden and through the paddy fields. He ran and ran and did not stop until he reached a small house quite some distance away from our home. Then he shouted for the man who lived there.

An old grey haired man came out of the house. He knew the cure for snake bite. Grandfather asked him to cure me. The old man took me inside. He looked at my finger and then asked me to sit down and not to move. I sat on Grandfather’s lap. The old man then took some water in a small brass vessel, sat in front of us and started reciting some *mantras*.

I wanted to tell him that it was a bee and not a snake that had bitten me. But Grandfather held me tight and did not allow me to talk. Grandmother too had arrived by then and some other people with her. They looked sad and silently watched me.

By this time the pain in my finger had stopped. But still I had to sit there and get cured of ‘snake bite.’

After a few minutes, the old man got up, washed my finger and gave me some water to drink. He asked me to keep quiet for some more time. Then he turned to Grandfather and said, “Thank God, you brought Raja in time. He is out of danger now. It was indeed a poisonous snake that bit him.”

Grandfather, Grandmother and all others thanked the old man for the magic cure. On returning home, Grandfather sent him gifts.

– Shankar ‘Life with Grandfather’
(a story from the collection)

crawling: moving slowly pulling the body along the ground

in alarm: in anxiety, (here) in fear

shell: hard outer covering of coconut or nuts

learnt: gained knowledge (here) was told

cure: treatment

recite: say something aloud

vessel: a container to hold liquid



1.2 LET US UNDERSTAND THE TEXT

1.2.1 PART 1

One day I saw were very dangerous.

Have you ever seen snakes in your neighbourhood? One day Raja sees a snake in his compound. He carries it home in a coconut shell. His grandmother is shocked to know that there is a snake inside the shell. His grandfather throws the shell away and tells Raja that creatures like snakes are dangerous. His grandparents worry about his safety. His grandfather tells him never to go near a snake again.



INTEXT QUESTIONS 1.1

I. Answer the following questions.

1. Why do you think the snake hid itself?
2. What did Raja do when he saw the snake going into the coconut shell?
3. Why was Grandmother shocked? How did she react?
4. Imagine you are Raja's grandfather. Raja brings home a snake. How do you think you would react?

II. Say whether the following statements are true or false:

1. The snake hid under a stone.
2. Raja was very excited to see the snake.
3. Raja's grandparents were very worried to see the coconut shell with the snake in it.
4. The coconut shell broke and the snake crawled away.



LET US LEARN NEW WORDS 1.1

I. Find words from the passage which mean the opposite of the following words.

1. far
2. opened
3. appeared
4. always



II. Match the words in Column A with their opposites in Column B

Column A

1. quietly
2. slowly
3. went
4. dangerous

Column B

- a. came
- b. harmless
- c. noisily
- d. quickly

**DO YOU KNOW**

- There are about 2000 species of snakes in the world.
- All snakes are not poisonous.
- In India there are 270 species of which only 70 are poisonous.
- Some Indian species are the cobra, the krait, the Flower snake, the rat snake, the python, and the Russell's viper.
- Snakes have good vision.
- All snakes are colour blind.
- Snakes have different habitats; some snakes live in holes, others in warm seas, semi deserts, swamps, and trees.
- The biggest snake in the world is the Anaconda, found in the jungles of South America; it can grow to the size of a full grown man.
- The smallest snake can be just ten centimetres long.

**LET US TALK 1.1**

Making requests

Practice the following dialogues with a friend.

A:

You: Could you open this bottle for me please?

Friend: Sure..

You: Thank you.



B.

Friend:	Do you have a spare pencil?
You:	Yes, I do.
Friend:	May I borrow it? I have forgotten to bring mine.
You:	Of course. Here you are.
Friend:	Thank you.

When you ask someone to do something for you, or ask for permission to do something, it is important to sound polite. Here are some ways in which you can do this.

Requesting someone to do something for you:

“Could you shut the door for me, please?”

“Would you mind passing the paper, please?”

“Can you suggest a movie I could watch over the weekend?”

Asking someone for permission to do something:

“Can I use your computer, please?”

“Could you lend me some money?”

“Do you mind if I turn on the fan?”

Exercise

Now use the examples given above to make simple requests. Ask your friend for some help in doing something, ask for directions to go somewhere, or ask for a dictionary.

1.2.2 PART 2

Later in the evening lived there.

Do you like playing with animals? Did you or anyone you know ever get scratched by a cat or bitten by a dog while playing? How did your parents react to this? Raja is curious about creatures like snakes and bees. In the evening when he tries to catch a bee he gets stung. He runs for help to his grandmother and shows her the sting, she immediately thinks that it is a snake bite. His grandfather looks at the bite and thinks exactly the same thing. He picks him up and runs to the house of a man who he believes can help them. Raja does not get a chance to tell any one that he has been bitten by a bee and not a snake. Sometimes people misunderstand and react to situations without listening or asking questions. Has this ever happened to you?

**INTEXT QUESTIONS 1.2**

I Answer the following questions:

1. Why did the bee sting Raja?
2. Why did Raja go to his grandmother?
3. What did his grandmother think? Why did she think so?
4. What do you think his grandmother should have done when Raja came to her after being stung by a bee?
5. What would have happened if Raja had been bitten by a snake, but his grandmother believed that he was bitten by a bee? Explain in about 30-40 words.

II. Say whether the following statements are true or false:

1. Raja's grandfather got very worried to see the blue mark on Raja's finger.
2. Raja had to run through the paddy fields with his grandfather.
3. Raja and his grandfather ran to catch the bee.
4. Raja's grandfather had to run a long distance carrying Raja in his arms.
5. Raja's grandfather shouted because he was angry.

**LET US LEARN NEW WORDS 1.2**

I. Find words/phrases in the story which are close in meaning to the following words:

stain

far

ache

II. Fill in the blanks in the following sentences using suitable words from the story.

1. She is wearing a diamond ring on her index _____.
2. I have _____ in my legs because I am tired.
3. I grow colourful flowers in my _____.
4. Farmers plough their _____ with tractors.



III. Read the following sentences.

1. Snakes hiss.
2. Bees buzz.
3. Cats mew.
4. Parrots talk.

The underlined words denote the sounds made by the creatures mentioned in the above sentences.

Now match the names of the animals in Column A with their sounds in Column B.

Column A		Column B	
1.	lions	a.	bray
2.	elephants	b.	chatter
3.	donkeys	c.	growl
4.	monkeys	d.	trumpet
5.	cows	e.	roar
6.	bears	f.	low

**DO YOU KNOW**

- Bees live in colonies or hives of 50,000 bees on an average.
- Bees have an inborn ability to communicate.
- Bees' language is a language of smells and dancing.
- Bees sting only in self defence.
- After stinging, a bee dies instantly.
- A bee sting is painful.
- When stung by a bee one should remove the stinger as quickly as possible.
- The use of an ice pack reduces the swelling and the pain of a bee sting.



LET US DO 1.1

Complete the following crossword with the help of the given clues. All the words are from the story. One has been done for you.

		² S	N	A	K	E		
¹ C								
								⁴ F
		E						
			³ B					
		⁵ P						
			S					

ACROSS:

- Children learn to move like this on four limbs before they can walk. (5 letters)
- A reptile (5 letters)
- The boy got malaria because he was _____ by mosquitoes. (past participle of the verb 'to bite' - 6 letters)
- Rice fields are known as _____ fields (5 letters)

DOWN:

- A fruit with a hard covering (7 letters)
- A reptile (5 letters)
- A metal (5 letters)
- A part of the body (6 letters)

1.2.3 PART 3

An old gray haired man.....Grandfather sent him gifts.

When you fall ill or get hurt you usually go to a doctor if you live in a city or town. But in most villages doctors are not easily available. So villagers usually go to the village medicine man for help. This is what happens with Raja too. Raja's grandparents think that the bee sting on his finger is a snake bite. His grandfather picks him up and runs across the fields to the house of a medicine man. The medicine man convinces them that Raja's life is in danger

Snake Bite

because of the poisonous snake bite. Raja's finger stops hurting before the medicine man gives him any treatment, but Raja does not tell anyone this. The medicine man makes Raja's grandparents believe that Raja is safe because of his treatment and *mantras*. Raja's grandfather thanks the medicine man by giving him gifts, but Raja knows that the old man is a liar and has fooled everybody.



Notes



INTEXT QUESTIONS 1.3

I. Answer the following questions:

1. What did Grandfather tell the old man to do?
2. What two things did the old man do?
3. Why was everyone sad and silent?
4. Why did Raja's grandfather send gifts to the old man?
5. Do you think the old man cured Raja? Give reasons for your answer.
6. If you were Raja would you keep quiet like him?

II. Say whether the following statements are true or false:

1. The old man gave Raja medicine to cure him.
2. Only Raja knew that he had not been bitten by a snake.
3. Raja's grandfather did not give Raja a chance to tell what had happened to him.
4. As time passed the pain in Raja's finger stopped.



LET US LEARN NEW WORDS 1.3

I. Find words in the story which are opposite in meaning to the following words:

1. loose
2. happy
3. loudly
4. noisy
5. young
6. safety



LET US DO 1.2

In the box given below there is a list of adjectives which can be used for Raja, his grandparents or the old man. Write them in column A, B or C as the case may be. You may take the help of a dictionary to know the meanings of the given words.

caring, simple, obedient, affectionate, pretender, superstitious, nervous, innocent, gullible, adventurous, concerned, innocent, clever

A	B	C
Raja	Grandparents	Old man

Task 1.

Visit 10 houses in your neighbourhood to find out how people react and what they do if there is a crisis like snake bite or dog bite. How many households go to untrained medicine men, nearby hospitals, private doctors or use home remedies? Enter this information into the table given below.

House no.	Private doctors	Untrained medicine men/ magic curers	Hospitals	Home remedies
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Task 2.

Explain the advantage of going to doctor/hospital, to the people who go to untrained medicine men for treatment.



1.3 LET US LEARN GRAMMAR

The Verb

We can classify verbs as regular verbs and irregular verbs.

**Regular verbs**

Read the following sentences appearing in the story:

1. Grandmother was shocked to see the snake in the coconut shell.
2. She called out to Grandfather.
3. They reached a small house.
4. Then he shouted for the man who lived there.

- The underlined verbs are in the simple past tense; they refer to actions that happened in the past.
- To form simple past tense verbs from simple present tense verbs we just add ‘-d’ or ‘-ed’ to the verb.

e.g. shock + ed = shocked

call + ed = called

reach + ed = reached

shout + ed = shouted

live + d = lived

dive + d = dived

like + d = liked

- These verbs are regular verbs because they have ‘-d’ or ‘-ed’ endings as a regular feature in the past tense.

Irregular Verbs

Read the following sentences:

1. I took the shell and ran to Grandmother.
2. He snatched the shell and threw it away.
3. Look, Grandma, I caught a snake.

- The underlined verbs are irregular verbs; they do not end in ‘-d’ or ‘-ed’.
- All verbs do not take the ‘d’ or ‘ed’ endings to form the past tense. In some verbs there is a change in spellings in the past tense form as you see in the above sentences.
- Examples:

simple present tense

simple past tense

take

took

throw

threw

catch

caught



- Given below are some more examples of irregular verbs:

run	ran
hear	heard
bring	brought
buy	bought
deal	dealt
bind	bound

- Some verbs remain the same in the past tense as they are in the present tense.
- Examples:

We put (simple present tense) some extra sugar in our tea.

I am sorry I put (simple past tense) salt instead of sugar yesterday.

Exercise 1

Find five examples each of past tense forms of regular and irregular verbs in the story.

Exercise 2

Write the simple past tense of the following verbs. Put them in column A (regular) or column B (irregular) as the case may be.

draw, walk, manage, hold, ask, forgive, drive,
meet, swim, repair, shake, cook, ring, clean,
enjoy, bear, lead, cheat, write, eat,

Exercise 3

Give two examples of verbs that are the same in the present and past tense.

Adverbs

Read the following sentences.

- She reads the newspaper.
- She reads the newspaper silently.

In the first sentence reads is an action word (verb).

In the second sentence silently tells us **how** she reads i.e. it tells us something more about the verb. It is an adverb.

As you know verbs are action words. Adverbs are words that tell us something more about verbs.

Snake Bite

Read the following sentences.

- He speaks loudly.
- She walks slowly.
- She dresses up beautifully.
- He walks fast.

The underlined words are adverbs.

Usually adverbs are formed by adding 'ly' to adjectives.

Examples:

- loud + ly = loudly
- slow + ly = slowly
- beautiful + ly = beautifully

However, some adverbs are exceptions to this rule. We do not add 'ly' to some adjectives to make adverbs. For example we say 'I walk **fast**'. We **do not** say 'I walk **fastly**'.

Exercise 4

Form adverbs from the adjectives and use them in your own sentences.

neat, nice, soft, clear, elegant, careful, regular, graceful



LET US DO 1.3

1. Do you know that there are several branches of Traditional Medicine in India? Some examples are Ayurveda, Homeopathy, and Unani. Speak with a doctor in your locality to understand the difference between Western Medicine (Allopathy) and Traditional Medicine (Ayurveda, Homeopathy, Unani).
2. Speak with your mother and write down a list of things found at home that she uses to cure simple ailments. For example she might use ginger for stomach upsets.



1.4 LET US WRITE

Describing people

Raja came home and wrote a description of the old man.

Before writing the description of the man, Raja noted some points given below:



Notes



Notes

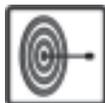
Age:	old
Physical features:	tall, stout, white beard, grey hair, shrewd looks,
Dress:	long white robe and a skull-cap
Behaviour:	polite and gentle
Special points:	intelligent
This is what Raja wrote:	

An old grey haired man came out of the hut. He was short and stout and had a white beard. He wore a long white robe and a skull-cap. He looked quite shrewd and intelligent. He was also very polite and gentle.

Exercise

In about 6 or 7 simple sentences write a description of a person with the help of the hints given below.

- Name: _____
- Age: 35 years
- Physical features: tall, heavy built, fair complexion, sharp nose
- Nature: simple, friendly, helpful, kind
- Hobbies: singing, reading
- Profession: teaching



WHAT YOU HAVE LEARNT

We learnt that in an emergency it is very important to find out what happened before reacting, if we want to avoid making mistakes. Sometimes we unnecessarily complicate situations because we are influenced by our wrong beliefs, lack of knowledge and fear of even harmless things. The simple problem of Raja's bee sting got complicated due to all of the above reasons. We also learnt that we should beware of untrained medicine men (like the old man in the story) who cheat innocent people by creating fear in their minds.



TERMINAL QUESTIONS

1. What do you think Raja felt when he had to sit in front of the old man to be treated for a snake-bite?



2. Why do you think Raja's grandfather did not let Raja speak? Do you approve of Raja's silence?
3. In your opinion what kind of a person was the old man?
4. If you were the old man would you accept the gifts sent by Raja's grandfather? Give reasons for your answer.
5. Many people are afraid of snakes. Why do they fear snakes? Do you think they are right? Give reasons for your answer.

**ANSWERS****1.2.1 PART 1****INTEXT QUESTIONS 1.1**

1.because it was scared of human beings.
2. Raja put a stone on the mouth of the coconut shell to close it.
3. Raja's grandmother was shocked to hear that Raja had brought home a snake. She cried for help.
4. Individual responses.

II. 1. F 2. T 3. T 4. F

LET US LEARN NEW WORDS 1.1

I. 1. near 2. closed 3. disappeared 4. never

- II 1. quietly c. noisily
2. slowly d. quickly
3. went a. came
4. dangerous b. harmless

1.2.2 PART 2**INTEXT QUESTIONS 1.2**

- I. 1. ... because Raja tried to catch it.
2. ... because he was in pain and wanted his grandmother to help him stop the pain.
3. Grandmother thought that a snake had bitten Raja because he told her that he had been bitten, and because he had brought home a snake in the morning.



Notes

4. Individual responses.

Suggested response: Raja’s grandmother should have spoken to him and asked him to tell what had happened.

5. Individual responses

II. 1. T 2. F 3. F 4. T 5. F

LET US LEARN NEW WORDS 1.2

I. 1. mark 2. some distance away 3. pain

II. 1. finger 2. pain 3. garden 4. fields

III. 1. lions roar
2. elephants trumpet
3. donkeys bray
4. monkeys chatter
5. cows low
6. bears growl

LET US DO 1.1

Crossword

Across

- 1. crawl
- 2. snake
- 3. bitten
- 5. paddy

Down

- 1. coconut
- 2. snake
- 3. brass
- 4. finger

		² S	N	A	K	E		
		N						
¹ C	R	A	W	L				
O		K						⁴ F
C		E						I
O			³ B	I	T	T	E	N
N			R					G
U		⁵ P	A	D	D	Y		E
T			S					R
			S					

1.2.3 PART 3

INTEXT QUESTIONS 1.3

I. 1. Grandfather told the old man to cure Raja of snake-bite.



2. i. took some water in a vessel
ii. recited *mantras*
3. Everybody was sad and silent because they thought Raja had been bitten by a snake and his life was in danger.
4. Grandfather sent gifts to the old man as a reward for curing Raja.
5. No, the old man did not cure Raja. The old man knew how to cure snake bite, but Raja did not have a snake bite. He had a bee sting, and his bee sting stopped hurting before the old man washed his finger and gave him water to drink.
6. Individual responses

II. 1. F 2. T 3. T 4. T

LET US LEARN NEW WORDS 1.3

1. tight 2. sad 3. silently 4. quiet
5. old 6. danger

LET US DO 1.2

A	B	C
<u>Raja</u>	<u>Grandparents</u>	<u>old man</u>
obedient	caring	pretender
Innocent	simple	clever
adventurous	affectionate	
	superstitious	
	nervous	
	gullible	
	concerned	

1.3 LET US LEARN GRAMMAR**Exercise 1**

Simple past tense verbs appearing in the story

Regular verbs Irregular verbs

shocked	hid
snatched	went
warned	thought
wanted	held
happened	gave

**Exercise 2**A (regular)

walked
managed
asked
repaired
cooked
cleaned
enjoyed
cheated

B (irregular)

drew
held
forgave
drove
met
swam
shook
rang
bore
led
wrote
ate

Exercise 3

let cut

Exercise 4**Adverbs**

neatly nicely softly clearly elegantly
carefully regularly gracefully

TERMINAL QUESTIONS

1. Individual responses

Suggested response: he might have felt restless and helpless.

2. Individual responses.

Suggested response:

Raja's grandfather did not let him speak because he was very sure about what was wrong with Raja and about what had to be done. He did not want to waste time talking about it because he believed Raja's life was in danger.

If I was in Raja's place I might have freed myself from my grandfather's arms and run away. However, I do not approve of Raja's silence, he should have told his father the reality.

3. Individual responses

Suggested response: He was shrewd and dishonest.

4. Individual responses

5. Individual responses



2



202en02

HOW THE SQUIRREL GOT HIS STRIPES

This story is one of the many stories referred to in the Ramayana. The story tries to find out the logic behind the stripes on the body of a squirrel. It also emphasizes the dignity of labour, the importance of feelings in participating in team work, and that even the smallest contribution is important in some way...



OBJECTIVES

After completing this lesson you will be able to:

- relate to a simple story in English;
- critically analyse a situation and take a decision;
- use reasoning to form an opinion;
- value every individual's contribution however small;
- accept people and respect individual differences;
- use adjectives in the correct sequence, and
- write the description of an object.



2.1 LET US READ THE TEXT

Ram asked his army to build a bridge over the sea. Work began at once on a stone bridge. The monkeys pulled out rocks and heavy stones from the mountains, and carried them to the sea. They cut them into shape and began to build the bridge. All this was very difficult



Notes

How the Squirrel Got His Stripes

work and it took a long time. Thousands of monkeys worked night and day. Rama felt happy. “How hard they work! Their love for me makes them work like this,” thought Rama.

One day Rama saw a small brown squirrel. He was going up and down the seashore with little pebbles in his mouth. The little squirrel could carry only little pebbles at a time in his small mouth. He carried the pebbles from the seashore and dropped them into the sea. A great monkey was carrying a large heavy stone on his back and the squirrel came in his way. The monkey jumped back.

“Here, you little thing,” shouted the monkey in a voice like thunder, “you’re in my way, I stepped back and you’re alive now. But I nearly fell. And what are you doing here?”

The little squirrel looked up at the great monkey.

“I’m sorry you nearly fell, Brother Monkey,” he said in his small voice, “but please always look where you are going. I’m helping Rama build the bridge. And I want to work hard for him.”

“You, what?” shouted the monkey and laughed aloud. “Did you hear that!” he said to the other monkeys. “The squirrel is building a bridge with his pebbles. Oh dear! Oh dear! I’ve never heard a funnier story.” The other monkeys laughed too.

The squirrel did not think this funny at all. He said, “Look, I can’t carry mountains or rocks. God gave me only a little strength. I can only carry pebbles. My heart cries out for Rama and I’ll do all I can for him.”

The monkeys said, “Don’t be foolish. Do you think you can help Rama? Do you



Fig. 2.1

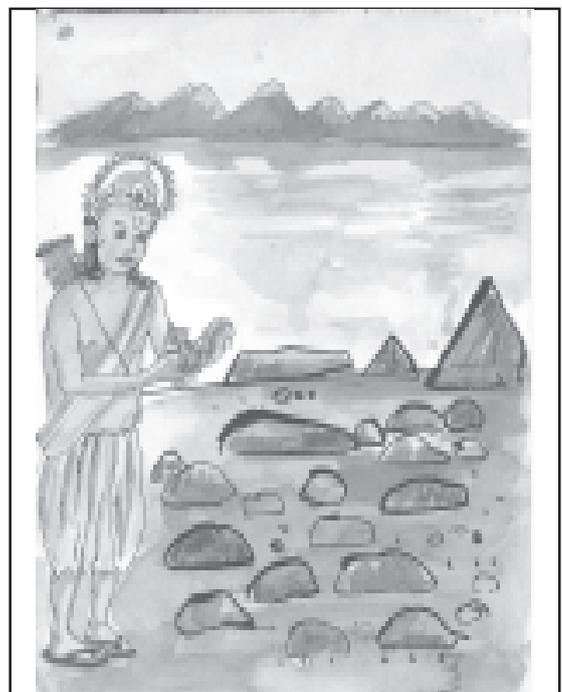


Fig. 2.2

How the Squirrel Got His Stripes



Notes

think we can build a bridge with pebbles? He has a big army to help him. Go home and don't get in our way."

"But I want to help, too," said the squirrel and would not go.

He carried the pebbles again from the shore to the sea. The monkeys were angry and one of them picked up the squirrel by his tail and threw him far away.

The squirrel, crying out the name of Rama, fell into his hands.

Then Rama held the squirrel close to him. He said to the monkeys, "Do not make fun of the weak and the small. Your strength or what you do is not important. What matters is your love. This little squirrel has love in his heart."

He then held the squirrel closer to him and said, "Little one, your love touches my heart." He said these words and passed his fingers gently over the little squirrel's back. And when he put him down there were three white stripes on his back. These were the marks of Lord Rama's fingers.

From then on the squirrel carries the three white stripes on his back.

(A tale from the Ramayana)

2.2 LET US UNDERSTAND THE TEXT

2.2.1 PART 1

Rama asked his army.....The other monkeys laughed too.

Monkeys were helping Lord Rama to build a bridge over the sea. They were pulling out the rocks and heavy stones from the mountains and carrying them to the sea. A little squirrel was also carrying little pebbles from the mountains and throwing them into the sea. Suddenly he came in the way of a big monkey. The monkey shouted at the squirrel and wanted to know what he was doing there. When the squirrel told the monkey that he was also contributing in building the bridge, all the monkeys made fun of him.



INTEXT QUESTIONS 2.1

1. Building a bridge was difficult work involving several steps. Complete the steps:

- pulling out _____
- _____ the sea
- _____ shapes
- building the bridge



Notes

How the Squirrel Got His Stripes

2. Complete the following table showing the contrast between the monkey and the squirrel:

	Monkey	Squirrel
size		
voice		small \ weak \ soft
strength	strong	
attitude		polite

3. Why did the monkeys make fun of the squirrel?

2.2.2 PART 2

The squirrel did not think this.....white stripes on his back.

The squirrel did not give up even when the monkeys made fun of him. The monkeys were angry and one of them picked up the squirrel and flung (threw) him away. The squirrel fell into the hands of Lord Rama. Lord Rama told the monkeys not to make fun of the squirrel because he was small. He also told the monkeys that he valued the squirrel’s work and help in building the bridge because it was done with love. Lord Rama gently ran his fingers over the squirrel’s back and put him down. The three white stripes that we see on the back of a squirrel are believed to be the marks of Lord Rama’s fingers.



INTEXT QUESTIONS 2.2

1. How did the squirrel justify what he was doing?
2. Why did the squirrel want to help in building the bridge?
3. Was the work of the squirrel less important than the monkey’s work? Give reasons for your answer.
4. How did the squirrel come into Rama’s hands?
5. How did the squirrel get his stripes?



2.3 LET US LEARN GRAMMAR

Read the following descriptions taken from the text:

- a small brown squirrel
- a large heavy stone
- three white stripes

How the Squirrel Got His Stripes



Notes

- To describe any person, place or thing, adjectives are used to tell their size, colour, age, origin, etc. When two or more than two adjectives are used before a noun, they are usually used in the following order:

opinion	size	shape	age	colour	origin	material	noun
			old			oil	paintings
	small	round				wooden	box
lovely		long		black		leather	coat
delicious					Indian		food

- Numbers go before adjectives. Example: three white stripes
- If there are more than two adjectives, a comma is usually used between them.

Exercise 1

Use the dialogues/statements given in each bubble to complete the description in the sentence given against it. The first one is done for you.

1. You are wearing a lovely saree. It's silk, isn't it?

You are wearing a lovely saree. It's silk. Isn't it?

1. You are wearing a lovely silk saree.

2. This car is Japanese. It's very fast.

2. This is a _____ car.

- 3.

3. Have you seen my _____ shirt?

4. I want to buy two armchairs. I am looking for wooden ones in brown.

4. I want to buy _____ arm-chairs.



Notes

Exercise 2

Complete the sentences using two adjectives in each sentence.

1. My favourite possession is a \ an _____.
2. I would like to buy a \ an _____ for my mother.
3. My father has a \ an _____.
4. I like _____. I think she is _____ actress.
5. I live in a \ an _____.



Work with a friend to solve riddles. This is how you can do it.

- Describe an object without naming it and ask your friend to identify the object.
- Then let your friend describe an object and you guess what it is.
- To describe any object, you can tell about its size, shape, colour, texture or its function, whatever is relevant.

Example:

Riddle: I am a long thin object, usually made of wood. You use me for writing or drawing. What am I?

Answer: a pencil



LET US LISTEN 2.1

Listen to the poem “Human Family” on tape/CD **or** ask a friend to read it out to you.

Human Family
I note the obvious differences
in the human family.
Some of us are serious,
some thrive on comedy.

The variety of our skin tones
can confuse, bemuse, delight,
brown and pink and beige and purple,
tan and blue and white.

How the Squirrel Got His Stripes



Notes

I've sailed upon the seven seas
and stopped in every land,
I've seen the wonders of the world
not yet one common man.

I know ten thousand women
called Jane and Mary Jane,
but I've not seen any two
who really were the same.

I note the obvious differences
between each sort and type,
but we are more alike, my friends,
than we are unlike.
We are more alike, my friends,
than we are unlike.

– *Maya Angelou*

After listening to the poem complete the following summary by filling each blank with a word from the box:

same	human	colour	alike	different
------	-------	--------	-------	-----------

We all have a (1) _____ nature and (2) _____ of skin. Nowhere in the world do we find any two people who are the (3) _____. Still we are all (4) _____ because we all belong to the (5) _____ family.



2.4 LET US WRITE

Describing an Object

Read the following notice put up on a students' notice board:

Date: _____

LOST!

I have lost my wristwatch. It is a Titan Classique ladies' wristwatch. It is small and diamond-shaped with a golden dial and a black strap. 'Water-resistant' is marked on the back of the dial.

The finder is requested to return it to the undersigned.

Monisha

X B



Notes

How the Squirrel Got His Stripes

Notice the details in the description:

- Brand name Classique ladies'
- Size & shape small diamond-shaped
- Colour of dial golden
- Colour of strap black

Exercise

You lost a briefcase containing important documents while travelling by bus. Complete the following notice to be inserted in a newspaper. Include all the details describing the briefcase and its contents. Give your contact number and address.

LOST

I lost my brief-case while travelling from Saket to the Interstate Bus Terminal by Bus No. 249 on 4 March.

It is _____

It contains _____

The finder is requested to contact



LET US DO 2.1

Talk to two of your friends or siblings (brothers\sisters). Make lists of what you can do and what your friends \ brothers\ sisters can do.

The things I can do	The things my friend \ brother\sister (1) can do	The things my friend \ brother \ sister (2) can do

How the Squirrel Got His Stripes



Notes

What can you say about the importance/usefulness of each of the abilities you filled in the three columns in the above table? Write and explain in 8-10 sentences.



DO YOU KNOW

What Is bullying?

Teasing or making fun of a sibling (brother/sister) or a friend is not usually harmful when done in a playful and friendly way. But when teasing becomes hurtful, unkind, and constant, it becomes bullying, and needs to be stopped.

Bullying means intentionally hurting someone in physical, verbal, or psychological ways. It can range from hitting, pushing, name-calling, threats, and mocking, to extorting (obtaining by force) money.

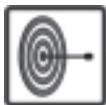
The effects can be serious and affect the victim's sense of self-worth and future relationships.



LET US DO 2.2

Assume that a new family with two children has recently shifted to your neighbourhood from another State. These children are bullied by other children very often because of their language, the clothes they wear and their mannerisms.

- What would you do to make all children accept each other's differences and be friends?
- Put your ideas into practice.
- Write in 3-4 sentences about what you did and what the result was.



WHAT YOU HAVE LEARNT

In this lesson, you learnt that we should not make fun of the weak and the small, and that love is more important than physical strength.



TERMINAL QUESTIONS

1. Which qualities of Lord Rama are highlighted in this story?



Notes

How the Squirrel Got His Stripes

2. What is the message given through this lesson?
3. Have you ever had an experience in which a person surprised you by doing something which you thought he/she could not do? Describe the situation in 60-80 words.



ANSWERS

2.2.1 PART 1

INTEXT QUESTIONS 2.1

1. The following steps were involved in building a bridge:
 - pulling out rocks & heavy stones from the mountains
 - carrying the rocks & stones to the sea
 - cutting them into shape

	Monkey	Squirrel
size	<u>great \big</u>	<u>small \little</u>
voice	<u>loud</u>	small \ weak \ soft
strength	strong	<u>weak</u>
attitude	<u>rude/impolite</u>	polite

2. They thought the squirrel was foolish to think of building a bridge with pebbles and to think it could help in building the bridge.

2.2.2 PART 2

INTEXT QUESTIONS 2.2

1. The squirrel justified what he was doing by saying that he did not have much strength but he could still help by carrying pebbles because he wanted to help Lord Rama in whatever way he could.
2. The squirrel wanted to help in building the bridge because he had love for Lord Rama and wanted to show his love for Him.
3. Individual responses.
4. When one of the monkeys picked the squirrel up by the tail and threw him away, he fell into Lord Rama's hands.

How the Squirrel Got His Stripes

- When the squirrel fell into Lord Rama's hand, he gently and lovingly ran his fingers on the squirrel's back. The stripes on the squirrel's back are the marks of Lord Rama's fingers.

2.3 LET US LEARN GRAMMAR

Exercise 1

- This is a fast Japanese car.
- Have you seen my new white shirt?
- I want to buy two brown wooden armchairs.

Exercise 2

Individual responses

2.5 LET US LISTEN

- different (2) colour (3) same (4) alike (5) human

2.6 LET US WRITE

Individual responses

LET US DO 2.1

Individual responses

Suggested response: Different people are capable of doing different things due to their different abilities and skills. That does not make any one better than the other.

TERMINAL QUESTIONS

- compassion/kindness, gentleness, respect for all living beings
- We should not make fun of the weak and the small. Love is more important than physical strength.
- Individual responses



Notes



202en03

3

KONDIBA—A HERO

I am sure you will agree that we all face difficulties and problems. How do you deal with them? Do you feel defeated and frustrated, or you consider various possibilities and try to find solutions? There are some people, who, in spite of their own difficulties, are able to understand others' problems and are ready to help them. Such people are real heroes.



OBJECTIVES

After completing this lesson you will be able to:

- follow the sequence in the development of a story;
- predict the events in a story;
- use phrasal verbs;
- use verbs in the past tense and the past perfect tense accurately;
- describe the different attributes of a person;
- recognise your feelings and emotions;
- relate to the feelings of differently-abled people & find ways to support them;
- critically analyse a situation and take a decision, and
- write a narrative piece.



3.1 LET US READ THE TEXT

Before you read, think:

- What is your first reaction on seeing a differently-abled person?
- Do you think that differently-abled people can be self-reliant and economically independent?
- What is the general attitude of society towards differently-abled people?
- What are the different ways in which differently-abled people contribute to our society?
- What can society and the government do to make their contribution even better and bigger?

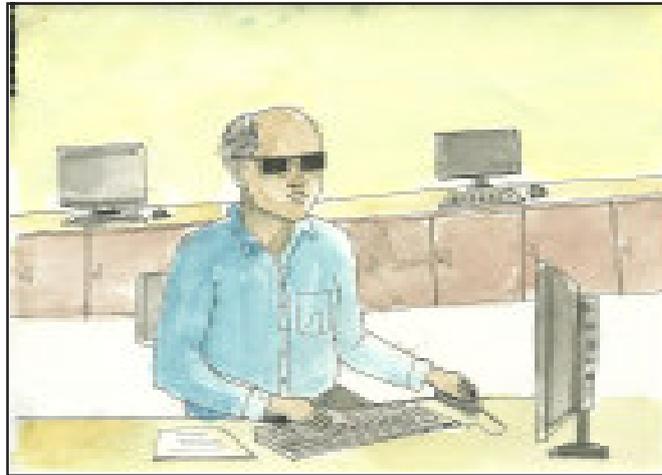


Fig. 3.1

Let us read the story of Kondiba who is visually challenged. Let us find out what he does that makes him a hero and helps him to become economically independent.

Kondiba Gaikwad hated begging. But the famine in Maharashtra in 1972-73 had driven him from his home in Aurangabad to Mumbai in search of bread. At first, he had tried selling brooms. Unfortunately, he had little luck selling his goods. He soon learnt that Mumbai is generous to beggars – especially blind beggars. And 25-year-old Kondiba was blind. He had become blind with small pox at the age of eight.

It was a cloudy day in “Golibar”, the large slum colony in Ghatkopar, north-east of Mumbai. Kondiba lived here with Tukaram and Tukaram’s wife, Yelanbai. It was the end of the monsoon. In the middle of an open area, in the colony there was a well. It was full of blackish-green water. Nothing could be seen more than a few centimetres below the surface.

The well was highly useful to the people who lived in the surrounding huts. They had dug it two years before because the only water tap in the colony was not enough for the slum’s growing population. There had never been any money for a wall around the well. The mouth of the well had gradually widened as the soil and rocks on the sides fell in. The bottom was narrow, muddy and filled with weeds. The well was dangerous; but it had



Notes

differently: abled people who have lost a body part; or whose sense organ/s do not function; or who have some deficiency in nervous or mental processes.

famine: a time when there is very little food in region

small-pox: a serious, often fatal disease causing a high fever & leaving permanent marks on the skin.

gradually: slowly

weeds: unwanted wild plants

gunny bag: bag made from rough ‘jute’ cloth

startled: surprised/shocked due to a sudden noise

paddle: walk with bare feet in shallow water

drive: jump head first into water



Notes

pottery: pots made of clay

float: stay on the surface of a liquid (here, water)

run out of something: use up or finish a supply of something

vanish: disappear

bursting: (here) almost breaking open

disappointment: unhappiness because some desired event has not happened

ribs: curved bones extending from the backbone and curving round to the chest to protect the heart and lungs

desperately: trying badly in a situation of hopelessness

lad: boy

been there for so long that no one worried about it. It seemed harmless. Kondiba had returned to the slum to eat a little food, which Yelanbai had prepared. His day's begging usually ended when he had collected Rs. 5 to Rs. 6 in his small gunny bag.

Suddenly, there were shouts and sounds of great confusion. Kondiba and Yelanbai were startled, "Someone's fallen in the well!" they heard a woman cry.

Kondiba set aside his meal and said urgently, "Quick, lead me there." Within a minute the blind beggar and the woman reached the well, and pushed their way through a small group at the mouth of the well. In seconds Kondiba pulled off his shirt and slipped into the water. Two boys were already paddling around trying to find young Arvind, who had fallen off a tree trunk while drawing water. The boys could not dive.

Kondiba had been a good swimmer as a young boy before he lost his sight. But years of poverty had made him weak. Once he had been able to dive deep into the wells around his village to pick up shining bits of broken pottery that he and his friends would throw in as part of a game. But it had been many years since he had tried to hold his breath long enough to get to the bottom of a well.

Kondiba floated on the surface for a moment, then took a deep breath and dived. Carefully feeling his way along the rocks on the side of well, he reached the bottom; his feet sank into the soft mud. He felt nothing but the mud and the slippery weeds. Tired, and with his breath running out, he came to the surface.

It was now two minutes since Arvind had fallen in. His aunt, with whom he lived, was at the well. As Kondiba surfaced without the boy he heard her wailing.

The blind man took another deep breath and vanished into the muddy depths. His first dive had given him a good idea of the shape of the well. So he went straight down and tried to search the bottom with his hands. They slipped in the mud and got caught in the weeds. There was still no sign of the boy.

His lungs were nearly bursting. He rose to the top once again. He had been down longer than the first time, so the women and children were getting more and more excited. When his head appeared above the water, the crowd gave a sigh of disappointment.

Never in all the years of his blindness had Kondiba missed his vision so much. If only he could see, he might be able to find the drowning boy. He did not know that even normal eyes would never have been able to see in muddy water.

Kondiba was very tired, but he knew he was Arvind's only hope. He worked as fast as he could, feeling his way through the mud and the weeds. "Arvind must be here," he thought. "He cannot have vanished."

Kondiba's ribs were aching; he couldn't hold his breath much longer. Then, just as he was about to twist his body upright and kick himself to the surface, his finger felt something soft among the weeds. Cloth! He moved his hand further and touched Arvind's legs. The boy's body was held in the mud and weeds.

Kondiba—A Hero



Notes

Kondiba's heart was beating painfully, he badly needed to breathe. He felt desperately for something to hold in order to pull Arvind up and out of the net he was in. Suddenly, he felt Arvind's belt! Holding it tightly with his right hand, he pulled the lad free, turned about and pushed up. His spine and muscles ached. This almost stopped his movements. His weak, starved body fought against what his mind told him he must do.

Keeping a tight hold on the boy's belt, Kondiba struggled to push himself upwards with his free hand and feet.

It seemed a long time before he rose the six metres from the bottom and broke surface. While he gasped for breath, other hands quickly lifted Arvind up and out of the well. Kondiba held on to the well's rocky side, his eyes closed, his body tired. He heard, but paid little attention to the sounds of people trying to give Arvind artificial respiration. Finally, the boy began to vomit water, and cries to joy came to Kondiba still holding tightly to the side of the well.

Then Arvind was hurried away to the hospital. A man helped Kondiba out of the well and a woman patted him affectionately on the shoulder. Yelanbai led him back to the hut. There, Kondiba put on his clothes, finished his half-eaten meal, and fell asleep.

That evening, a police officer came to tell the blind beggar that the boy he had saved would be alright. Kondiba later learnt that if the boy had been in the well longer his brain would certainly have been damaged from lack of oxygen. And Kondiba had saved him just in time.

The next afternoon, Arvind returned to "Golibar". He went at once to Kondiba and, while his aunt watched with tears in her eyes, he touched Kondiba's feet in gratitude.

Indeed, Kondiba had saved a life. But his own still had to go on, and for him that meant begging. By afternoon Kondiba was back on the streets of Mumbai with his gunnysack. However, word soon began to spread about the beggar's courage. His picture and the story of his daring rescue were published in many national and local papers. Suddenly Kondiba became a hero. He was praised by the Governor, the Chief Minister of Maharashtra, and other officials. Rewards totalling Rs. 12,970 were presented to him. For a few months, he was given a home in a Home for the Blind. Here he learnt some skills such as bottling and the weaving of chair seats.

Today, Kondiba lives in Jalna, a market town close to his native village. He has married a local girl and runs a small business. Kondiba Gaikwad's bravery and determination to find the boy in the well had completely changed his own life.

The beggar who hated begging need never beg again.

3.2 LET US UNDERSTAND THE TEXT

3.2.1 PART 1

Kondiba Gaikwad.....cry.



Notes

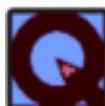
Have you noticed boys and girls begging at traffic lights and markets? What do you feel when you see them? Most of them are young. Many of these young people have been forced to move away from their native places to earn a livelihood. They may even have been kidnapped and forced to work or beg when they should have been in school, preparing for a bright future. Have you ever wondered what kind of dreams these young people have? Do you think they are different from yours?

Kondiba is a blind man who comes to Mumbai in search of work. He lives in a slum and begs for his living. In the slum where he lives there is an open well. It has no walls and is very unsafe. One evening Kondiba hears a woman cry out that someone has fallen into the well.



LET US DO 3.1

- A) Newspapers and magazines publish the stories of people who become heroes because of their bravery, compassion, empathy or ability of decision-making in difficult or critical circumstances. Cut out the stories of such people and paste them in a scrap file. Collect at least five such stories.
- B) Write in 3 – 4 sentences how the actions of the people in the stories influenced you.



INTEXT QUESTIONS 3.1

1. When and how did Kondiba become blind?
2. Kondiba hated begging, but he had to beg. Why did he start begging? Give two reasons to complete the following statements:
 - a) He could not _____
 - b) He came to know that the beggars _____
3. If you were in Kondiba's place and would lose your eyesight what would you do?
4. Who had dug the well? Where was it dug?
5. Why was the well dug?



6. What had happened to the water in the well within two years?
7. What happened one day when Kondiba was having food?

3.2.2 PART 2

Kondiba.....disappointment.

In the previous section, we read that one day when Kondiba was having his meal, he heard a woman cry out that someone had fallen into the well.

Kondiba asks a woman to take him to the well. He knows how to swim. He was good swimmer as a young boy, but poverty has made him weak. Without considering this Kondiba jumps into the well to save a young boy named Arvind. Don't you think he is very brave to do so?

He dives down again and again to search for the boy but cannot find him. And each time he comes up he feels more and more tired. The people standing near the well feel disappointed each time Kondiba comes up without Arvind. Do you think Kondiba continues to search for Arvind? Think.

**INTEXT QUESTIONS 3.2**

1. What did Kondiba do as soon as he heard that someone had fallen into the well?
2. Tick the correct sentence:
When Kondiba reached the well,
 - a) he found that Arvind had fallen into the well.
 - b) he felt helpless as he had no sight.
 - c) he dived into the well to save Arvind.
3. How many times did Kondiba go into the well? Was his experience the same or different every time?
4. Why was the crowd disappointed?
5. If you were Kondiba, what would you do in such a situation?



DO YOU KNOW

How to help oneself and others in emergencies/disastrous situations

In life, we come across accidents like fires, plane crashes, road accidents, and cases of drowning as well as calamities such as floods, earthquakes, cyclones or terror attacks. In all these emergencies, we can improve the survival rates with our preparedness and empathy towards others.

We only need to remember the following rules:

- **Be brave and stay calm.** Certain coping devices like controlled, rhythmic breathing can keep anxiety under control.
- **Make a thorough assessment of the situation.**
- **Think of possibilities**
- Be sure you have **enough information** required to help yourself or rescue a person or persons.
- Even though you need to take quick action, take a moment to **think clearly** as to what you should do. Do not do anything that will endanger you or others. Do not hesitate to ask others to assist you or to raise the alert.



LET US DO 3.2

- 1) You are at the railway platform waiting to board a train. You hear a loud explosion and see injured people lying around. Discuss the situation with a friend. In 3-5 sentences explain the three most important things that you would do in this situation.
- 2) Think of the kind of accidents that could occur in your home or neighbourhood. What items will you need to provide first aid? With help from a doctor in your locality prepare a first aid kit which will be useful in handling these common accidents that happen in the home or in the neighbourhood.

3.2.3 PART 3

Never in..... beg again?

Kondiba tries again and again to find Arvind in the deep well. He wishes he was not blind, because if he could see he would be able to see Arvind and save him. Do you think Kondiba gives up? Though he feels very tired and feels that his body will not be able to do any more, he does not stop searching. He dives down once more. This time he feels Arvind's clothes against his hand. He quickly holds on to Arvind's belt and brings him out.



Arvind is taken to the hospital. Kondiba thinks that he has to carry on with his life as a beggar, but his life changes. People hear of his bravery and reward him and Kondiba is now able to give up begging, which he had hated to do.

**INTEXT QUESTIONS 3.3**

Answer the following briefly:

1. What did Kondiba miss most now? Why?
2. Underline all the expressions/sentences that describe that Kondiba was very tired.
3. Kondiba was tired but he did not give up hope. Why? Give two reasons.
4. What does 'The net' refer to?
5. How did Kondiba free the boy from the weeds?
6. 'It seemed a long time'. For whom did it seem too long? Why?
7. When Kondiba came up to the surface, what three things did the crowd do?
8. (a) How did Kondiba feel when he brought Arvind out of the well?
(b) If you were in Kondiba's place, how would you have felt?
9. What did the policeman tell Kondiba? What would have happened to Arvind, if he had not saved him just in time?
10. What publicity did Kondiba get?
11. How was Kondiba rewarded?
12. How did Kondiba utilize his prize money and skills?
13. What does his example prove?

**LET US LEARN NEW WORDS 3.1****Exercise 1**

Given below are two lists – one of describing words (adjectives) and the other of naming words (nouns).

Scan through (quickly glance through) the text and match the words in the two lists. Try to do it within five minutes. One has been done for you.



Notes

Describing words

gunny
daring
starved
muddy
cloudy
growing
broken
slippery
half-eaten
blackish-green
surrounding

Naming words

day
huts
depths
bag
water
weed
body
pottery
rescue
population
meal

Remember, some of the describing words given above may be used as verbs also. For example, I have broken my leg. Here 'broken' is the third form of the verb 'break'.

Exercise 2

Give at least one more describing word for each noun given in Exercise 1, for example, sunny day.

Phrasal Verbs

A phrasal verb is a simple verb combined with an adverb or a preposition or sometimes both to make a new verb with a meaning that is different from that of the simple verb. For example, read the sentence 'Kondiba's life had to go on.' In this sentence 'go on' means 'continue'.

Exercise 3

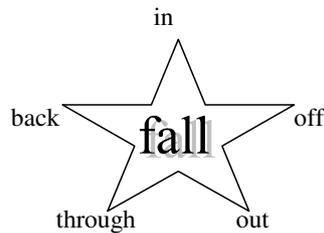
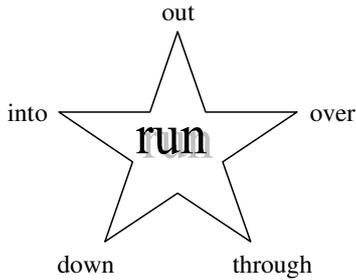
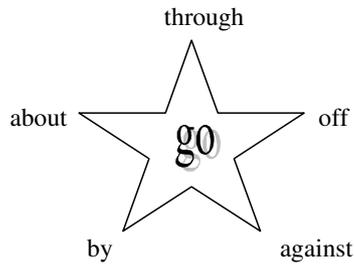
In this lesson, you came across a number of phrasal verbs. Complete the following summary of sections II & III using appropriate phrasal verbs. You will have to change the form of the verbs.

dive into, run out of, go into, give up, push through, pull off, fall into

On reaching the well, Kondiba _____ the crowd. He came to know that a small boy had _____ the well. He _____ his shirt and _____ the well. He _____ the well twice but failed to find the boy. He had _____ breath, but he did not _____. He went into the well once again. He felt the shirt of the boy and pulled him out. In spite of his blindness, Kondiba was able to rescue the boy.



Exercise 4: Given below are phrases related to the verbs ‘go’, ‘fall’ and ‘run’.



Look up the meanings of these phrases in a dictionary.

- go through - _____
- go about - _____
- go off - _____
- go against - _____
- go by - _____
- run out - _____
- run down - _____
- run into - _____
- run over - _____
- run through - _____
- fall out - _____
- fall through - _____
- fall back - _____
- fall in - _____
- fall off - _____

Now complete the given sentences with appropriate phrasal verbs choosing from the ones given above.

1. How should I _____ finding a job?
2. We have _____ of fuel.



Notes

3. When friends have a misunderstanding, they may _____ with each other.
4. _____ the dialogues quickly before you deliver them.
5. His plan of going abroad may _____ because of shortage of funds.



3.3 LET US LEARN GRAMMAR

Past Tense

In 'Snakebite', we learnt that:

- we use the past tense when we talk about an event that took place at a specific point of time in the past.
- we use the second form of the verb for the past tense.

Choose the appropriate verb from the help box and complete the passage given below, using the simple past tense.

realise	earn	come
start	fail	hate
try		

Kondiba _____ to Mumbai from Aurangabad to earn his living. He _____ to sell brooms but he _____ to earn much. Soon he _____ that blind beggars could earn more. So, he _____ begging, though he _____ it. He _____ Rs. 5 to Rs. 6 everyday.

Past Perfect Tense

Read the following conversation between Rafi & Neeraj:

Did you go to the movie yesterday?

Yes, but I missed the beginning.

Could you get the ticket after the movie had started?

I had bought the ticket already.



Which two actions were completed first and which action took place later?

- a) buying the ticket
- b) going to the movie
- c) starting of the movie

Actions (a) & (c) took place first. Action (b) took place later.

Read the conversation again. You will find that:

- a) In the case of actions/events that were completed first, the past perfect tense (i.e. had + the 3rd form of the verb) is used.
- b) In the case of actions/events that were completed later in the past, the simple past tense (i.e. the 2nd form of the verb) is used.

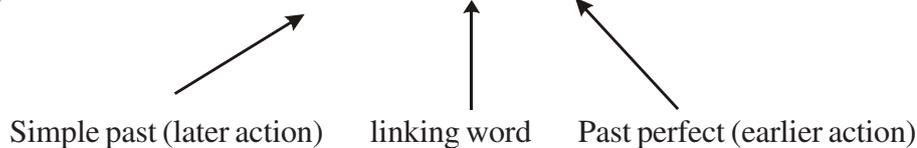


- 1) Identify the sentences with the past perfect tense from unit II of the text.
- 2) Use the information given in the chart below. Make as many sentences as you can by combining any two of the sentences at a time. Use the appropriate forms of the verbs (i.e. the simple past tense and the past perfect tense) and linking words when you combine the sentences.

6.00 a.m.	Grandmother put on the music
6.30 a.m.	All of us did Yoga
7.30 a.m.	Father got us ready for school and mother made the lunch box
8.00 a.m.	My sister and I left for school
9.00 a.m.	Mother enjoyed a cup of tea as she made the monthly budget
2.00 p.m.	We returned from school and ate lunch
5.00 p.m.	We went out to play
7.30 p.m.	We worked on the school assignments and shared the day's activities with our parents

Hint: The sentences that you make will show what happened first and what happened later. Do not mention the time.

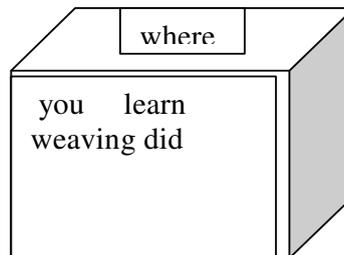
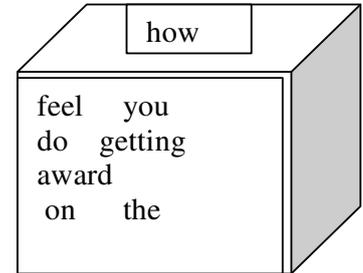
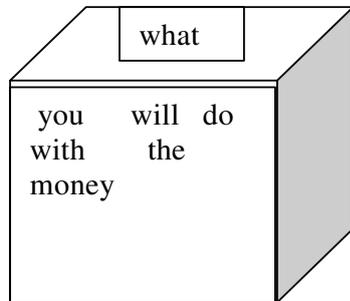
Example: Mother and Father left for office after I had left for school.





Notes

3. Use all the words given in each box to make a 'wh' question. Do not forget to put a question mark (?) at the end of each sentence.



3.4 LET US WRITE

Narrating an Incident

Imagine that one day when you were playing with your friends, you heard the cries of a puppy. The pictures given below describe the incident as it happened. Tell a child or a friend what happened, how it happened, what you did and how you felt afterwards. Now, write the description of the incident.

Remember to use the past tense and connecting words or phrases.



Fig. 3.2



Fig. 3.3



Fig. 3.4



Fig. 3.5

You may begin with –

One day, when I was playing with

You may end with –

Now, it follows me everywhere.

Describing a Person

To write the description of a person, one may choose one or more of the following characteristics. It all depends on the context and the purpose of a description.

- 1) Physical features – built, height, gait, complexion, facial features, forehead, eyes, nose, lips etc, hair, dress
- 2) Nature including psychological attributes and values that the person upholds
- 3) Habits and expressions

Consider the following situations. Against each situation, write which characteristics – physical features, nature including emotional and moral attributes, habits and expressions – you would focus on in your descriptions:

- a) You have arranged a writer for a visually challenged person who is going to take her Board examination. You are telling this writer how he could identify the examinee at the examination centre. _____
- b) You are introducing yourself to your new pen friend. _____
- c) You are describing your role model (someone you admire and respect) to your friend. _____

Exercise

You have moved to a new neighbourhood. Your next-door neighbour is very jolly and friendly. Write a letter to your friend telling him/her about this neighbour.



Notes

Some of the expressions that you may use are:

smiling face, twinkle in eyes, chirpy, cracks jokes, friendly, helpful, caring



DO YOU KNOW

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 holds the State responsible for the prevention of disabilities, protection of rights, provision of medical care, education, training, employment and rehabilitation of persons with disabilities.

The Human Rights approach recognises that the talents of children with disabilities need to be optimally developed for the benefit of the whole of society. This approach recognises and emphasises that people with disabilities can accomplish a particular task or perform a particular function, but only in a different manner or taking more time or effort than people without a disability. Hence, the term '**differently-abled**' is used to refer to disabled or handicapped people.

The following examples show how infrastructure and the inability of able-bodied people to understand the needs of the differently-abled people create problems for them:

- *It is the stairs leading into a building that disable the wheelchair user rather than the wheelchair.*
- *It is defects in the design of everyday equipment that cause difficulties, not the abilities of people using it.*
- *It is society's lack of skill in using and accepting alternative ways to communicate that excludes people with communication disabilities.*



Read the examples given in the DO YOU KNOW box given above and observe how the infrastructure at public places creates a hindrance for differently-abled people to be independent.

Talk to different people including differently-abled people, and gather various suggestions on how society can reduce these hindrances or difficulties that differently-abled people face in their day-to-day lives. Write at least 5-6 suggestions. You may include your own suggestions also.



For example: Providing audio signals/instructions at traffic lights can help visually impaired people to cross roads on their own.

**LET US LISTEN 3.1**

An interview script with Inspector Ravi Indorkar of the Indore police force is given here. He is creating history by helping the visually impaired students. Ask your friend to read out the script of the interview to you.

Reporter : Inspector Ravi, you have been recording text books on cassettes since 1994. How did you get this idea?

Ravi : It so happened that a group of blind people approached me for help in locating an address. When I asked them who they were looking for, they told me that they were going to meet a man, who reads to them from textbooks. Soon I found out that the books in Braille were available only till Class VII. So I decided to record all the books till graduation in all the subjects.

Reporter : How much time do you spend every day to record the books?

Ravi : About a couple of hours.

Reporter : How much do you charge for these cassettes?

Ravi : I circulate them free of cost.

Reporter : How much money do you have to spend every month?

Ravi : Initially, I spent my saving in buying a dubbing machine, an ordinary mike and a few cassettes. But soon my colleagues started giving me the cassettes.

Reporter : How did you help these students to write their examination?

Ravi : It was indeed a great problem for them to find writers, who were willing to write in the examination on their behalf. So I appealed to the students of the local schools and created a bank of volunteers of varying age groups. I maintain a register and send the volunteers as writers whenever the blind students need writers.

Reporter : How do you feel working for a social cause?

Ravi : I am working for my satisfaction and I am still not satisfied. My dream is to take these students to the State Public Service Commission examination.

Reporter : I am sure with your commitment and determination, you would be able to fulfil this dream.



Notes

Complete the given questions asked by the reporter:

- a) _____ you get this idea?
- b) _____ spend every day to record the books?
- c) How much _____ for these cassettes?
- d) How _____ these students to write their examination?
- e) How _____ for a social cause?



LET US TALK 3.1

Assume that you are a newspaper reporter. To write a report of the incident before Kondiba received the reward, you need to interview Kondiba and Arvind.

What questions would you ask Kondiba after he took Arvind out of the well? What questions would you ask Arvind? Ask them at least two questions each.

Work with a friend. One of you can ask the questions while the other answers.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that each of us is unique and has different abilities that should be recognized and valued. This also applies to a differently-abled person who is like any other person and has the same kind of feelings and emotions. We should not underestimate the differently-abled people as they too have some special talents and capabilities. They should be treated fairly and as equals as this is their right according to the constitution of India. The State, society and each one of us have a responsibility to help the differently-abled people to achieve their goals and dreams.

You also learnt that if we care for others and keep calm in a difficult situation, usually we can find a positive way out of the situation.



TERMINAL QUESTIONS

1. Put the following sentences in the correct order to rewrite the story.

First number the sentences. The first one is done for you.

- a) The people of Golibar colony had dug a well in an open area. ()
- b) When Kondiba heard about it, he left his meal and rushed to rescue the boy. ()



- c) Kondiba was a blind beggar, who lived in Golibar Colony. (1)
 - d) A boy fell into the well. ()
 - e) Kondiba became breathless but he did not give up. ()
 - f) Kondiba's picture and story were published in the newspaper. ()
 - g) Kondiba dived into the well to bring the boy out. ()
 - h) He saved Arvind's life. ()
 - i) Kondiba, a blind beggar, became a hero and was well rewarded. ()
 - j) Kondiba runs a small business and is happy. ()
 - k) Arvind went to Kondiba with his aunt and touched Kondiba's feet in gratitude. ()
 - l) Without thinking about himself he dived again and freed the boy from the weeds. ()
2. Now add linking words / phrases wherever required and write the above story in your notebook. Some linking words / phrases are given below.

Linking words / phrases:

Thus next day; one day; today; after sometime; next day.

- 3. Why do you think Kondiba hated begging?
- 4. Kondiba was blind. Yet he became a hero. What qualities of Kondiba helped him change his life and become a hero? Write in about 100 words.
(hint – bravery,)
- 5. After reading the story, what are your views about the abilities of differently-abled people to earn a living? What can you do at an individual level to show them empathy rather than showing pity or indifference?

**ANSWERS****3.2.1 PART 1****INTEXT QUESTIONS 3.1**

- I.
 - 1. At the age of eight, because of small-pox
 - 2. He could not earn much by selling brooms; could earn well in Mumbai
 - 3. Individual responses – accept all answers
 - 4. Residents of Golibar slum, in the center of the colony



5. Tap water was not enough for all the people living in the colony
6. It had turned blackish-green
7. He heard a woman crying out that someone had fallen into the well.

3.2.2 PART 2

INTEXT QUESTIONS 3.2

- I. 1. He left his food and rushed to the well/asked Yelanbai to take him to the well.
2. (c) He dived into the well to save Arvind.
3. Two times. It was different. First time, he reached the bottom by feeling his way along the rocks on the side of well. Second time, he had the idea of the shape of the well, so he went straight down to the bottom.
4. Kondiba had come out empty-handed \ could not find Arvind.
5. Individual responses.

3.2.3 PART 3

INTEXT QUESTIONS 3.3

1. He missed his vision because he was unable to find Arvind and he knew that Arvind's life was in danger.
2. Panting heavily,
tired
Kondiba's ribs were aching; he couldn't hold his breath much longer.
Kondiba's heart was beating painfully; he badly needed to breathe.
His spine and muscles ached.
3. He was the only hope for Arvind. He reasoned that Arvind could not vanish, he must be in the well.
4. the weeds around Arvind
5. He caught hold of his belt and pulled him out of the net of weeds.
6. Kondiba, he was very tired/had to struggle a lot to find and pull Arvind out
You may add: he had become weak from poverty/it had been many years since he had tried to hold his breath under water
7. 1. lifted Arvind out of the well



2. gave artificial respiration to Arvind
3. rushed him to hospital
8. (a) He was so tired that he could not feel anything.
(b) Individual responses – accept all relevant answers
9. Arvind would be alright. If he had not saved him in time, his brain would have been damaged.
10. His picture and story of bravery were published in many papers, he was praised by the Governor, the CM of Maharashtra, and other officials.
11. got a reward of Rs. 12,970 and was taught skills of bottling and weaving of chair seats.
12. opened a small business
13. If we have the courage and care for others, nothing can stop us from getting success.

LET US LEARN NEW WORDS 3.1**Exercise 1**

daring rescue; starved body; muddy depths; cloudy day; growing population; broken pottery; slippery weeds; half-eaten meal; blackish-green water; surrounding huts.

Exercise 2

Many answers are possible. Refer to a dictionary, if you are in doubt.

Exercise 3

pushed through; fallen into; pulled off; dived into; went into; run out of; give up.

Exercise 4

go about; run out of; fall out; run through; fall apart.

3.3 LET US LEARN GRAMMAR

came; tried; failed; realized; started; hated; earned

1. All the sentences with ‘ had + 3rd form of the verbs
2. You can make as many as 14 sentences. A few examples are given below:

I prepared the lunch box for father after Neena had gone to school.

Father left for office after I had prepared the lunch box for him.

Or



Notes

I had prepared the lunch box for father before he left for office.

Mother washed clothes after father had left for office.

We ate lunch after Neena had returned from school.

- How do you feel on getting the award?
- What will you do with the money?
- Where did you learn weaving?

LET US LISTEN 3.1**Listening task**

- How did you get this idea?
- How much time do you spend every day to record the books?
- How much do you charge for these cassettes?
- How did you help these students to write their examination?
- How do you feel working for a social cause?

TERMINAL QUESTIONS

- a- 2, b-4, c-1, d-3, e-6, f-10, g-5, h-8, i-11, j-12, k-9, l-7.
- Linking words to be added:

One day, a boy fell into the well.

After sometime Kondiba became breathless, but he did not give up.

Thus, he saved Arvind's life.

Next day, he went to Kondiba with his aunt and touched Kondiba's feet.

Today Kondiba run a small business and is happy.

- He had self- respect. He did not like pity/charity/abuses he might be getting.
- bravery, compassion, ability to take decision in a crisis, not giving up hope in difficult situations
- If they are trained, they can earn their living. Our role is to help them without pitying them, and provide them with the required information and support. Any little action that you take in this direction as a friend shows your empathy.



4



202en04

TALL TREES

Think of some tall trees you have seen. You find them in villages, in gardens, on the roadside, in towns, in forests and on mountain slopes, and maybe you even have one such tree in your courtyard. Have you ever observed trees carefully? Have you noticed how trees silently offer care and protection to all? Read the poem to find out what the poet thinks of when he looks at tall trees. He imagines them to be watching, sheltering and peeping like human beings.



OBJECTIVES

After completing this poem you will be able to:

- read and enjoy the poem;
- explain the theme of the poem;
- pick out the words ending in similar sounds at the end of lines;
- explain how words ending in similar sounds add rhythm and flow to a composition;
- identify ‘personification’;
- explain how ‘personification’ adds a new meaning to the poem & relates it to the world of humans;
- feel the strong presence of Nature everywhere, and
- recognise the values of caring and protection as expressed by Nature.



4.1 LET US READ THE TEXT

Tall Trees

With their feet in the earth
And their heads in the sky
The tall trees watch
The clouds go by

When the dusk sends quickly
The birds to rest
The tall trees shelter them
Safe in a nest

And then in the night
With the tall trees peeping,
The moon shines down
On a world that's sleeping

– Eileen Mathias

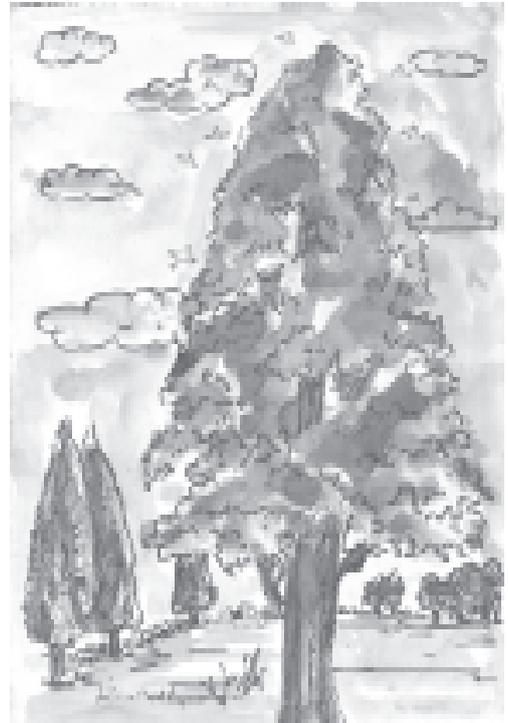


Fig. 4.1

4.2 LET US UNDERSTAND THE TEXT

4.2.1 PART 1

With their feet.....clouds go by.

By saying that the trees have their feet in the earth and their heads in the sky, the poet conveys to the reader that the trees are very, very tall.

The poet looks at the tall trees and feels that they are standing and watching the clouds as they pass. Do you notice that she also describes the trees as if they were human beings with heads and feet, and even eyes to see things around them.

Why does the poet compare the tall trees to human beings? Does the poet see some other similarity between human beings and the tall trees? May be she feels that some human beings are like the tall trees that are strong, tall and powerful. Like the tall trees that have their feet in the ground, these empowered human beings are humble, kind and caring towards those who need their help.

dusk : evening

peeping : a quick and secret looking into something here it means looking, watching.



INTEXT QUESTIONS 4.1

Answer the following questions.

1. Which parts of the tree does the poet describe as its head and feet? Why?
2. What does the phrase ‘feet in the earth’ mean in the context of trees?
3. a. What do you think the phrase ‘feet in the earth’ might mean in the context of a person who is tall (empowered) like the tall trees?
 b. Have you met or do you know such a person? Why do you think that this person is like a ‘tall tree’?
4. In what ways do the trees behave like human beings in the poem?



DO YOU KNOW

Some tall trees in the rain forests can be more than 100 feet tall but most of the tall trees around us in india grow to a height of about 40 feet.

The following are accepted as **the top three tallest species of trees**:

1. Coast Redwood (379.1 feet) California, USA
2. Australian Mountain Ash (326.8 feet) Tasmania, Australia
3. Coast Douglas Fir (326.1 feet) Oregon, USA

The oldest human planted tree with a known planting date is the Shri Maha Bodhi Sacred Tree in Anuradhapura, Sri Lanka. It is 2293 years old.

This tree was planted from a cutting of the original Bodhi Tree in Gaya. The cutting was carried by Emperor Ashoka’s daughter Sanghamitra to Sri lanka.

It takes 100 years to 3000 years for a bodhi tree to grow fully.



The Bodhi Tree at the Sri Mahabodhi Temple



Notes



LET US DO 4.1

Nature takes care of us. Let us take care of nature.

Look around your house and decide how you can improve the environment of your area. Here are some suggestions.

- Start a campaign to keep the drains clean.
- Start a campaign for disposal of household garbage in the right manner.
- Take care of plants.

4.2.2 PART 2

When the dusk.....in a nest.

The poet gives an integrated picture of Nature in this stanza. In the evening the darkening sky drives the birds to the safety of their homes in the trees. In this way the different elements in Nature complement each other to provide comfort and shelter to the birds.



INTEXT QUESTIONS 4.2

1. What time of the day does the poet refer to in this stanza? Pick out the word that indicates the time.
 2. Describe the two images that the poet has created through personification in this stanza.
-

4.2.3 PART 3

And then.....world that's sleeping

The evening changes into the night, and by the light of the moon, the trees stay awake to keep a watch over the world as it sleeps. The poet sees the tall trees as our protectors and guardians, in whose care we can sleep safely and soundly without any worries.



INTEXT QUESTIONS 4.3

1. a. Pick out words from the poem which rhyme with each other.
- b. Write five more pairs of rhyming words of your choice.



2. Who else, besides the tall trees is taking loving care of the world? How?

**DO YOU KNOW**

Trees are an integral part of our world. There are a number of poems about trees. One such poem is given below:

A tree stood so strong on top of a hill
It was majestic and handsome, gracious if you will

It was a shelter to some, to others a toy
Just to be with people brought the tree great joy

Lauren Saari

**LET US DO 4.2**

You must have seen big, tall trees growing on both sides of the road in some areas. Have you noticed how these trees offer shelter and protection to travellers when the sun is bright and hot in the summer, or when they get caught in heavy rain all of a sudden?

Imagine that you are a tall tree. One day an injured/tired/hungry boy comes running and sits down under the tree panting/puffing/in pain.

He picks up a big leaf to fan him. He covers his wound with leaves to stop the blood and ties them with a twig. He folds some leaves into a cup and drinks water from the nearby river. Then the boy lies down under the tree for sometime. The tree watches in silence.

Describe in 3-4 lines what you might have felt as a tree.

4.3 APPRECIATION**Personification**

When we speak of a thing as if it were a living being it is called ‘personification’ of that object. For example, when we say ‘walls have ears’ we speak of walls as if they were living beings with ears. When we say ‘fortune smiles on those who work hard’ we give a human form and a smile to good luck.

We apply human qualities and feelings to something that is not human in order to create a clear and vivid picture of that object or idea. Personification expresses the qualities of the



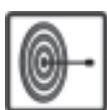
Notes

personified object as human qualities and relates it to the world of humans. This adds intensity and clarity to an expression.

Poets often make use of this literary form.

You will notice that the second and the fourth lines of each stanza in the poem end in words that end with a similar sound. The similar sounds lend a flow and a rhythm to the lines and make them catchy and easy to remember.

The similar sound at the end of lines is called 'rhyme'. The pattern of rhyme varies from poem to poem. Poets create rhyme schemes of their own choice for the desired rhythm.



WHAT YOU HAVE LEARNT

In the poem 'Tall Trees' the poet presents an integrated picture of nature. It is a harmonious world where various elements and objects of nature like the clouds, birds, day, night, and moon work in close association, and without any disagreement. It is a pleasant picture of selfless care and protection.

The trees provide shelter to birds and guard the world as it sleeps. They do not ask for anything in return. The trees are tall but they are not proud of their height and stature. Even the small birds are dear to them. They love them and protect them at night. Human beings who are tall and powerful like tall trees, should also be humble and caring like them.



TERMINAL QUESTIONS

I

1. a. Write a paragraph of 20-25 words about the three activities of the tall trees as described in the poem.
 - b. Which activity do you appreciate the most and why?
2. Describe in a few words the picture of nature as presented in the poem.

II.

1. Personification adds richness to the meaning, makes a thought vivid and clear, and relates an object/idea to the world of humans.

Think of some commonly used personifications associated with the words given below. The first one is done for you as an example.

Tall Trees

- Books are our best friends
 - a. Love _____
 - b. Opportunity _____
 - c. Earth _____
 - d. Time _____
- 2. Have you ever tried to write a poem? Why not try now? Write four lines on any object of Nature. You may create your own rhyme scheme. Read out your poem to a friend and notice how the rhyming words lend an easy flow to your reading.

You may write on any of the following ideas or you may think of some other topic for a poem.

sun, moon, stars, night, river, stream, mountain.

Here is an example of a simple poem with rhyming words at the end of every pair of lines:

The Sun rises every day
It brightens every bay.

Stars come up every night
They are such a wonderful sight!

III.

1. Imagine that as an MLA of your area or as Sarpanch of your village panchayat, you are a 'tall' man like a tall tree. You have both power and position. Write a short paragraph about how you used your power to help others.



ANSWERS

4.2.1 PART 1

INTEST QUESTIONS 4.1

1. The poet visualises the top of a tree as its head and compares its roots to human feet. The poet has personified tall trees as tall human beings. The trees are so tall that their heads seem to be close to the clouds but their feet (roots) are firm and steady in the earth.
2. In the context of tall trees the phrase 'feet in the earth' means that the roots of trees are going under the ground to give them a strong hold.



Notes



3. a. Individual responses.

Suggested response: The phrase 'feet in the earth' conveys a different meaning in the context of a person. A tall person (a person with power, position, influence, wealth) who does not lose his/her head over his success or his position of power could be referred to as having his/her 'feet in the earth'. His head may be high but his feet are on the ground – he/she never forgets that he/she is an ordinary person like anyone else.

b. Individual responses.

4. The poet thinks of tall trees as human beings. He finds them behaving like human beings. The tall trees watch the clouds and the things around them, as humans do. They offer shelter to birds and keep a watch over the sleeping world like night watchmen.

4.2.2 PART 2**INTEXT QUESTIONS 4.2**

1. Evening time. Dusk
2. dusk as a person sending away the birds to shelter/trees provide nests for birds to rest.

4.2.3 PART 3**INTEXT QUESTIONS 4.3**

1. a. sky-by, rest-nest, peeping-sleeping
b. Individual responses.
(Some examples of pairs of rhyming words are beam-gleam, sky-dry, feel-deal, ring-sing, bell-tell.)
2. The moon - She is spreading her light over the sleeping world at night.

TERMINAL QUESTIONS

I.

1. a. The tall trees are watching the clouds in the first stanza. In the second stanza they provide shelter to birds at night. In the third stanza the trees are watching/ peeping over the sleeping world.
b. Individual responses.
2. Individual responses

Suggested response: Nature is presented as an integrated whole. The trees lovingly watch the clouds. The dusk sends birds to their homes in the trees. The trees make the

Tall Trees

birds comfortable in their nests. At night the moon spreads her soft moonlight over the world and the trees silently keep a watch. It is a picture of harmonious co-existence and working together for others' welfare.

II.

1. a. Love is blind/divine.
b. Opportunity knocks only once.
c. Earth is our Mother, Mother Earth
d. Time waits for none, Time marches on, Time does not stop, Time stands/stood still
2. Individual responses.

III.

1. Individual responses.



Notes



202en05

5

A TIGER COMES TO TOWN-I

The jungle is a natural home for most wild animals. Where else can you see them? Yes, in a zoo or sometimes in a circus. Are you afraid of them when you are at a circus? No, you are not afraid because you know that they have been trained to listen to their master. 'A Tiger Comes to Town' is a story about a runaway circus tiger. The story is told by the tiger who is the central character of the story. Read the story to find out what happens.



OBJECTIVES

This lesson is in two parts. After completing Part I of this lesson you will be able to:

- read and enjoy an interesting story told from the viewpoint of a tiger;
- follow the sequence of events as they occur in the story;
- relate to animals with compassion, and
- develop awareness about the fact that animals have feelings.
- infer the meaning of new words from context and use them effectively;
- identify literary expressions and infer their meaning;
- write a paragraph to describe an event using sequence markers;
- convert imperative sentences into indirect speech;
- use the past perfect tense to describe actions completed in the past;



5.1 LET US READ THE TEXT

When I entered the Market Road, people ran for their lives at the sight of me. As I passed through, shutters were pulled down, and people hid themselves in drains, on trees, and behind pillars. The population was melting out of sight.

At the circus I had no chance to study human beings. They had sat in their seats peacefully while I cowered before captain's whip. I got a totally wrong idea of human beings at that angle. I had thought that they were strong and fearless. But now I found them running from me like a herd of deer, although I had no intention of attacking them. When I paused in front of a tailor's shop, he abandoned his machine and shut himself in a cupboard, wailing, "Alas, I am undone, won't someone shoot that tiger?"

A prisoner, between two constables, got his chance to escape when the constables fled, abandoning him with his handcuffs. I tore a horse from its *Jutka* and enjoyed the sight of the passengers spilling out of it and running for their lives.

Sheer hopelessness seemed to have seized the townspeople. They withdrew into their homes and even there remained nervous. All doors and windows everywhere were shut, bolted and sealed. Some even thought that I was some extraordinary creature who might pass through the walls and lie in wait on the roof or in the basement. Why should an ordinary, simple tiger have any interest in them, either to destroy or to safeguard?

I rested for a moment at the door of a restaurant, the coffee drinkers and tiffin-eaters sat still at their tables, uttering low moans on seeing me. I wanted to assure them, 'Don't fear, I am not out to trouble you. Eat your tiffin in peace, don't mind me You – nearest to me, hugging the cash box – you are a coward, afraid – afraid even to breathe. Go on, count the cash, if that's what you want. I just want to watch, that's all If my tail trails down to the street, if I am blocking your threshold, it is because I'm eleven feet tip to tail. I can't help it, I'm not out to kill. I'm too full. I found a green pasture full of food on my way. I won't need any food for several days to come. I won't attack until I feel hungry again. Tigers attack only when they feel hungry, unlike human beings who kill one another without purpose or hunger'.



Fig. 5.1



Notes

melting out of sight: disappearing

cowered : felt afraid

no intention of: no plan of

paused: stopped

abandoned: left alone

wailing: crying in fear

spilling out: falling out, jumping out

seized: captured

sat still: sat without moving

uttering low moans: crying in a low voice

assure them: satisfy them by saying something

trails down: hangs down

threshold: doorway

pasture: grazing field for animals



Notes

To the great delight of children, schools were being hurriedly closed. Children of all ages and sizes were running helter-skelter, screaming joyously, ‘No school, no school. Tiger, Tiger!’ They were shouting and laughing and even enjoyed being scared.

I followed them through their school gate while they ran up and shut themselves in the school hall. I climbed up the steps of the school, saw an open door at the far end of a verandah, and walked in. It happened to be the Headmaster’s room. I noticed a very dignified man jumping on his table and heaving himself up into an attic. I walked in and flung myself on the cool floor, having a special liking for cool stone floors, with my head under the large desk.

I was in no mood to bother about anything. All I wanted was a little moment of sleep. While I slept, I had been properly locked up and was being watched.

After I woke up, I heard a teacher saying, ‘Now that this brute is safely locked up, we must decide.....’

At this moment my Master pushed his way through the crowds and scolded, ‘Never use the words ‘beast’ or ‘brute’. They’re ugly words coined by man in his arrogance. The human being thinks all other creatures are ‘beasts’. Awful word!’

‘Is this the time to discuss problems of vocabulary?’

‘Why not?’ retorted my Master, at which they looked extremely upset and angry. Someone said, ‘What a reckless man you are! Who are you?’

‘You are asking a profound question. I’ve no idea who I am! All my life I have been trying to find the answer. Are you sure you know who you are?’

– R.K. Narayan

5.2 LET US UNDERSTAND THE TEXT

5.2.1 PART 1

When I entered or to safeguard?

The tiger in the story has been trained by his master to perform tricks before a large audience at a circus. His audience, comprising both children and adults, enjoys his performance and tricks, and does not appear to be afraid of him. The tiger comes to believe that human beings are brave and are not scared of animals. One day, finding his enclosure unguarded and open, the tiger walks out into the town for a walk. As he walks down the streets, he finds people running around trying to find a hiding place at the sight of a tiger. The tiger is confused to see their reactions because he is used to seeing thousands of people watch his shows every evening from a close distance. He cannot understand why they are so afraid to see him in the town, especially because he does not want to hurt them or attack them.

running helter-skelter:
running here and there
in fear

heaving: pulling/lifting

coined by man: given
by man

arrogance: sense of
self importance/
superiority

retorted: shouted back

profound: serious and
with a deep meaning



INTEXT QUESTIONS 5.1

- I. Answer the following questions by choosing the correct option from those given below:
1. *'At the circus, I did not have any chance to study human beings . They had sat peacefully while I cowered before Captain's whip. I got a totally wrong idea of human beings at that angle.'* Who does 'I' in the above lines refer to?

 - a. the people
 - b. the tiger
 - c. the Captain
 2. The tiger says *'He did not have any chance to study human beings'* because:

 - a. he was so engrossed in his act that he did not look up at the audience.
 - b. his Captain had always kept him locked up in a cage.
 - c. having only seen people at the circus show he did not realize that they were scared of the tiger.
 3. *'at that angle'* refers to:

 - a. the tiger's opinion about people from his performing ring in the circus.
 - b. the spectators' opinion about the tiger at the circus.
 - c. the Captain's opinion of the spectators.
 4. *'They withdrew into their homes and even there remained nervous. All doors and windows everywhere were shut, bolted and sealed.'* Who does 'they' refer to in the above line?

 - a. the tiger and his Captain
 - b. the people at the circus
 - c. the general public in the town
 5. Why did *'they'* withdraw into their homes?

 - a. they were scared of the tiger.
 - b. they were given an alert warning.
 - c. they were advised by the Captain to go inside as a precaution.
 6. By saying, *'Some even thought that I was some extraordinary creature who might pass through the walls and lie in wait on the roof or in the basement'*,



Notes

the author means to convey that:

- a. he was unable to pass through the walls.
 - b. people thought that the tiger could emerge from anywhere and attack them.
 - c. if he did not wait for his prey he would have to go hungry.
7. At the circus, the people would usually:
- a. sit quietly and watch the tiger’s antics.
 - b. run away on seeing a tiger.
 - c. throw stones to chase the tiger away.
8. The tiger got a chance to go out into the town because:
- a. his Master wanted him to graze in the pastures to satisfy his hunger.
 - b. his Master was cruel and he wanted to run out of his clutches.
 - c. he found an unguarded passage and stepped out unnoticed.

II. On the basis of your understanding of the text, complete the table below with details of the tiger’s thoughts and what different people did on seeing the tiger. One example has been done for you.

	Different people	Public reaction	Reasons for their behaviour	Tiger’s thoughts
a.	The spectators at the circus	Sat peacefully and watched the circus.	They were sure that the tiger was tamed and he would not harm anyone.	People are strong and fearless
b.	People on the road			

III. When did the tiger realise that he was totally wrong about the opinion he had formed about human beings?

IV. Give at least three reasons why you think the people at the circus were not scared of the tiger. One has been done for you.

- 1. The circus ring had an iron railing around it and the tiger could not have come close to the spectators.
- 2. _____
- 3. _____



LET US DO 5.1

There are many ways in which each one of us can contribute to the well being of animals in our day-to-day lives. Here are some do's and don'ts to follow:

DO's	DON'Ts
Give a starving or suffering animal food or call an Animal Welfare Organisation in your town.	Don't keep pets (e.g. dogs) leashed all the time. Be careful not to use leashes made of rough or hard materials when they must be used on pets.
Dogs and cats are in the habit of sleeping under parked vehicles. Always look under your vehicle before starting, or wait for a few seconds after switching on the engine to allow them to move out.	Don't overwork your animals or abandon them when they are sick or old.
Donate for a good cause. Animal welfare organisations are not very rich. With your money they will be able to take better care of the animals.	Do not tease animals.
A very large number of animals are injured due to carelessly thrown sharp objects. Wrap all pieces of broken glass and nails in a cloth, paper or plastic sheet and dispose them off properly, away from places where animals can access them easily.	Do not throw peels, left over or stale food in a plastic bag. Stray animals generally eat the food that is thrown away. If they swallow the plastic bags along with the food, they could suffocate or fall seriously ill and may even die.
A large number of birds die of thirst. Put up bird baths in your lawn, on the roof of your house, or even on your balcony. Also keep water outside your house for stray animals.	Do not buy products made out of animal skin or parts. Buying these products encourages animal poachers who kill animals for their body parts.

The Society for Prevention of Cruelty to Animals (SPCA) is an organisation which works for the welfare of animals. Find out the names of other such organisations. If possible you may contact them and find out how you can help.

You and your friends have formed a club to protect the environment. Identify three things that you can do to protect the environment. Two ideas have been given. Add three more of your own.

- i) We should not use polythene bags.
- ii) We should plant more trees.
- iii) _____
- iv) _____
- v) _____



LET US LEARN NEW WORDS 5.1

I. Given below are some expressions which you have read in the story. What do they mean? Choose the right answer from the choices given below each expression.



Notes

1. The population was '*melting out of sight*' means:
 - a. It was very hot and people rushed indoors to escape the heat.
 - b. Very few people could be seen on the streets as most of them decided to hide in ditches or in their homes.
 - c. The Government sent out orders for people to remain indoors during certain hours.
2. '*I tore a horse*' from its *Jutka* means:
 - a. the horse became out of control.
 - b. the horse ran so fast that the reins by which he was secured to the carriage broke.
 - c. on seeing the tiger the horse became frightened and jumped with such force that the reins broke .

II. Now I found them running *like a herd of deer* although I had no intention of attacking them. The expression 'like a herd of deer' compares the timid quality of a deer that runs at the sight of danger with the same quality of people on the streets and in the shops who tried to run away or hide at the sight of a tiger. Such expressions which are used for comparing two different things are called '*similes*'. Read the similes given below.

- *as black as coal*
- *as beautiful as a rose*
- *swift like an eagle*
- *strong like a lion*

The words 'as' and 'like' are used for comparison.

Complete the following similes by using words from the box given below. You may use your own comparisons too.

lead star night owl stream ice
--

1. as clear as a _____
2. as heavy as _____
3. as dark as the _____
4. as bright as a _____
5. as cold as _____
6. as wise as an _____

A Tiger Comes to Town-I



Notes

III. Complete the following sentences by using words from the box given below. You may also refer to a dictionary to see the meanings of the words before using them.

abandoned	spilled	nervous
cowered	handcuffed	seized

1. The dog _____ at the sound of crackers on Diwali day.
2. The police _____ the dangerous criminal before taking him to the court for his trial.
3. People living on the banks of the river _____ their homes and fled to safer places when they realised that the water level in the river was soon going to cross the danger mark.
4. Excitement seemed to have _____ the soldiers posted on the border when they heard that their favourite film stars were going to visit them.
5. If we have studied well there is no reasons to feel _____ during examiantions.
6. The bowl of soup fell from his hands and all the soup _____ onto the floor.



DO YOU KNOW

- Gujarat has become the first state in India to ban the dissection of frogs in schools in Biology classes.
- Japan has passed a law according to which person can face one year imprisonment and a fine of up to one million yen for killing or injuring an animal without reason.

It is also levies a fine of up to five hundred thousand yen for abandoning an animal.

5.2.2 PART 2

I rested for a moment at the door of a restaurant Are you sure you know who you are?

Do you know how long a fully grown tiger is? A fully grown tiger's body, if measured from head to tail, may be more than eleven feet long. How do you think people would react if they saw such a big tiger sitting across the door of a house or a shop? Wandering down the lane, the tiger in the story reaches a restaurant. He sits down at the door of the restaurant. He sees that all the people in the restaurant are shocked and frozen in their seats to see him



Notes

sitting at the entrance. The tiger wants to tell them that they do not need to be afraid of him because he is not hungry, and that tigers only attack when they are hungry, that they are not like human beings who kill without a good reason. The tiger also wants to tell the people in the restaurant that they are not brave as he had thought them to be, and that he only wants to watch them, not harm them. The tiger notices that the schools in the town are being closed early and that the school children are shouting with a mixture of delight, excitement and fear. He enters the school gate and goes into the Headmaster's room. The Headmaster climbs up into the attic in fear, and the tiger goes to sleep under the Headmaster's desk. He wakes up to find that he has been locked up in the Headmaster's room. The tiger then hears his circus master angrily telling a teacher not to use rude and ugly words such as 'brute' to describe him.



Fig. 5.2



INTEXT QUESTIONS 5.2

Answer the following questions.

1. *'If my tail trails down to the street, if I am blocking your threshold, it is because I'm eleven feet tip to tail. I can't help it, I'm not out to kill. I'm too full.'*
 - a. Why does the tiger tell us his measurements?
 - b. What does he want to tell them by saying, *'I'm too full'*?
 - c. Where and what did he have for his food?
2. *'Never use the words 'beast' or 'brute'.'*
 - a. Who said these words and to whom?
 - b. Why did he/she say so?
 - c. What does this tell us about the speaker?

A Tiger Comes to Town-I



Notes

3. The tiger went off to sleep in the Headmaster's room because:
 - a. he was very tired and needed rest.
 - b. he liked cool floors.
 - c. he had eaten too much and was feeling lazy.
4. The Master could not answer the question because:
 - a. he did not know the answer.
 - b. he thought that was a profound question that could not be answered casually.
 - c. living in the circus with the tiger all the time, he had forgotten his name.
5. Why were the coffee drinkers at the restaurant uttering low moans?
6. How was the tiger blocking the threshold?
7. Why were the school children so excited?
8. Where did the tiger go finally?
9. What did the Headmaster do on seeing the tiger in his office?
10. Why was the Master angry with the teachers?
11. The word 'profound' refers to something which is felt or experienced deeply or intensely, or something with a deep meaning. For example, '*Gandhi Ji's non-violent method of protest against Britishers had a profound effect on the people of India.*' The teachers asked the Master a question which sounded simple, but it was not so. The Master thought it was a question with a deep meaning. What was the profound question put to the Master?



LET US LEARN NEW WORDS 5.2

- I. What do the following words in italics mean. Tick the right answer. You may use your dictionary to help you.
 1. I noticed a *dignified* man jumping on his table and *heaving* himself into an *attic*.

'dignified' means:

 - a. respectful and graceful
 - b. important person
 - c. tall and handsome

'heaving' means:

 - a. making a big sound
 - b. pulling and lifting
 - c. taking a deep breath



Notes

'attic' means:

- a. a small store room in a building
 - b. a room in the basement of a building
 - c. a room at the top of a building
2. Now that this *brute* is safely locked up we must decide...

'brute' means:

- a. a large animal
 - b. a wild and ferocious animal
 - c. a dumb creature
3. 'Why not?' *retorted* my master, at which they looked upset and angry.

'retorted' means:

- a. gave a polite reply
- b. gave an angry and quick reply
- c. gave a stupid reply

II. Antonyms are words which give opposite meanings. Some examples are given below.

- good - bad
- up - down
- obedient - disobedient
- weak - strong
- proper - improper

Read the words and phrases given in Column A and Column B. Match the words in Column A with their opposite meanings given in Column B by drawing a line across. One word in Column B is extra.

Column A	Column B
in front of	strong
fearful	covered
protect	attack
weak	behind
extraordinary	fearless
	ordinary

III. Now complete the following paragraph by filling in the blanks using some of the words in the above list. The words can be picked from any of the two columns above. One blank has been filled for you as an example.

Last week the children of our village decided to celebrate 'Earth Day' in an extraordinary way. We decided to put up a street play through which we wanted to educate all our

A Tiger Comes to Town-I



Notes

village elders the need to _____ our environment. We wrote the script, made animal masks and even composed music using tins, plates and brooms.

On the appointed day we all gathered _____ the park. It was decided that our animal characters would emerge from _____ the crowd to add a surprise element. It was fun to see the commotion in the crowds when animal characters jostled their way through them.

Through our play we were able to show how animals could live in peace and harmony if their habitat was not disturbed. The _____ animals protected the _____ so they could move around in a _____ manner. The village elders appreciated our efforts. They understood the importance of preserving natural resources.

IV. Given below is a crossword grid. Below the grid are some words and phrases. Find their antonyms in the text. Write the antonyms next to these words. Then complete the crossword puzzle grid with the antonyms. One word has been filled in as an example.



Clues:

Across

2. violently
7. beautiful
8. weak
9. a brave person

Down

1. ordinary
2. proceeded
3. warm
4. like



- | | |
|---------------|--------------------|
| 10. released | 5. dangerously |
| 11. descended | 6. fearful, afraid |
| 12. careful | 7. done |



DO YOU KNOW



The tiger is one of the **endangered** species of animals. Today only 3200 tigers are left in the whole world.

The total tiger population in India is about 1500.



LET US DO 5.2

Slogan Writing

Slogans are generally one line appeals for a cause. They are short appealing and catchy.

Read the following slogans. Can you guess what they are appealing for? Study the first example and then write your answers in the space provided.

- ‘Save a life – donate blood’ — for blood donation
- ‘Blood is precious, do not shed it on roads’ _____
- ‘Save life, save water’ _____
- ‘Save the earth, save our wildlife’ _____

You must have read in the DO YOU KNOW box above that the tiger is one of the endangered species of animals.

Coin at least three slogans of your own as an appeal for the ‘Save the Tiger’ campaign.



5.3 LET US LEARN GRAMMAR



Notes

A. Past Perfect Tense

Read the following sentences:

- At the circus I *had* no chance to study human beings.
- They *had sat* in their seats peacefully *while I cowered* before the Captain’s whip.
- I *had thought* that *they were strong and fearless*.

The words ‘*had*’, ‘*had sat*’ and ‘*had thought*’ give us an idea that the action took place sometime in the past and that the action was completed.

Something else happened later - ‘*while I cowered*’ and ‘*they were* strong and fearless’

Such verbs (action words) which tell us that an action was completed sometime in the past, before another action also in the past, are said to be in the past perfect tense.

Exercise 1

1. Study the table below. Using the words from each column make five sentences.

Subject	Past Perfect Tense had + action word	Action that followed
The patient	<i>had</i>	<i>died</i>
The plane		<i>landed</i>
I		<i>read the book</i>
My parents		<i>decorated the hall</i>
They		<i>planted trees</i>
		before the doctor arrived
		by the time we reached the airport
		before we reached the station
		before the visitors arrived
		before the monsoon arrived

2. Based on a similar pattern, write two new sentences of your own.

1. _____
2. _____

B. Direct and Indirect (Reported) Speech—Imperatives

Read the following sentences:

1. Meena said to her friend , ‘Work hard so that you succeed’.
Meena *advised* her friend to work hard so that she could succeed.
2. The fireman said to the residents ‘Vacate the building immediately.’
The fireman ordered the residents to vacate the building immediately.
3. Sheel said, ‘Let’s go to watch a movie.’
Sheel *proposed* that *they* go to watch a movie.



Notes

- In the first sentence, Meena is giving advice.
- In the second sentence, the fireman ordering the residents.
- In the third sentence, Sheel is proposing or suggesting something.

The sentences given above are all examples of **Imperative Sentences**.

- An imperative sentence is a sentence which expresses a command, request, instruction, advice or suggestion.

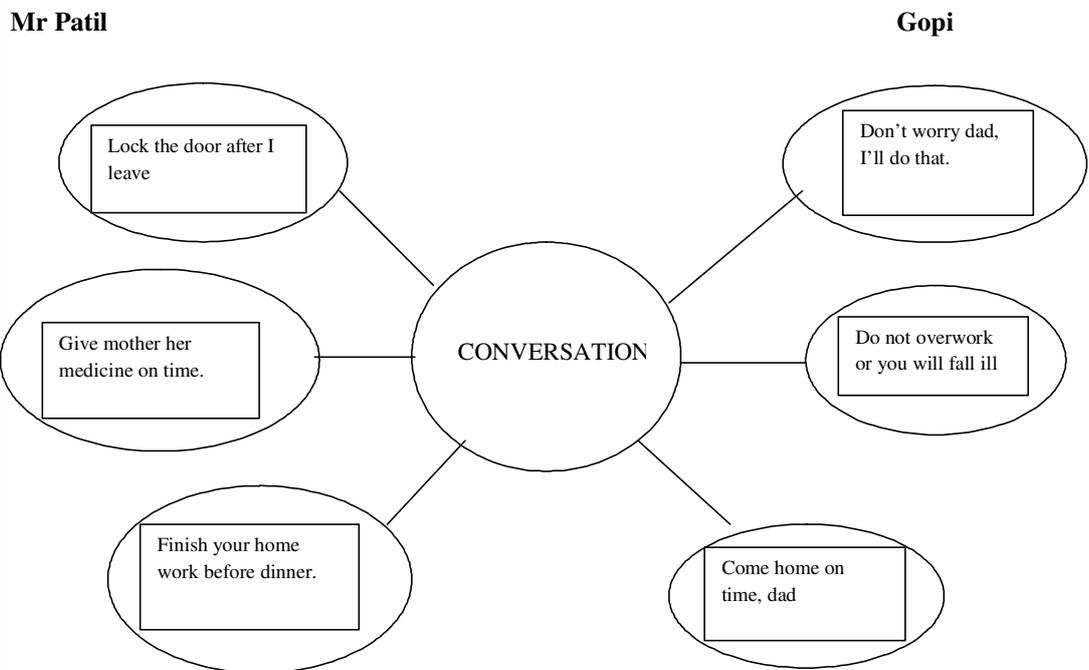
When we change a sentence into indirect speech, we report what someone said. That is why indirect speech is also called Reported Speech.

When we change an imperative sentence into indirect speech we report what someone instructed, ordered, advised or suggested.

- To change an imperative sentence into indirect speech, the reporting verb (said, told, said to, etc) is changed to a verb which conveys the tone of a command or a request.
- Given below are a few examples of the verbs to be used when changing an imperative sentence into indirect speech. Study them carefully.

Commands:	ordered	instructed	told		
Requests:	begged	requested	pleaded	asked	told
Advice:	advised	recommended	urged		
Suggestions:	suggested	recommended	proposed		

Now read this conversation between Mr. Patil and his son Gopi.



A Tiger Comes to Town-I



Notes

Read the following paragraph which describes the conversation in indirect speech.

Mr Patil advised his son to lock the door after he left.

He instructed him to give medicine to his mother on time.

Mr Patil also instructed Gopi to finish his homework before dinner

Gopi assured his father that he would do as told.

He pleaded with his father not to overwork lest he should fall sick and asked him to come home early.

Exercise 2

1. Read the following sentences and write them in indirect speech.

a. The invigilator said to the students, 'Stop writing.'

b. The officer said to the peon, 'Bring a file cover for me.'

c. Anil said to his friend, 'Please take out the car while I lock the room.'

d. The ticket collector said to Varun, 'Why didn't you buy a full ticket for your son?'

e. 'May I borrow your English book for the evening?' said Usha to Rajni.

f. The parents said to the Principal, 'Please admit our daughter in your school.'

g. Father said to his son, 'Switch off the television. I am getting disturbed.'

h. Anita said to Nikhil, 'Help your younger sister in her studies.'

i. Hitendra said to Shyam, 'Have a cup of tea with me, please.'

j. I said to him, 'Come in.'



5.4 LET US WRITE

Read the following paragraph carefully. The narrator describes what happened one day.

Yesterday evening I got home from work at 6 o'clock. It was going to be a long weekend this time. We had planned many exciting things for the weekend. My wife had cooked a sumptuous dinner which we both ate with relish. After dinner I helped my wife to clean up the kitchen and then sat down to watch TV for about an hour. Then we got ready to go out to the Sarpanch's house where a cultural evening had been organised. Many folk artists had been invited from the neighbouring villages too. The programme was so entertaining that we all joined in the singing and dancing. The programme finished at 3 o'clock in the morning. By then we were tired and sleepy too. As soon as we reached home we went to bed.

Note that:

- the paragraph is told like a story where one action follows another in a sequence.
- it uses verbs in the simple past tense.
- each sequence is linked with the help of words (*called sequence markers*) like after, then, later, by then, as soon as, etc.
- to make the story interesting some descriptive words and phrases that tell us something more about a place, experience or feelings are included, eg. sumptuous dinner, ate with relish, a treat to the ears, etc.

Exercise

Imagine you are the tiger in the story. When you went back to the circus, the other animals were waiting to hear what happened. Identify any three memorable experiences and narrate them in your own words.

The opening lines of the paragraph have been written for you. Continue the story in your words keeping in mind the sequence of events, including all the funny things that you saw. Do not forget to describe your thoughts and feelings at each episode. Use the earlier mentioned sequence markers wherever necessary.

When I went back to my enclosure after my performance, I saw that the Master had forgotten to bolt my cage. After years of being in the cage I was longing to go out into the open and enjoy being free aray camp.....



LET US TALK 5.1

Read the following dialogue:

Ravi: Mother, our teacher took us to the zoo today.

Mother: That's nice. What did you see there?

Ravi: Lots of animals and birds. The zoo was so big that we got tired walking.

Mother: What did you learn about animals?

Ravi: Frankly speaking, mother, I was rather sad to see the animals caged in their enclosures.

Mother: What's wrong with that? The zoo authorities *have to* do so to ensure the safety of visitors.

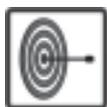
Ravi: You are right. But do you realise how sad these animals must be when they lose their homes, freedom and their family only to be lodged here as showpieces to amuse people. I was more sad when some of my friends threw stones at them and teased them.

Mother: Yes, *we should not* do such things. *We ought to* show love, respect and care for these animals.

The italicised words *have to*, *should not*, *ought to* have been used to convey desirable and undesirable behaviour or duties. Other words which can be used are *must*, *must not*, *need to*, *need not*, etc.

Exercise

Imagine you are talking to one of your friends about animals in a circus. Practise speaking at least five sentences using the expressions in italics.



WHAT YOU HAVE LEARNT

In this lesson you have learnt that animals too have feelings and are capable of living in harmony with their surroundings. They are harmless. They may attack only when they are deprived of their food and shelter or if they are attacked without any reason. Human beings have formed fixed ideas about certain wild animals which are totally baseless. They fear them because they do not understand them. Despite the fact that man is supposed to have superior intelligence, he has still not understood his own position in this vast universe and has not understood how he can harm himself by disturbing nature's plans.



Notes



TERMINAL QUESTIONS

I. Given below are events that took place in the story. But the order is mixed up.

Read the sentences and put the events in their correct sequence by writing the number of the sentence in the brackets provided.

One answer has been done as an example.

1. A tiger entered the market place (i)
2. The cops escorting the prisoner ran away leaving their prisoner. (____)
3. People fell off the horse driven carriage as the horse tore from its *Jutka*. (____)
4. The tailor hid in the cupboard. (____)
5. The prisoner got a chance to run away. (____)
6. The townspeople hid in their homes and locked up their rooms. (____)
7. The tiger followed the children through the school gates. (____)
8. The teachers locked him up and kept a watch on him. (____)
9. The tiger walked into the Headmaster's room. (____)
10. The Headmaster climbed up into the attic. (____)
11. The Master reached the school. (____)
12. The children rushed upstairs and shut themselves in the school hall. (____)
13. The tiger went off to sleep on the cool floor. (____)
14. The teachers used harsh words like 'brute' and 'beast' for the tiger. (____)
15. The people at the restaurant froze in their seats at the sight of the tiger. (____)
16. The Master was angry with the teachers for using harsh words for the tiger. (_)
17. The Master was called a reckless man. (____)

II. The Master did not like people using harsh words like '*brute*' or '*beast*' for the tiger. Why?

III. '*You are asking a profound question. I've no idea who I am! All my life I have been trying to find the answer. Are you sure you know who you are?*'

Explain the Master's response in 60 words?



ANSWERS

5.2.1 PART 1

INTEXT QUESTIONS 5.1

1. b.
2. c.
3. a.
4. c.
5. a.
6. b.
7. a.
8. c.

II.

	Different people	Public reaction	Reasons for their behaviour	Tiger's thoughts
a.	The spectators at the circus	sat peacefully and watched the circus.	They were sure that the tiger was tamed and he would not harm anyone.	<i>Men are strong and brave</i>
b.	People on the road	<i>fled from the street, some climbed the trees and some hid in drain and behind pillars.</i>	<i>They were terrified of the tiger.</i>	Confused/amused—Why should a simple tiger have any interest in them, either to destroy or to safeguard?

III. The tiger's opinion about men changed when he came out on the street and saw men running for their lives .

IV. The possible reasons could be any two of the following:

1. The animals at the circus were well trained to face audiences.
2. The animals were well fed so they were never hungry enough to attack.
3. The animals were tamed.
4. Adequate security measures were taken by the authorities to ensure that no untoward event would take place.



Notes

LET US DO 5.1

You can think of different ways in which you could protect your environment. Two ideas have been given. Add three more. Some other ideas could be as follows:

1. Do not buy products made from animal parts. This will help stop unnecessary killing of animals.
2. Do not waste water
3. Do not bathe your cows and buffaloes in the same pond from which people use water for drinking.
4. Do not burn dried leaves as smoke adds carbon dioxide in air
5. Any other

LET US LEARN NEW WORDS 5.1

- I.
 1. b.
 2. c.
- II.
 1. as clear as a stream
 2. as heavy as lead
 3. as dark as the night
 4. as bright as a star
 5. as cold as ice
 6. as wise as an owl
- III.
 - a. cowered
 - b. handcuffed
 - c. abandoned
 - d. seized
 - e. nervous
 - f. spilled

5.2.2 PART 2**INTEXT QUESTIONS 5.2**

1.
 - a. He says this to show how long he is.
 - b. He wanted to tell them that they need not fear him for he was not going to attack them.

A Tiger Comes to Town-I



Notes

- c. He had found something to eat in the green fields.
2. a. The Master spoke these words to the teachers.
 - b. He wanted them to understand that using such harsh words was being rude to a harmless and noble creature.
 - c. These words show that the Master was kind and that he understood his animals well.
3. b.
4. b.
5. The people were frightened of the tiger. Seeing the tiger lying at the entrance of the restaurant, the coffee drinkers were scared because the way to go out was blocked.
6. He sat in such a way that his long body covered the entire door width.
7. The school children were both excited and scared. They were also happy to know that the school was going to be closed early.
8. He walked up to the Headmaster's room.
9. The Headmaster got on to the table from where he heaved himself up to the attic.
10. He was angry with the teachers because they were using unkind words for the tiger and were rude to him also.
11. 'What a reckless man you are. Who are you?'

LET US LEARN NEW WORDS 5.2

- I
1. 'dignified' – a.
'heaving' – b.
'attic' – c.
 2. 'brute' – b.
 3. 'retorted' – b.

- II.
- | | |
|---------------|----------|
| in front of | behind |
| fearful | fearless |
| protect | attack |
| weak | strong |
| extraordinary | ordinary |



6



202en06

A TIGER COMES TO TOWN-II

Sometimes a small problem becomes complicated because of a lack of proper information and communication. This can also happen due to an incorrect understanding of a situation. Why does this happen? It could be because we analyse a situation according to our fixed ideas about it.

In Part I of ‘A Tiger Comes to Town’, the people on the street run helter-skelter to save themselves from the tiger, even though the tiger does not want to harm anyone. The teachers in the school do not allow the circus master to go into the room to fetch the tiger. This is because they do not understand or know the true nature and habits of a tiger. People believe that tigers are ferocious animals to be feared.

Likewise, in the lesson, ‘Snake Bite’, Raja’s complaint about being stung gets complicated because of certain fixed ideas.

In Part II of the story you will read about what the teacher did next to solve the problem.



OBJECTIVES

After completing Part II of this lesson you will be able to:

- enjoy the continuation of the story ‘A Tiger Comes to Town’;
- challenge common myths and superstitions related to animals;
- write an appropriate reply to a letter of complaint;
- convert sentences into reported speech;
- use prefixes;



Notes

- use contractions effectively;
- evaluate a situation from different perspectives;
- identify words in the text by applying their given meanings to the context of the text, and
- enhance your vocabulary of antonyms.



6.1 LET US READ THE TEXT

Remember: *In Part I of the story, 'A Tiger Comes to Town', the tiger reached a school, entered the Headmaster's room and spread himself on the floor to sleep. The teachers locked the room from outside and would not let the circus master go inside to bring the tiger out despite his repeated requests. Why do you think no one allowed him to go into the room? What happened next? The story continues in this lesson...*

Meanwhile, I awoke after a very good stretch of sleep and heard voices outside. I looked up and saw the headmaster cowering in the attic. I stretched myself and roared, for no particular reason except that I felt alive. The poor human being in the loft must have trembled at the moment. I wished to assure him that I was not going to hurt him. I raised myself, put up my forelegs on the wall, scratched it, and growled softly which made him more nervous.

I knew my Master was outside, I could hear him say, 'No one is going to school. You will see the tiger come out and walk off with me... One of you take a ladder in and help the headmaster come down from the attic.'

'Do you mean to say you are going in as you are, without arms or protection?' They asked him.

'Yes, that's what I'm going to do. We have no time to waste.'

The Chairman of the 'Tiger Committee' said, 'By the powers I have being the second Honorary Magistrate, I give you notice that you shall not open nor enter that room.'

My Master asked, 'Why do you prevent me from going near the tiger?'

They were at a loss to answer – 'It's unlawful to commit suicide,' they said.

'May be,' said my Master, 'but which section of the law says that a man should not approach a tiger? Are not circus people doing it all the time?'

'Yes,' replied the Chairman weakly. 'But that's different.'

'I can tame a tiger. It's after all my life that I'm risking.'

stretch: span of time

cowering: shrinking back in fear

stretched myself: put out my arms and legs

roared: made a loud sound

trembled: shook with fear

assure: convince

protection: something which keeps you safe

honorary: given as an honour, generally a position without a salary

notice: information, warning

approach: go near

A Tiger Comes to Town-II

The Chairman was visibly confused and bewildered. 'In that case you will have to sign an affidavit absolving us from all responsibilities for your life or death'.

'All right, give me a piece of paper and tell me what to write.'

The Magistrate took out a sheet of paper from his briefcase and gave it to my Master. My Master wrote the Chairman's dictation, absolving everyone there from all responsibility. He signed the document and returned it with the comment: 'I've signed it just to respect your magistracy, although I'm convinced it's uncalled for and irrelevant. You are exercising unnecessary authority.'

The Chairman looked at the document and said, 'Stop, wait. Tell me what is it that you have written here?'

'Only what you have dictated.'

'In a language we don't know! I can't accept it.'

'It's in Sanskrit, in which our scriptures are written, the language of the gods. I write only Sanskrit although I know ten other languages including Japanese.' Without further ado he put the key into the lock of the Headmaster's room.

'Let us go now,' said my Master. 'You must realise' that human beings, for all their bluster are timid creatures. They are likely to panic when they see you. Don't look at them. That's the only way to maintain one's peace of mind.'

– R.K. Narayan

6.2 LET US UNDERSTAND THE TEXT

6.2.1 PART 1

Meanwhile, I awoke after a very good sleep responsibilities for your life or death.

In this part of the story, the tiger wakes up and stretches himself. The Headmaster who has been sitting in the loft all this time is frightened to see the tiger awake. The tiger wants to tell him that he is not going to harm him but he cannot communicate this to him. The tiger hears his master begging the teachers to allow him to enter the Headmaster's room to fetch the tiger. The teachers do not want him to go in without arms or some sort of protection. The teachers call the Magistrate to stop the circus master from going into the Headmaster's room. The Magistrate forbids the circus master from entering the room. When the circus master argues with him and insists on going in, the Magistrate tells him to sign a document that says that no one should be held responsible for the circus master's death in case the tiger attacks him.



Notes

visibly: as could be seen easily, obviously, clearly

confused: mixed up

bewildered: unable to understand

affidavit: written statement, a legal document

absolving: freeing from blame, declaiming that they were not responsible for his life or death

briefcase: bag, small suitcase for papers

magistracy: magistrate's position

uncalled for: not wanted, not required

irrelevant: not important or of significance

exercising: applying

authority: power to enforce obedience

document: written record of events

scriptures: holy or sacred writings

ado: fuss, trouble

bluster: angry or empty threats



Notes

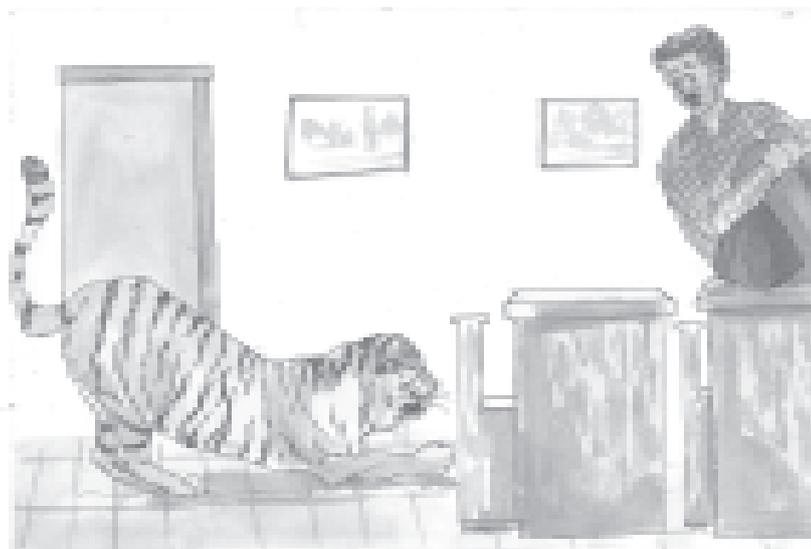


Fig. 6.1



INTEXT QUESTIONS 6.1

Answer the following questions.

1. *'Do you mean to say you are going in as you are, without arms or protection.'* they asked him. *'Yes, that's what I'm going to do. We have no time to waste.'*
 - a. Where did the above conversation take place?
 - b. Who were the 'they' being referred to?
 - c. Who were 'they' talking to?
 - d. Why did they want to know if he was going unarmed?
 - e. Why do you think he said, *'We have no time to waste.'*?
2. Where was the tiger all this time?
3. The Headmaster was already nervous. Which actions of the tiger further added to his fear?
4. What did the tiger want to tell the Headmaster?
5. Give two reasons why the people outside did not allow the Master to go in.
6. The Master's attempts to go in are compared to:
 - a. life

A Tiger Comes to Town-II

- b. suicide
c. death
d. war
7. Which statement made by the Master confused the Chairman of the Tiger Committee?
8. When the Chairman asked the Master to sign an affidavit before he was allowed to enter the room, he was trying to put a condition on his entry. Which of the following statements correctly interprets the condition?
- a. that the Master shall not take the tiger away
b. that he must pay an entry fee
c. that everybody outside would share the responsibility of his action
d. that he would not hold anybody responsible for whatever happened to him



Notes



LET US LEARN NEW WORDS 6.1

In the table below you can see three columns: A, B, and C.

- Column A consists of words from the text but there are some letters missing in each word. Column B consists of the meanings of the words in Column A. Refer to the text to guess each word from its meaning. Then insert the missing letters to complete each word.
- Column C contains a list of words that are opposite in meaning to the words in Column A. They are in mixed order. Guess the antonym/opposite of each word in Column A. Draw a line to join each word meaning with its antonym.

One example has been done for you.

	Column A	Column B	Column C
	Word	Meaning	Antonym
1	C O W E R	to crouch in fear	Invisible/hidden
2	A _ _ U _ E	to make sure, convince	brave
3	P A _ I _	sudden and unreasonable fear	relevant
4	TI _ _ D	easily frightened	to be undecided
5	D E _ E _ MI _ _ D	to be firm in ones decision	to remain calm
6	V _ S _ _ LE	capable of being seen	to act bravely
7	I _ _ ELE _ _ NT	not important	to be unsure



Notes



DO YOU KNOW

HOW ARE TIGERS COUNTED?

Just as the Government conducts a population census, it also carries out an animal census every four years. In India we call it an All India Wild Animal Census.

A separate Tiger Census is conducted every two years.

Some organisational details and methods used for counting tigers are given below.

- The area to be covered is divided into smaller zones. These zones are further subdivided into a number of compartments. The normal period of any census is 8-10 days.
- Earlier the census authorities used the method of monitoring (watching carefully) rivers or water bodies in the forests. They believed that since animals generally visit these places for drinking water, counting at these places would be easier and reliable. They also believed that a tiger visits only one water hole once in 24 hours, so the counting would be accurate. But this method was not very reliable as this belief was incorrect.
- The preferred method today is to do a pug mark (an animal's footprint) count. Pug marks are commonly found near river beds, water bodies or other less-travelled paths. Once a clear pug mark is found, its impression (the shape of the pug mark) is taken on liquid plaster of Paris.
- Infrared cameras are also used for counting tigers. These cameras are set up on tiger trails every evening and checked every morning to see if there is any fresh information.
- People doing the census also note things like the length of stride, speed of the walk, the surface of the soil, scratch marks, visual sightings, fresh droppings, the roar, or a nearby kill.



LET US DO 6.1

Myths and superstitions about animals

Have you heard people say that it is not a good omen (unlucky) if a black cat crosses your path?

A Tiger Comes to Town-II

Such beliefs which do not have a scientific logic are called myths or superstitions.

Most myths and superstitions related to animals and birds have been handed down to us. The main reason for this is that there is insufficient knowledge about animals and their behaviour. The source of these beliefs may have been coincidental or accidental. Some myths may also have been coined as preventive measures. For example, there is a belief that a sneeze before setting out on a journey is unlucky. The reason for this may be that a sneeze is a symptom of a cold or flu, which can make the journey difficult and uncomfortable.



Notes

Exercise

The table below contains some myths or beliefs related to animals, and the possible reasons for these beliefs. Some of these myths/beliefs may have a logical explanation which is lost over a period of time. Find out two more myths and the possible reasons for these myths, and complete the table.

	Myth/Superstition	How do you think this myth originated
1.	Birds will reject their young ones if the young ones are touched by human beings.	This myth is promoted to prevent people from harming baby birds.
2.	Black cats bring bad luck.	Maybe a person had bad luck immediately after seeing a black cat.
3.		
4.		

6.2.2 PART 2

All right, give me a piece of paper one's peace of mind.

In this section of the story, the Magistrate who is a government officer responsible for the law and order in his area, comes to the school to solve the problem of the runaway circus tiger who has entered the Headmaster's room. The circus master tells the Magistrate that the tiger would harm no one if he went in and brought him out. The Magistrate tells him that he will let him go into the Headmaster's room only if he signs an affidavit which says that no one should be held responsible in case the tiger attacks or injures him. The Magistrate wants to take all legal precautions. The circus master agrees. The Magistrate dictates the content of the affidavit to the circus master. The Master who is very angry with the teachers and the Magistrate decides to teach them a lesson. He writes the affidavit in Sanskrit, which they cannot read or understand. The master wants to prove to the learned magistrate



Notes

and the teachers that if they can not understand ancient language, their assumption about tiger's behaviour in the situation may also be flawed.



Fig. 6.2



INTEXT QUESTIONS 6.2

Answer the following questions.

1. 'All right, give me a piece of paper and tell me what to write.'
 - a. Who is the speaker in the above line?
 - b. Who is he/she talking to?
 - c. Why does he/she ask for a piece of paper?
2. Why wasn't the Master happy to write the affidavit?
3. In what language did the Master write the affidavit? Why did he do so?
4. Why wasn't the Magistrate happy to see the affidavit? Why did he finally accept it?
5. What advice did the Master give the tiger before leaving? Choose the correct option from the ones given below.
 - a. Growl and make a noise to show your anger.
 - b. Chase the teachers and children to create a sensation.
 - c. Stare hard at the Magistrate.
 - d. Don't look at human beings if you want peace of mind.

A Tiger Comes to Town-II



LET US DO 6.2

In your 'Friends of the Animals Club' hold a mock parliament of animals. Each member should play the role of an animal and suggest one way in which human beings can show their concern towards animals collate these suggestions and address them to human beings in one of the following forms:



- song or poem
- a dance drama
- a short skit (play)
- a letter to the Minister of Environment
- a letter to the editor of a newspaper

If planning a dance or skit, you can make face masks out of paper plates or paint your faces with vegetable colours as they are not harmful to the skin. Compose background music with the help of ordinary tins and drums. Put yourself into the character of the animal you have chosen. Imitate its sounds and actions.



LET US LEARN NEW WORDS 6.2

1. Given below are some sentences. Fill in the blanks with words/phrases from the text which are given in the box. Refer to a dictionary to check the meanings of the words if necessary.

stretched,	growled,	absolved,	exercise unnecessary authority,
blustered,	peace of mind		

- a. A good team leader is one who works along with his team and does not _____ on others.
- b. Since there was plenty of evidence and several eye witness reports in support of her, the court finally _____ her of all blame for the accident.



Notes

A Tiger Comes to Town-II

5. made a low sound in the throat to show anger
6. a designation given as a mark of respect /honour, usually without payment
8. a written statement /legal document
7. a person who sees something and makes a statement about it in court
9. a room just below the roof, used for storing things



Notes

3. Body Language

Read the sentences given below. The underlined words relate to human body and feelings expressed by gestures.

- The poor human being in the loft must have trembled.
- I raised myself, growled softly which made him nervous.
- ‘Yes,’ replied the Chairman weakly.
- The Chairman was visibly confused and bewildered.

The underlined words in the above sentences describe different states and moods of a person –body language.

Exercise

- Given below is an interesting puzzle. Jumbled words are given for different examples of body language. Form correct words by rewriting the letters of each jumbled word.
 - You suddenly become red in the face because of shame or embarrassment. (BSHUL)
 - You give a broad smile. (NIRG)
 - Your body shakes because you are feeling cold. (SVIHRE)
 - You pull your eyebrows to show you are angry or worried. (RFOWN)
 - You raise your shoulders to show that you don’t care or are not interested. (RSUGH)
- ‘Roared’ and ‘growled’ are words that express sounds made by animals. Given below are some animal sounds. Fill the correct words in the sentences given below. The first one has been done for you.

croak	chirping	barked	howled	neighed	roared	hooting
-------	----------	--------	--------	---------	--------	---------

- The lion roared at the hunter.
- The owl was heard _____ in the night.
- The boy fell down in fear when the horse _____ suddenly.



Notes

- d. The dog _____ at the stranger.
 e. The wolves _____ in the jungle.
 f. The _____ of birds wakes us up in the morning.
 g. Frogs _____ on rainy days.



DO YOU KNOW

An **affidavit** is a legal document written by someone who wishes to make a statement or a declaration of certain facts. It can also be an affirmation.

It can be written on an official form or paper or even on plain paper. It must be signed by the person making the declaration. The purpose of an affidavit may be to assure the authorities that the person signing it takes full responsibility for his/her actions and their consequences (in case something goes wrong), and to make sure that no other person is held responsible. It may also be for the purpose of guaranteeing that the contents of a document are correct and genuine.

A sample of an affidavit is given below:

AFFIDAVIT

I, Meenal Goswami do hereby declare that the information provided in this application is correct. I further declare that in case any information is found to be incorrect, my application may stand cancelled and that I will have no right to complain or plead.

signed:

Meenal Goswami

Resident of: House No. 345, Keshavpura,
New Delhi-110093

Dated: 27.10. 2011



6.3 LET US LEARN GRAMMAR

A. Prefixes

A prefix is a group of letters added before a word to change its meaning.

Example:

- 'relevant' means something significant or important.

A Tiger Comes to Town-II

When 'ir' is added as a prefix, the word becomes ir + relevant = irrelevant, which means insignificant or not important.

Example:

- 'Human' means something which is normal or natural to man.

It is human to make mistakes.

- 'human' also means suitable or fit for human beings.

When 'in' is added as a prefix, the new word becomes in + human = inhuman, which means cruel or not fit for human beings.

Children working in *beedi* factories are treated in an inhuman manner.

Exercise

Given below are two groups of words, Group A and Group B. In Group A, we have some prefixes and in Group B, there are some words. Match the two to make new words. You can use a prefix more than once. You will be able to make at least ten words. One example is done for you.

- co + curricular = cocurricular

Group A

inter ir un

co mis anti

hyper dis

Group B

regular school

tension acceptable

available honestly

interest reversible

answerable curricular

B. Direct Speech and Indirect Speech

1. Indirect Speech

In our day-to-day life, there are many instances, when we hear something said by a person and then we report the same to another person. This reporting of statements is termed 'Report Speech'.

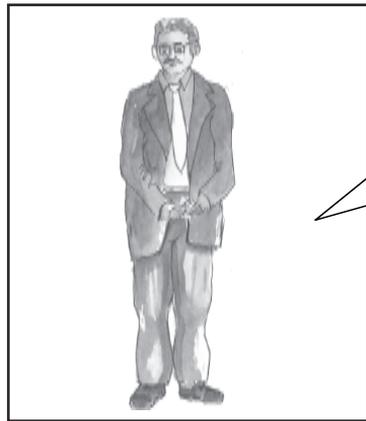
The one who speaks is the 'SPEAKER' and the other is a listener. When the listener reports it to a third person, he becomes the 'REPORTER'.



Notes

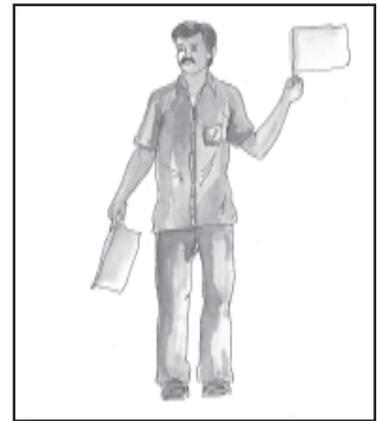


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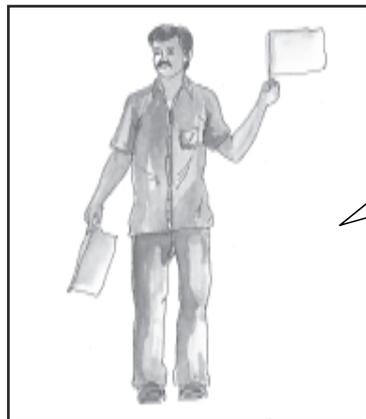
“I have to go to the town today”

SPEAKER
(Mr. Rao)



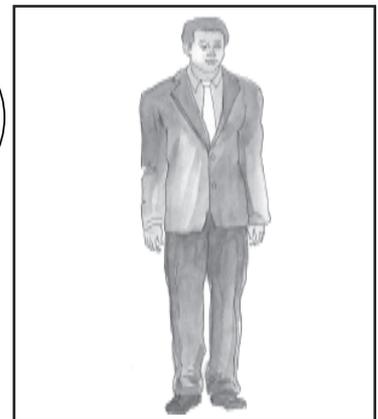
LISTENER
(Mr. Mehta)

The station master tells another person.



Mr. Rao told me that he had to go to the town today

REPORTER
(Mr. Mehta)



LISTENER
(Mr. William)

2. Direct Speech

Mr. Rao said to Mr. Mehta,

(reporting verb change - told) that (added)
“I have to go to the town today.”

↓
remove that day
inverted he (3rd (verb changes to
commas person) past tense had)

Therefore, the indirect speech statement will be:

Mr. Rao told Mr. Mehta that he had to go to the town that day.

A Tiger Comes to Town-II

Complete the following table:

First speaker	Questioner	Reporter
You should work less	What did she say?	She said that
	What did she say?	She replied that she never feels tired.
Shall we go for a picnic?	What did she say?	

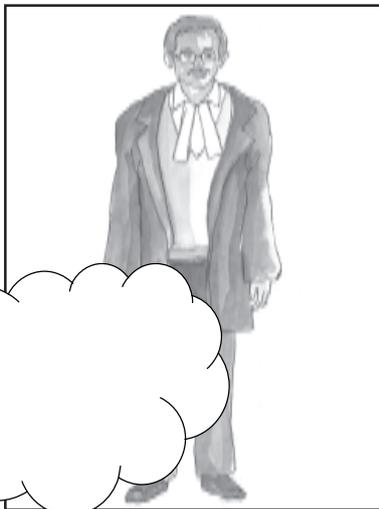


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Exercise

Now change the following direct speech sentences to indirect speech.

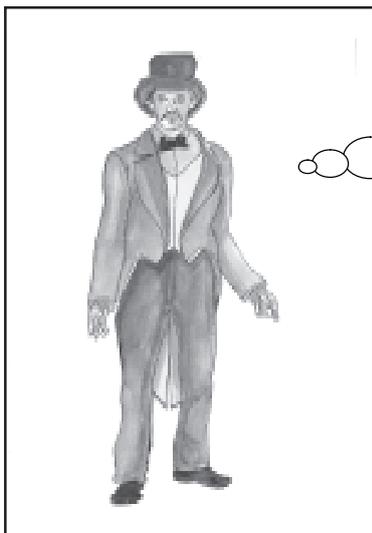
The Magistrate said



I order you not to enter the room

1. The Magistrate said that _____

The Master asked the people



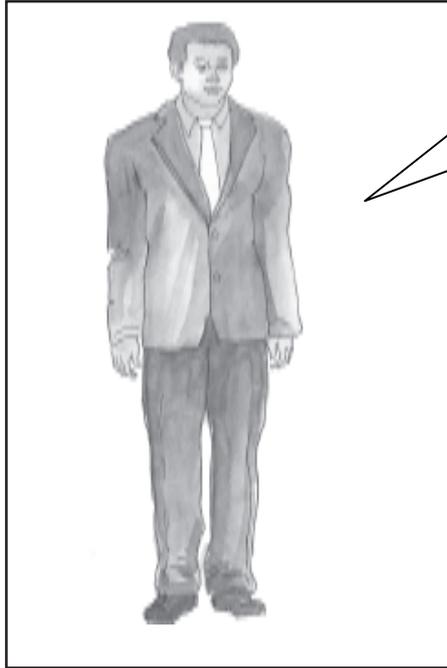
Why do you prevent me from going near the tiger

2. The Master asked



Notes

The Chairman said to the secretary



Tell me what is it
that you have
written there

3. The Chairman asked

The master assured the people



I can tame the
tiger

4. The Master
assured the people

The master told the tiger

Don't look at
them

5. The Master told the
tiger _____



C. Contractions

Contractions are short forms which are used very often in spoken English and in informal writing. In the examples given below you will notice how two words have been combined to make one word. Notice also that an apostrophe ' is inserted in place of the letter which is omitted.

I am sorry, *I am* late.

I'm sorry, *I'm* late.

He has come to take her books.

He's come to take her books.

She was late in submitting her assignment, *was she not?*

She was late in submitting her assignment, *wasn't she?*

Read some of the rules for contracting two words:

combining a noun/ pronoun + verb

she/ he is changes to *she's /he's*

I am changes to *I'm*

you are changes to *you're*

we are changes to *we're*

they are changes to *they're*

they will changes to *they'll*

she/he will changes to *she'll/he'll*

cannot changes to *can't*

shall not changes to *shan't*

will not changes to *won't*

could not changes to *couldn't*

But in the following question forms, where there is a pronoun in the middle of the 'verb' and 'not', the position of the pronoun gets shifted to the end.

did she/he not changes to *didn't she/he?*

does she/he not changes to *doesn't she/he?*

will she/he not changes to *won't she/he?*

would she/he not changes to *wouldn't she/he?*

can she/he not changes to *can't she/he?*

could she/he not changes to *couldn't she/he?*

was she/he not changes to *wasn't she/he?*

were they not changes to *weren't they?*

Exercise

Now write the following sentences using contracted forms of the words given in italics.

- a. *I cannot* cheat anyone.



Notes

- b. *I am* not going for the picnic with my friends.
- c. *Do not* touch electrical gadgets or appliances with wet hands.
- d. *Can I not* buy one more ice cream?
- e. The thief was eventually caught, *was he not?*
- f. *You are* not to be blamed.
- g. *They are* going to Manali during the summer holidays.
- h. *We are* going to have lots of fun at the party.
- i. *She is* busy completing her homework.



6.4 LET US WRITE

Formal Letter

After the incident with the tiger at the school, the worried parents of the school children wrote a letter of complaint to the Principal. Read it carefully.

The Secretary 27.10.2010
 Parents' Association of Malgudi Public School
 Malgudi

The Principal
 Malgudi Public School
 Malgudi

Dear Sir,

Subject: Security Measures at School

Yesterday after coming home, our children narrated the story of a runaway circus tiger having entered the school campus. This news left us totally shocked. Though it is reliably learnt that no one was hurt or attacked, the fact that a tiger could enter the school premises has raised a lot of questions about the safety and security of our children whilst they are in school. How could the tiger enter the premises? Were the gates not kept locked? Why did the guard on duty not raise a timely alarm? What if the tiger had attacked the students and teachers?

As concerned parents we would like to know what measures you propose to take to ensure that such incidents do not happen again.

We propose that the school authorities meet the local authorities and persuade them to cancel all shows of the circus and order the circus to leave at once.

Finally, you are requested to inform us about the action taken by you in this matter.

Thanking you,

Yours sincerely,

V P Raman
 Secretary
 Parents' Association of Malgudi Public School

A formal letter has two essential features:

1. **Format** (the structure)
and
2. **Content** (the subject matter of the letter)

Important Parts of the Format

- **The heading** consists of:
 - a) the writer's address
 - b) the date
- **A courteous greeting or salutation**, eg. Dear Sir/Madam or Dear Mr./Mrs.
- **The subject line** which helps the reader to know what the content of the letter is.
- **The message/content/body of the letter.**
- **The subscription or conclusion**, eg. Yours truly, Yours sincerely.
- **The signature of the writer** with name and designation.

Important Features of the Content

- **The matter** is the message the writer wishes to convey to the reader.
- **The style** of the letter should be formal.
- **The tone** of the letter should be polite and neutral.
- Use **simple and direct language**.
- Come **straight to the point**.
- **Accuracy** (there should be no spelling or grammatical errors)
- **Fluency** (your ideas should be arranged in logical order)

Exercise

Now imagine you are the Principal of Malgudi Public School. You have just read the above letter. Write a suitable reply to the Secretary, Parents' Association of Malgudi Public School. Include the following information in your letter.

- Acknowledge the receipt of their letter (mention the date too)
- Mention the steps you plan to take to prevent such incidents in future.
- Inform him about the steps you have taken to bring the matter to the attention of the local authorities. (think of 2 or 3 suitable ideas)



Notes



Notes



LET US DO 6.3

Imagine the following situation:

One day you find a small pup lying abandoned in a drain. You decide to bring it home and take care of it.

When you come home and tell everybody about your decision to keep it as a pet everyone reacts differently.

The table below gives the names of your family members and describes each member's temperament and attitude .

Do a role play with your friends. Allot the roles of the different family members as given in the table among your friends. Explain each character's temperament and attitude to him/her. What do you think each one would say and what would be your reply to each one? Write the responses in the table below. The first situation has been done as an example.

Family member	Temperament	What they say	Your reply to each member
Grand parent	Open to new idea	I hope you understand that the pup is a lot of responsibility	Yes, Granny! I promise to do my best
Mother			
Father			
Sibling			
Any other			



WHAT YOU HAVE LEARNT

In this part of the story the author has again emphasised that animals do not attack unless they are deprived of food or are teased and that our fear of animals arises out of our inability to understand them. In this story, though the Master has thoroughly tamed the tiger and is sure that no one will come to harm, the Magistrate and the teachers do not believe him. You learnt that to protect himself from any blame, the Magistrate allows the Master to

A Tiger Comes to Town-II

enter the room where the tiger is hiding after making him sign a legal document called an affidavit. We call ourselves literate and educated, but our knowledge about animals is limited. Our ideas and fears about animals are based on this limited and often incorrect knowledge.



Notes

Suggested reading/viewing

- Stories from the Hitopadesha, Jataka tales, Panchatantra, Aesop's fables, etc.
- Some writers who have used animals as characters in their stories are Rabindranath Tagore, Ruskin Bond, Vikram Seth, Jack London, and James Herriot.
- Discovery Channel, Animal Planet, National Geographic
- Movies: *Born Free*, *Free Willy*



TERMINAL QUESTIONS

1. Given below is a summary of the story you have read so far. Complete the summary with the help of the words and phrases given in the box .

stretched	nervous	entering the room	woke up from his sleep
arrived	outside the room	an affidavit	put to risk
something happened to him	tame a tiger	growl	in the attic

After some time the tiger _____. He kept his legs on the table, _____ himself and gave out a soft _____. The Headmaster who was sitting crouched _____ became more _____. Meanwhile, _____ there was a commotion. The Magistrate too had _____. He stopped the Master from _____. When the Master said that he knew how to _____ and that it was his life which was being _____, the Magistrate asked him to sign _____ that he would hold no one responsible in case _____.

2. Read the following statements. State whether they are true or false by ticking the correct option given against each statement. Give reasons for your answer.
 - a. The tiger had entered a house. True/False
 - b. The tiger sat under the table because he was frightened of the headmaster. True/False
 - c. The tiger was roaming around without his Master. True/False
 - d. The Master had no difficulty in entering the room. True/False



Notes

- e. The Chairman asked the Master to sign an affidavit. True/False
- f. The Master wrote the affidavit in English. True/False
- g. The Headmaster tried to scare the tiger with a rod. True/False
- h. The Magistrate helped the Master to bring the tiger out. True/False
- i. The Master was a learned man. True/False
- j. The Magistrate fined the Master for being careless. True/False
3. The Master deliberately wrote the affidavit in Sanskrit. The Magistrate could not read or understand Sanskrit. He was angry. He could have ordered the Master to write it again in English or Hindi but he did not do so. Why?

(Hint: The Master was annoyed when some teachers called the tiger a brute and also when he was prevented from going into the room by the Magistrate despite his assurance that the tiger would not harm anyone. He knew that neither the teachers nor the Magistrate understood the tiger. By writing in a language which he knew the Magistrate could not understand he was in a way mocking their limited knowledge and understanding.)

4. Which incident in the story did you find funny and why? Write your answer in 30 – 40 words in the space provided below.

We all look at an issue from our own perspective. Our perspectives differ on account of our temperament, awareness, needs, experience, level of maturity, status, etc. After reading both Parts I and II of the story we saw how different people, including the Magistrate reacted towards the tiger.

5. Do you think the Magistrate was right in not allowing the master to enter the Headmaster's room?
6. Complete the table below by summarising some of the actions and behaviour of different people towards the tiger.

A Tiger Comes to Town-II

	Different people	What they did	What they said	Why they behaved the way they did
a.	The people on the street	-----	no statement	they were frightened
b.	The Headmaster	looked shocked, climbed up to the attic and sat there shivering	no statement	-----
c.	The children	ran to the hall	shouted school is closed	they were excited as well as frightened
d.	The teachers	<ul style="list-style-type: none"> locked the children in a safe place ----- waited for someone with authority to take the tiger safely out of the room did not allow the Master to go in 	<ul style="list-style-type: none"> used harsh words like brute and beast for the tiger called the Master 'reckless fellow' and even asked him sarcastically if he knew who he was 	<ul style="list-style-type: none"> ----- they wanted to ensure everybody's safety -----
e.	-----	<ul style="list-style-type: none"> ----- ----- 		<ul style="list-style-type: none"> he was duty bound to provide safety to the people he had to use his authority
f.	-----	nothing	nothing	<ul style="list-style-type: none"> ----- they were concerned about the security of their children
g.	The Master	<ul style="list-style-type: none"> ----- wanted to enter the Headmaster's office to bring the tiger out 	<p>Don't call him a brute or a beast Do you know?</p> <p>No one is going out of the school. You will see the tiger come out with me and walk off with me. I can tame.....</p>	<ul style="list-style-type: none"> he understood the tiger well he was sure the tiger was not going to he was hurt to hear he did not like the idea of signing an affidavit
h.	The tiger	<ul style="list-style-type: none"> went out for a simple stroll sat at the coffee shop slept 	<p>wanted to say:</p> <ul style="list-style-type: none"> I thought human beings were brave I am full, don't I love sleeping I will not attack you 	<ul style="list-style-type: none"> he was confused to see people run away from him he was amused by



Notes

7. You must have heard the oft-quoted proverb, 'Don't try the patience of a calm man' or 'Beware the wrath of a patient man'. This means that there is a limit to one's patience. If someone provokes a calm, cool and patient man beyond his limits, even he will retaliate in anger. The tiger in this story was calm and harmless.

Under what circumstances could he have become dangerous? Think of at least three such situations. One situation has been done as an example.

Example: if the crowds, instead of hiding, had started throwing stones at him

a.

b.



Notes

- c.
- d.
- e.



ANSWERS

6.2.1 PART 1

INTEXT QUESTIONS 6.1

1.
 - a. The above conversation took place outside the Headmaster's room.
 - b. The teachers who had gathered outside the Headmaster's room were the 'they' being referred to in the conversation.
 - c. They were talking to the tiger's Master.
 - d. They felt that a tiger was a ferocious animal and could attack the Master. They could not imagine him facing a tiger without any weapon for self defence.
 - e. The tiger had woken up. If he was kept locked for too long he could get irritated. It was not good to try an animal's patience. He could become dangerous and harm the Headmaster.
2. The tiger was in the Headmaster's room all this time.
3. Seeing that the tiger had woken up, put his legs on the table, stretched himself and given out a growl made the Headmaster more nervous.
4. He wanted to assure the Headmaster that he was not going to harm him.
5. The people outside did not allow the Master to go in because he was planning to go without any arms for self protection. They feared the tiger could kill him.
6. b.
7. The Master's statement that he knew how to tame a tiger and that after all it was he who was risking his life, confused the Chairman of the Tiger Committee.
He wondered how a sensible person could risk his life.
8. 'd'

LET US LEARN NEW WORDS 6.1

	A	B	C
	word	meaning	antonym
1.	C O W E R	to crouch in fear	invisible/hidden (6)
2.	A S S U R E	to make sure, convince	brave (4)
3.	P A N I C	sudden and unreasonable fear	relevant (7)
4.	T I M I D	easily frightened	to be undecided (5)
5.	D E T E R M I N E D	to be firm in one's decision	to remain calm (3)
6.	V I S I B L E	capable of being seen	to act bravely (1)
7.	I R R E L E V A N T	not important	to be unsure (2)



Notes

6.2.2 PART 2

INTEXT QUESTIONS 6.2

- The tiger's Master is the speaker in the above line.
 - He is talking to the Magistrate.
 - He asks for a piece of paper so that he can write the affidavit which he has been asked to write.
- He was unhappy to write the affidavit because he was sure he could bring out the tiger without causing any harm to anyone. He wrote it because no one believed him.
- He wrote the affidavit in Sanskrit. He did so because Sanskrit is the language of the Gods and of our scriptures. It is also considered the mother of all languages. He wanted to prove to the learned teachers and Magistrate how hollow their own learning was. Despite their high qualifications and degrees they could not read and understand the language which was the mother of many languages. If they could not understand a human language, how could they understand a tiger's nature.
- The Magistrate was not happy to see the affidavit because it was written in Sanskrit which he could not read. So, he was unable to make out what was written in it. He finally accepted it because Sanskrit is one of the official languages of India and being a Government officer he could not have refused it.
- Option d. Don't look at human beings if you want peace of mind.

LET US LEARN NEW WORDS 6.2

- exercising unnecessary authority
 - absolved
 - growled
 - blustered
 - peace of mind
 - stretched



Notes

2. **Across**
3. the front legs of an animal - **forelegs**
4. moving back in fear - **cowering**
5. made a low sound in the throat to anger - **growled**
6. a designation given as a mark of respect/ honour, without payment - **honorary**
8. a written statement /legal document - **affidavit**
3. a. BLUSH
b. GRIN
c. SHIVER
d. FROWN
e. SHRUG
4. a. The lion roared at the hunter.
b. The owl was heard hooting in the night.
c. The boy fell down in fear when the horse neighed suddenly.
d. The dog barked at the stranger.
e. The wolves howled in the jungle.
f. The chirping of birds wakes us up in the morning.
g. Frogs croak on rainy days.

Down

1. confused - **bewildered**
2. To say something with confidence in order to remove doubt - **assure**
7. A person who sees something and show makes a statement about it in court - **witness**
9. A room just below the roof, usually used for storing things - **attic**

6.3 LET US LEARN GRAMMAR**A. Prefixes**

irregular	dishonestly	unacceptable	hypertension
unavailable	irreversible	unanswerable	interschool
disinterest			

B. Direct Speech and Indirect Speech

- The Magistrate ordered him not to enter the room.
- The Master asked why he was being prevented from going near the tiger.
- The Chairman asked what he had written there.
- The Master assured the people that he could tame the tiger.
- The Master told the tiger not to look at them.

C. Contractions

- a. I can't solve these problems.
- b. *I'm* not going for the picnic with my friends.
- c. *Don't* touch electric gadgets and appliances with wet hands.
- d. *Can't* I buy one more ice cream?
- e. The thief was eventually caught, *wasn't* he?
- f. *You're* not to be blamed.
- g. *They're* going to Manali during the summer holidays.
- h. *We're* going to have lots of fun at the party.
- i. *She's* busy completing her homework.

6.4 LET US WRITE

Individual responses

Suggested response:

Letter from the Principal to the Secretary, Parents' Association of Malgudi Public School

The Secretary

30.10.2010

Parents' Association of Malgudi Public School

Sir,

I am in receipt of your letter dated 27.10.2010 in which you have expressed your concern about the safety of students in school.

The school has adequate security measures and incidents like a tiger straying onto the campus do not happen often. We are fortunate indeed that no untoward incident happened when the tiger was in the campus. Such incidents are rare, but we shall not take the matter lightly. The School Management is equally concerned and has ordered the immediate raising of the school's boundary walls. CCTV's are also being ordered for placement on the campus.

I have written a letter to the local authorities highlighting the seriousness of this matter. I have requested them not to give permission to any organisation to run entertainment shows involving animals as it is not only dangerous but also unethical. I have also forwarded a copy of your letter for their information.

I am sure that with the cooperation of all those concerned, we will be able to ensure better security for our children.

Thanking you,

Yours sincerely,



Notes



Notes

Principal
Malgudi Public School

LET US DO 6.3

Individual responses

TERMINAL QUESTIONS

1. After some time the tiger woke up from his sleep. He kept his legs on the table, stretched himself and gave out a soft growl. The Headmaster who was sitting crouched in the attic became more nervous. Meanwhile, outside the room there was a commotion. The Magistrate too had arrived. He stopped the Master from entering the room. When the Master told him that he could tame a tiger and that it was his life which was being put to risk, the Magistrate asked him to sign an affidavit that he would hold no one responsible in case something happened to him.
2.
 - a. False (The tiger had entered a school.)
 - b. False (The tiger sat on the floor in front of the table. The Headmaster was scared of the tiger.)
 - c. True (The tiger had come out on the street on his own.)
 - d. False (He had a lot of difficulty in entering the room because the teachers and the Magistrate would not allow him to go in without a weapon.)
 - e. True (He asked him to write an affidavit saying that he alone would be responsible for the outcome.)
 - f. False (He wrote in Sanskrit.)
 - g. False (He did not try to scare the tiger. He climbed up into the attic to save himself.)
 - h. False (He did not allow the Master to enter the room till he had signed the affidavit.)
 - i. True (The Master was well versed in Sanskrit.)
 - j. False (He did not give him any punishment.)
3. The Magistrate did not insist on asking the Master to write the affidavit in English because:
 - a. Sanskrit is not only the language of the scriptures but also one of the official languages of India. Being a government employee holding a responsible post, he could not show disrespect to the law of the country.
 - b. He felt that if he confessed his ignorance, he would be laughed at.
4. Individual responses.
Write about any part of the story you found funny. Give reasons for your choice.

A Tiger Comes to Town-II

5. Individual responses.

Suggested response: The Magistrate was right in not allowing the Master to enter the room without any protection because he was holding a position of responsibility. It was his duty to ensure the safety of people.

6.

	Different people	What they did	What they said	Why they behaved the way they did
a.	The people on the street	<i>ran helter-skelter, hid in cupboards and drains</i>	no statement	they were frightened
b.	The Headmaster	looked shocked, climbed up to the attic and sat there shivering	no statement	they were frightened
c.	The children	ran to the hall	shouted school is closed	they were excited as well as frightened
d.	The teachers	<ul style="list-style-type: none"> locked the children in a safe place <i>locked the Headmaster's room</i> waited for someone with authority to take the tiger safely out of the room did not allow the Master to go in 	<ul style="list-style-type: none"> used harsh words like brute and beast for the tiger called the Master 'reckless fellow' and even asked him sarcastically if he knew who he was 	<ul style="list-style-type: none"> they were scared but wished to remain alert they wanted to ensure everybody's safety they wanted to take charge of the situation
e.	<i>The Magistrate</i>	<ul style="list-style-type: none"> <i>gave orders</i> <i>asked the Master to write an affidavit</i> 	<ul style="list-style-type: none"> he ordered the master not to open or enter the room You will have to sign the affidavit absolving us of all responsibilities 	<ul style="list-style-type: none"> he was duty bound to provide safety to the people he had to use his authority
f.	<i>The parents</i>	nothing	nothing	<ul style="list-style-type: none"> <i>they were shocked to hear the news</i> they were concerned about the security of their children
g.	The Master	<ul style="list-style-type: none"> <i>followed the tiger to school</i> wanted to enter the Headmaster's office to bring the tiger out 	<ul style="list-style-type: none"> Don't call him a brute or a beast Do you know <i>who you are?</i> No one is going out of the school. You will see the tiger come out with me and walk off with me. I can tame <i>a tiger</i>. 	<ul style="list-style-type: none"> he understood the tiger well he was sure the tiger was not going to <i>harm anyone</i> he was hurt to hear <i>the remarks of the teachers</i> he did not like the idea of giving an affidavit
h.	The tiger	<ul style="list-style-type: none"> went out for a simple stroll sat at the coffee shop slept <i>in the headmaster's room</i> 	<ul style="list-style-type: none"> wanted to say: I thought human beings were brave I am full, don't be afraid I love sleeping <i>on the cool floor</i> I will not attack you 	<ul style="list-style-type: none"> he was confused to see people run away from him he was amused by <i>what he saw</i>



Notes



Notes

7. Individual responses.

Suggested responses:

- a. if the crowds, instead of hiding, had started throwing stones at him
- b. if he was kept hungry for a long time
- c. if his Master had started caning him in anger
- d. if the children had teased him
- e. if any attempt had been made to tie up the tiger's limbs



7



202en07

THE SHOESHINE

There are many educated young people who very often have to wait for sometime before they get jobs of their liking. Is there anything they could do in this period.

Suppose you are one of such unemployed persons, what kind of a job would prefer to take up?

Tick (✓) your choice

- shoeshine
- labour
- a rickshaw puller
- a newspaper vendor
- a door-to-door salesperson
- anything else

Let us read the story to find out what an educated unemployed young man chose to do in such a trying situation.



OBJECTIVES

After completing this lesson you will be able to

- explain the theme of the story;
- infer that no work is below one's dignity;



Notes

The Shoeshine

- correlate the role of cooperation, team work and interdependence to success;
- recognise a positive attitude and creative thinking as characteristics of a successful person;
- develop the quality of taking initiative and adapting to the unforeseen situations;
- suggest an appropriate path after considering different consequences; suggest why ego hassles and status consciousness would not lead to success and happiness;
- discuss the role of communication as an effective tool to convince others;
- discriminate between a subordinate clause and a principal clause, and identify their functions, and
- enrich vocabulary.



7.1 LET US READ THE TEXT

(Imagine you are a college student and have come to a big city like Delhi. You cannot get a job and have got only about five rupee note in your hand. What would you like to do? Read what Sasthi Brata, a well-known writer, did in a similar situation.)

I was standing outside the Tea House in Connaught Circus, idly watching the traffic. I wondered if I could afford a cup of coffee and a plate of potato chips, when a shoeshine walked up and put down his box in front of me. “Cream and polish sir?” he asked.

“Your shoes do need a polish, sir”, the boy persisted.

“Yes I know,” I said, smiling, “but I can’t afford it.”

“Can’t afford it?” the shoeshine replied joining me with a smile. ‘Only four annas, sir.’”

“I haven’t got four annas for a shoe polish”, I said walking away. But there was a puzzled and hurt expression on his face, as if I was making fun of him, “You see, I am looking for a job.”

The boy picked up his box and started walking with me. “Can’t get a job with dirty shoes like that, sir. The boss sahibs won’t like it.”

“The boss sahibs don’t seem to like me in any case”, I answered beginning to get



Fig. 7.1

persiste: continue to say or do something

The Shoeshine

irritated. “Polished shoes won’t make things any better.” I wanted to get rid of the boy, but he persisted in walking with me.

“You don’t live in Delhi”, he said after a while.

“No”, I replied firmly. “I come from Calcutta and I don’t want my shoes polished.”

“I have an uncle who works in Calcutta”, he went on. “Earns a lot of money in the house of a Bengali Babu.”

Instantly the thought seized me. “And how much money do you earn?” I questioned.

“Oh, it all depends. On a bad day about three rupees, on a good day when there are lots of tourists, about five. Sometimes more.”

I did a spot of quick calculation in my mind. The answer sent a shiver through me. The shoeshine earned more than Ram Singh, a clerk in a Government office. Here at last was a solution

“Do you think I could...?” I asked hesitantly.

“What sir?”

“Polish shoes? Like you, I mean?”

“Polish shoes? The boy asked stopping dead. “On the pavement, like me?” I didn’t expect the loud laugh that followed.

It took me a lot of persuading. Shovan Lal, for that was his name, refused to believe that I wasn’t making fun of him. He had to leave school two years before his matriculation, why should I want to do his job when I had been to university? If he could speak English he certainly wouldn’t be polishing other people’s shoes. He would sit in an office and be a sahib himself, earning a regular monthly salary. But he hadn’t been born under a lucky star; his father had died of small pox about three years ago. No, shoe shinning was no job for an educated man like myself. What would my friends say?

I explained that I had no friends in Delhi, that I had left home without sitting through my exams. And most important, that even if I did apply for a clerk’s job, I would be earning less than him.



Notes



Fig. 7.2

Calcutta: now
Kolkatta

hesitatingly: in
an unsure
manner

stopping dead:
shocked

persuading:
convincing

status: position
in society



Notes

“But think of the status of working in an office with an electric fan over your head” Shovan Lal argued.

“There is that, I suppose, I replied smiling, “but I have to get a job straightaway.”

“Well” my friend said, reluctantly giving in, “if you really want to.I mean I don’t know how the others will take it. There is a Shoeshines’ Union, you know. And Connaught Circus is a profitable place. If there’s an extra shoeshine, it means that everyone else earns a little bit less.”

I hadn’t thought of it like that and Shovan Lal has opened up a whole new world for me. For the moment I lost the feeling of hopelessness and despair which had possessed me ever since I arrived in Delhi. To work as a shoeshine became the most important goal in my life.

“But if I can persuade the others”, Shovan Lal said, breaking into my thoughts, “You will need to get all the stuff. A box like this one, brushes, cream and polish and some rags”.

“Yes, of course,” I replied, drawn back to reality once again, “and how much will all that cost?”

“About ten or twelve rupees, Shovan Lal answered should’nt be much more than that.”

“Really”, I said and started laughing.

“Why, what’s the matter? Don’t you believe me?”

“Of course I believe you. But the simple fact is that I only have five rupees and some loose change.”

This time Shovan Lal was really shocked. His mouth fell open and his eyes shot up in surprise. “You mean, you really mean.?”

“I’ m afraid I do,” I replied. “You see, I could never have an electric fan over my head.”

He closed his eyes and his face became thoughtful while he put his hand inside the pockets of his half-pants several times.

“Well,” he said, “we shall have to find a way.” It was nearly six o’clock and we walked a few yards in silence towards the Rivoli Cinema where a show had just ended. Shovan Lal



Fig. 7.3

reluctantly:
unwillingly

despair: feeling of
losing hope

The Shoeshine

quicken his steps. I must work now. But you come to see me at eleven o'clock after the last show. Then, I shall talk with my friends, and see what they say."

"All right", I nodded, as I watched him walk away.

"And don't worry," he shouted just before he turned the corner, "if they let you work there, we'll find the money somehow."

I walked along the streets of Delhi. I wondered what the history of my country meant to me. Here was a land where man had achieved greatness on every plane—astronomy, algebra, architecture, even poetry, music and art. Yet in this very city, where seven empires had come and gone, where Akbar and Ashoka ruled, I could not get a job, and a boy like Shovan Lal had not been able to finish his schooling.

By eleven o'clock I had walked eight miles. When I met Shovan Lal, Connaught Circus was nearly deserted.

"Hullo", Shovan Lal said, greeting me in Hindi.

"Hullo", I replied as a few men around him moved aside to let me come to him.

"These are my friends", Shovan Lal added waving his hand over the group.

"What do they have to say about my working with them here in Connaught Circus?"

"Well", Shovan Lal replied, pulling a face.

Just then one of the younger men started speaking very fast in a strange dialect I could not easily follow. This was taken up by an older man and in a few minutes four others joined in. When they stopped talking, Shovan Lal, who had been quiet all this time, translated for me.

The Union was having trouble with the authorities. They had refused to grant a license to the Shoeshines, although hawkers could apply for one. So in effect, polishing shoes on the pavement was illegal, like begging, and one had to depend on the goodwill of the policeman. The head of the Shoeshines' Union knew some English but obviously someone with better knowledge of the language would be of great help. So, though most of group was against letting me in, they had reluctantly agreed to give me a chance provided I helped out with the correspondence.

I literally jumped for joy and gave Shovan Lal a close hug.

"They also say," he added, "that we take a collection for you to buy the box and the rest of the materials. So you can keep the five rupees to buy food and other things till you begin to earn a little. And after a few weeks you can pay back the money for the box."

A toffee tin was passed around and a little over seven rupees was collected that evening.



Notes

deserted: with no people

goodwill: helpful feeling toward others

correspondence: letters



Notes

“We will get more tomorrow,” Shovan Lal said, “when the rest are here. You know there are thirty of us who work in Connaught circus.”

The group dispersed and I went home with Shovan Lal that night.

– *Sasthi Brata*
(an adaptation)



LET US DO 7.1

Contact 10 educated boys and girls and find out what profession will they choose if they are faced with a financial crisis. Provide a list of professions normally chosen by young educated unemployed people.

You may refer to some of the choices of suggested professions as under. However, you are free to change the choice of profession to the ones that are more common in your area–

- a salesperson
- volunteer at an exhibition
- a trainee in an office
- a shoeshine
- any other

Compile the information gathered in the given format. Analyse the information gathered from the target group and draw conclusion. What kind of options do the educated unemployed young people think about.

S. No.	Names	Sex	Qualification	Choice of profession

7.2 LET US UNDERSTAND THE TEXT

7.2.1 PART 1

I was standing outside we'll find money somehow.

Paras 1 to 3 of the story deal with the narrator’s meeting Shovan Lal, the Shoeshine boy and realising that he makes more money than a government clerk by polishing shoes.



Both exchange details of their lives and the narrator too wants to take up this job. Shovan Lal promises to help him.



INTEXT QUESTIONS 7.1

Answer these questions in about 30-40 words each:

- i) Why could the youngman not afford to buy even a plate of potato chips and a cup of coffee?
- ii) Why did the youngman refuse to get his shoes polished?
- iii) *'Instantly the thought seized me'*. To what thought does the speaker refer to?
- iv) What does the expression *'he read it'* in this context mean?
- v) Had you been in such a situation - 'no job,' 'no money in the pocket' ! What would have been your reaction?
- vi) How much money did the author have in this pocket? Pick out the words which help you to find the answer
- vii) "There was a puzzled and hurt expression on his face". Why was the shoeshine puzzled and hurt?
- viii) The shoeshine suggested that the author should get his shoes polished. What reason did he give?
- ix) "But if I can persuade the others", Shovan lal said, breaking into my thoughts
 - (i) Who were the 'others'?
 - (ii) What thoughts of the narrator are being hinted?



LET US LEARN NEW WORDS 7.1

1. Find out the difference between unemployment and underemployment.
2. Select suitable phrases from the ones given and complete the following sentences one of them is additional.

make fun of

pull a long face

makes a living

gave another chance

pulled down

- (i) (a) Rani's sister has lost her husband. She _____ by giving music lessons.
- (b) We should not _____ people who stammer.



Notes

- (ii) (a) Ahmad had broken a glass vase, when his mother scolded him he _____
- (iii) Amit was strong and healthy. Last month he had influenza. He looks _____ now..

7.2.2 PART 2

I walked along the streets Shovan Lal that night

The narrator wanders on the roads thinking about the City's glorious past and its sad present state. These paragraphs highlight the problems of shoeshine boys. The narrator is accepted into the union because of his knowledge of English. It would come in handy for their correspondence with the authorities. This section highlights the value of interdependence and empathy.



INTEXT QUESTIONS 7.2

Answer the following questions in about 30-40 words each:

- (i) Why did Shovan Lal initially show his reluctance to accept the youngman's proposal?
- (ii) (a) Why was polishing shoes on the pavement treated like begging?
- (b) What trouble was the Shoeshine Union having with the authorities?
- (c) How did Shovan Lal and his friends help the author?
- (iii) What quality of Shovan Lal's character is evident in his efforts?
- (iv) What solutions were offered by Shovan Lal and others to solve the problem?



LET US LEARN NEW WORDS 7.2

Complete the following sentences by using the following phrases appropriately:

had come and gone, letting in, taken up,
reluctantly agreed, jumped with joy, pay back, .

1. When Rita saw her lost puppy in her father's arms she _____.
2. Mother didn't want me to spend the night at my friend's house but when my friend's mother called her and assured her she _____.
3. I am awaiting my results but in the meantime I have _____ a temporary job.



4. My friend lent me some money and I promised to _____ by the next month.
5. The old man was sitting at the same table in the coffee house since morning many people _____ but his son did not show up.
6. The security at the bank has been tightened. They are not _____ anyone without an ID Proof.



7.3 LET US LEARN GRAMMAR

Clauses

1. Read the following sentences
 1. Garima told her sister that her classmates were planning to visit the Lotus Temple.
 2. My father gave me the book which has been published by NIOS.
 3. Gaurav will attend the meeting though he is unwell these days.

Each sentence can be split in two parts such as

- | | | |
|------------|------|--|
| Sentence 1 | (i) | Garima told her sister |
| | (ii) | that her classmates were planning to visit the Lotus Temple. |
| Sentence 2 | (i) | My father gave me the book |
| | (ii) | which has been published by NIOS. |
| Sentence 3 | (i) | Gaurav would attend the meeting |
| | (ii) | though he is unwell these days. |

Each part is called a **CLAUSE**

Each clause has a subject, verb, and may be with or without an object.

Each clause looks like a sentence. But each clause is not independent.

Each sentence with more than one clause has

- (i) a main (Principal) clause and
- (ii) a subordinate clause
 - One of the clauses, though linked, yet is independent. Such a clause is called Principal or Main clause.



The other clause is a dependent clause (Subordinate)

- It is linked with a subordinate sentence connector (that, which, though)

Each subordinate clause has a function to perform. Subordinate clause functions as a noun clause or an adjective clause or an adverb clause.

Let us analyse each sentence.

- Garima told *her sister*
 - that* her classmates, *were planning to visit the Lotus Temple.*
- My father *gave me a book*
 - which* has been published by NIOS.
- Gaurav will attend the meeting
 - though* he is unwell these days.

Now look at the following table.

S.No	Principal Clause	Connector	Subordinate Clause	Function
1.	Garima told her sister. (Independent though linked)	that	her classmates were planning to visit the Lotus Temple.	Noun clause
2.	My father gave me a book (Independent though linked)	which	(book) has been published by NIOS.	Adjective clause
3.	Gaurav will attend the meeting (Independent though linked)	though	he is unwell these days.	Adverb clause

- Separate the clauses in the given sentences and say whether it is a Principal clause or a subordinate clause.
 - Rajesh informed the visitor that the admission notice has been published in the Hindustan Times dated 8th August.
 - My friend, who was coming from Mumbai, has postponed his visit.
 - Yogesh cannot take the final exam because he is unwell.

No.	Principal Clause	Subordinate Clause	Functions of the clause



7.4 LET US WRITE

Imagine you are the youngman. Write a letter to your brother back in Kolkatta describing your experiences in Delhi.

- i) Based on the text write why the Youngman decided to work as a shoeshine. Use appropriate sentence connectors.
- ii) Shovan Lal wanted the young man not to take up the work of a shoe shine. What arguments did he give to dissuade the young man?



WHAT YOU HAVE LEARNT

The story highlights that positive attitude and the ability to think creatively are steps towards achieving success. It emphasizes that no work is small, and dignity of labour must be respected. Those who earn their living through hard work should be honoured. It also draws our attention towards the fact that everyone is intelligent and if given the opportunity can rise in life.



TERMINAL QUESTIONS

A. Answer the following question in your own words.

1. How did Shovan Lal react to the young man's proposal to start as a shoeshine?
2. Describe the first meeting of the youngman and Shovan Lal, the Shoeshine boy.
3. What objections did the member of the Shoeshine Association have in accepting the youngman as a member? How far do you agree to their objections? Give reason (s).
4. Had you been in place of the young man, what would have been your choice of profession? Give reasons.
5. Do you think the youngman will continue to work as a shoeshine? Give reason for your answer.
6. Shovan Lal, though poor, was large-hearted. Give at least one example in support of your answer.

B. Think and write your answers

1. The narrator 'literally jumped with joy' when he was allowed to become a shoeshine. What does this mean?
2. Did the narrator look down upon the work of a Shoeshine? Give reasons.



Notes



Notes

3. It is, what kind of people we are—that is more important than the way we earn our living. How is this exemplified in the story.
4. Imagine you are the youngman. Write a page in your diary recording your reaction to the cooperative gesture of the members of the Shoeshine Association.
5. Write how Shovan Lal had convinced the members of the Shoeshine Association about the rationale behind his suggestion to include the youngman as a Shoeshine.
6. Suppose you are the young educated man. Your father has come to know about your new profession and is unhappy at your decision. Write a letter to convince your father that your decision was the best option in these circumstances.
7. Write a paragraph on “PROFESSION OF MY CHOICE”.



ANSWERS

7.2.1 PART 1

INTEXT QUESTIONS 7.1

(A)

- (i) He was unemployed and had just five rupees in his pocket.
- (ii) He didn't have sufficient money to pay for a cup of coffee and a plate of potato chips, even though he was hungry. Getting his shoes polished was not important for him.
- (iii) That he should start polishing shoes and work as a shoeshine to earn his livelihood.
- (iv) He should understand what he meant.
- (v) Personal and individual responses.
- (vi) Just five rupees. 'But the simple fact is that I only have five rupees and some loose change'.
- (vii) That an educated man would think of polishing shoes was beyond his imagination. He was hurt at such an idea from an educated man.
- (viii) An unemployed educated man can impress the officer in the office and that might help him to get a job.
- (ix) (i) Other Shoeshine boys working in Connaught Circus.
(ii) To work as a Shoeshine became his goal.

LET US LEARN NEW WORDS 7.1

1. (i) (a) _____ makes her living.
(b) _____ make fun of _____.



- (ii) (a) pulled a long face.
- (iii) he looks pulled down now.

7.2.2 PART 2

INTEXT QUESTIONS 7.2

A.

- (i) He feared his other friends (shoe-shine boys) would not approve of the inclusion of the youngman for possible loss of their earning to some extent as one more shoe-shine would reduce each shoe-shine boy’s earning.
- (ii) (a) they (shoeshine boys) didn’t have any establishment as other business men had.
 (b) They (authorities) didn’t grant recognition to the Shoe-Shine Association. They (Shoeshine boys) were treated as beggars and their profession equivalent to begging.
 (c) They collected money to buy the kit for the youngman to start as Shoe Shine.
- (iii) (a) Cooperative gesture, large heartedness
 (b) empathy.
- (iv) That the youngman will help the members of the Shoeshine Association in their correspondence with the authorities as others were not good at drafting in English.

LET US LEARN NEW WORDS 7.2

- 1. jumped with joy 2. reluctantly agreed 3. taken up
- 4. pay back 5. had come and gone 6. letting in

7.3 LET US LEARN GRAMMAR

S.No	Principal clause	Subordinate clause	Function
(a)	Rajesh informed the visitors	that the admission notice has been published in the Hindusthan Times dated 8 th August.	Noun clause functioning as an object.
(b)	My friend has postponed his visit	who was coming from Mumbai	Adjective clause defines the noun ‘friend’ in principal clause
(c)	Yogesh cannot take	because he is unwell. the exam	Adverb clause - showing reasons

**TERMINAL QUESTIONS****A.**

1. Shovan Lal was shocked, surprised, and hurt and didn't believe that an educated man didn't have money enough to get his shoes polished.
2. Shovan Lal insists on getting the Youngman shoes polished..
 - The young man explains his problem and offers to work as a Shoeshine. It surprises Shovam Lal but he understands the problem involved in the offer.
 - Ultimately they are agreed to accept him as member of the Shoeshine Association on the condition that he would help the Association in undertaking correspondence with the authority.
3. Other members were initially reluctant. Their income would be reduced and thus they will be suffering due to financial loss.
4. Individual responses and varied reasons.
5. Individual responses and varied reasons.
6. Individual responses and varied reason.

B. Think and write answers

1. He was excited at the acceptance.
2. No. offered to be a Shoeshine himself though he was an educated young man.
3. Example of Shovan Lal and his friend's helping the narraotr proves their human values. Attitude to work counts.



8



202en08

A BIRTHDAY LETTER

How do you feel when you receive a gift? You all feel happy and loved when you receive a gift from your parents on your birthday. But what if the parents are in another city and send a letter instead? A letter of blessing is more valuable than a gift.



OBJECTIVES

After completing this lesson you will be able to:

- recognise the value of a letter as a powerful means of communication;
- analyse the contributions of our leaders;
- infer the qualities exhibited by these leaders;
- negotiate a difficult situation and communicate effectively;
- identify and write imperative sentences;
- construct 'Wh' questions, and
- write an informal letter.



8.1 LET US READ THE TEXT

In 1930, India was not free. Many of our leaders were imprisoned by the British. While in Naini Prison, Pandit Jawaharlal Nehru wrote this letter to his daughter, Indira on her 13th birthday. Let's find out what he wrote to her.



Notes

A Birthday Letter



Central Prison, Naini
October 26, 1930

My dear Indira,

On your birthday you have been in the habit of receiving presents and good wishes. Good wishes you will still have in full measure, but what present can I send you from Naini Prison? My presents cannot be very material or solid. They can be of the mind and spirit, Things that even the high walls of prison cannot stop.

You know sweetheart, how I dislike sermonising and doling out good advice I have always thought that the best way to find out what is right and what is not right, what should be done and what should not be done, is not by giving a sermon, but by talking and discussing, and out of discussion sometimes a little bit of truth comes out. I have liked my talks with you and we have discussed many things, but the world is wide and beyond our world lie other wonderful and mysterious worldsnone of us need ever be bored or imaginethat we have learned everything worth learning and become very wise.

..... But what am I to do then? A letter can hardly take the place of a talk; at best it is a one-sided affair Imagine that I have made a suggestion to you for you to think over, as if we really were having a talk.

In history we read of great periods in the life of nations, of great men and women ... do you remember how fascinated you were when you first read the story of Jeanne d' Arc, and how your ambition was to be something like her? Ordinary men and women are not usually heroic. They think of their bread and butter, of their children, of their household worries and the like. But a time comes when a whole people become interested in a great cause. Then history helps even simple, ordinary men and women to become heroes. Great leaders have something in them which inspires a whole people and makes them do great deeds In India a great leader, full of love for all who suffer and eager to help them, has inspired our people to great actions and noble sacrifice. He has helped to make the starving, the poor and the oppressed free and happy.

Bapuji is in prison, but the magic of his message has stolen the hearts of India's millions. Men and women, and even little children, come out of their little shells and become India's soldiers of freedom. In India today we are making history, and you and I are fortunate to see this happening before our eyes and to take some part ourselves in this great drama.

What part shall we play in it?

full measure: plenty

sermonising: giving a lecture

doling out: giving

mysterious: strange

trust: faith

unworthy: not benefitting

fascinated: attracted

ambition: aim

cause: reason

eager: enthusiastic

starving: hungry

oppressed: kept down

fortunate: lucky

A Birthday Letter

If we are to be India's soldiers we have to respect India's honour, and that honour is a sacred trust. It is no easy matter to decide what is right and what is not. One little test I shall ask you to apply whenever you are in doubt Never do anything in secret or anything that you would wish to hide. For the desire to hide anything means that you are afraid, and fear is a bad thing and unworthy of you. Be brave, and all the rest follows You know that in our great Freedom Movement, under Bapuji's leadership, there is no room for secrecy or hiding. We have nothing to hide. We are not afraid of what we do or what we say. We work in the sun and in the light. Even so in our private lives let us make friends with the sun and work in the light and do nothing secretlyand if you do so, my dear you will grow up a child of the light, unafraid and serene and unruffled, whatever may happen.

I have written a very long letter to you. And yet there is so much I would like to tell you. How can a letter contain it? Good-bye, little one, and may you grow up into a brave soldier in India's service.

With all my love and good wishes.

Your loving father,
Jawaharlal Nehru

8.2 LET US UNDERSTAND THE TEXT

8.2.1 PART 1

In 1930, having a talk.

Do you have friends and family who live far away from where you do? How do you stay in touch with them? How does it feel when you receive letters from them? In this section Pt. Nehru, who is imprisoned in Naini Jail by the British, sends a letter as a gift to his daughter Indira on her birthday. Let's read on to find out what he writes.



INTEXT QUESTIONS 8.1

1. In which jail was Pt. Nehru imprisoned by the British?
2. Why was Pt. Nehru not able to send a gift to his daughter on her birthday?
3. What did Pt. Nehru not like to do?
4. Why did Pt. Nehru dislike lecturing?
5. What suggestions did he give to Indira in his letter to her?



Notes

sacred: holy

serene: calm

unruffled: unmoved



Notes

6. Imagine that you want to discuss something very important with your friend. Would you write a letter, email, call up (phone) or discuss it face to face? Give reasons for your answer.



LET US DO 8.1

Meet one person above the age of eighty years and ask him/ her to relate his/her experience or memories during the freedom struggle. Describe his/her experience in about 50-60 words.



LET US LEARN NEW WORDS 8.1

Homophones

Look at the pairs of words given below. Read them aloud.

Notice that they sound similar but are spelt differently.

Break	cheque	dear	fair	heal	right
Brake	check	deer	fare	heel	write

Exercise 1

Write words to complete the similar-sounding pairs.

- lose _____
- peace _____
- week _____
- waste _____
- cast _____

Exercise 2

Choose the correct word from each pair in Exercise 1 and complete the following sentences.

- Do not _____ your time.
 - This pair of jeans is tight at the _____.
- The people were eager to _____ their vote.
 - We should not discriminate on the basis of _____.

A Birthday Letter

3. a. Gandhiji believed in _____ and non-violence.
b. Give me a _____ of cake.
4. a. Please don't _____ my book.
b. Sameer always wears a _____ shirt.
5. a. A _____ has seven days.
b. Rani is _____ in English.

8.2.2 PART 2

In history wein this great drama.

Have you heard of the contribution of the freedom fighters to India's independence? Whose names come to your mind when we speak of the leaders of India's struggle for independence? Is Gandhiji one of them? In this section Pt. Nehru writes to his daughter to tell her how Bapuji motivated the common man to become a part of the struggle for freedom. He speaks about how common men and women also become heroes when they fight for a cause.



INTEXT QUESTIONS 8.2

1. Which two factors make ordinary men heroes?
2. Who according to Nehru has inspired millions of people to fight for freedom?
3. What does the phrase 'great drama' refer to?
4. Who inspires you the most in your life? What are the qualities that he/ she has that you admire the most? Why do you admire this person?



LET US DO 8.2

We all know that India had to struggle very hard in its fight for independence. Many great leaders made a lot of sacrifices. Quite a number of movements were carried out during that time.

Given below is a list of some movements for various causes. Tick the ones that are related to India's freedom struggle.

Namak Andolan

Swadeshi Movement

Chipko Movement

Non-cooperation Movement



Notes



Civil Disobedience Movement

Narmada Bachao Andolan

Jail Bharo Movement

Satyagraha

Quit India Movement



DO YOU KNOW



A post-independence hero

Captain Saurabh Kalia

- Capt. Saurabh Kalia of 4 Jat Regiment of the Indian Army sacrificed his life for the nation.
- He was the first officer to detect and inform about Pakistani intrusion in Kargil area while patrolling in early May, 1999.
- Capt. Kalia and his patrol were captured alive on 15th May, 1999 from the Indian side of the Line of Control (LOC).
- His parents, army and nation are proud of his patriotism, determination and valour.

8.2.3 PART 3

What part shall we play in it?.....Your loving father, (Jawaharlal Nehru)

How do you decide what is right and what is wrong? While doing something, do you feel that there are times when you need to hide from your elders? Does the fear of being caught tell you that you are wrong? In this section, Pt. Nehru tells Indira about the importance of understanding and doing what is right just like Gandhiji. He tells her that fighting for freedom was the right thing to do and that she should not fear being a part of the movement.



INTEXT QUESTIONS 8.3

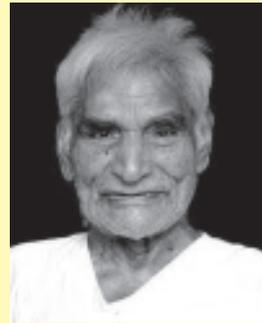
1. What soldier-like qualities does Pt. Nehru want Indira to develop?
2. Why do people hide things?
3. Under whose leadership did the freedom movement take place?
4. During the freedom movement, what did Gandhiji focus on? Answer with reference to the text.



5. Under Gandhiji’s leadership India became free of oppression. But oppression continues in different ways even after independence. For example, you must have heard or seen children below 14 years of age being employed in hazardous (risky/ unsafe) jobs like making crackers, hand-knotted carpets, etc? The government has introduced laws to protect the rights of children. What do you feel about it? Suggest three things that you can do to protect the rights of these children?



DO YOU KNOW



A post-independence Gandhian leader

Murlidhar Devidas Amte, popularly known as
Baba Amte

(December 26, 1914 – February 9, 2008)

- was a Gandhian, a social worker and a social activist
- served as a defense lawyer for leaders of the Indian freedom movement
- worked for the rehabilitation and empowerment of people suffering from leprosy
- devoted his life to many other social causes such as generating public awareness of the importance of ecological balance, wildlife preservation, and the Narmada Bachao Andolan
- was awarded the Padma Shree in 1997, Padma Vibhushan in 1986 and Gandhi Peace Prize in 1999.
- was awarded the Dr. Ambedkar International Award for Social Change, 1999, ‘in recognition of outstanding work done in pursuing the cause of the exploited and the underprivileged, reconciling differences among conflicting social groups and contributing significantly to social change’.



LET US DO 8.3

In the above **DO YOU KNOW** box you read about **Baba Amte**. Using the given information write a paragraph about him.



Notes



8.3 LET US LEARN GRAMMAR

A. Constructing 'Wh' Questions

In this lesson every section contains a question beginning with a 'Wh' question word.

What present can I send you from Naini Prison?

What am I to do then?

What part shall we play in it?

There are nine 'Wh' question words.

when	what	where	why	who
whom	whose	which	how	

Exercise 1

- a. Complete the following conversation between three people by supplying suitable 'wh' question words from the above given list.

Abhimanyu: _____ are you going Vivek?

Vivek : I am going to the doctor.

Anirudh : _____ are you going to see a doctor?

Vivek : I've got a terrible stomach ache.

Abhimanyu : _____ doctor will you go to, Dr. Solanki or Dr. Gupta?

Anirudh : You should go to Dr. Solanki.

Abhimanyu: But _____ are his timings to see the patients and _____ will you go there Vivek?

Vivek : I don't know the timings. I will call up and check. I think I will take a cab.

- b. Read the above conversation and write another conversation with 'Wh' words.



Exercise 2

Frame at least 6 ‘Wh’ questions from the table given below using one word/phrase from each column

Question word	Helping verb	Subject	Verb	Complement
What	does	you	like	to drink?
When	did	he	go	me?
Why	do	you	disturb	shopping?
Where	will	she	meet	to select?
How	did	I	spend	your holidays?
Whom	do	they	want	Anita?

B. Imperative Sentences

Read the sentences given below.

A	B
Obey your elders.	Don't tell a lie.
Give Devraj his book.	Never fear.
Always go to school.	Don't be afraid of the dark.
Put off the lights.	

The sentences given above are used for giving instructions. They are **Imperative Sentences**. In an imperative sentence, the verb comes before the subject. The sentences in Column B begin with ‘Don’t’ or ‘Never’ and are called **Negative Imperative Sentences**.

Exercise 1

Match the verbs in Column A with the words in Column B to make Imperative Sentences. Write them in the spaces given below:

A	B
Eat	elders
Love	every day
Respect	healthy food
Follow	regularly
Study	your neighbours and friends
Exercise	traffic rules



Notes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise 2

Look at the sentences given below. Rewrite the sentences beginning with a verb to make them imperative sentences.

1. One should never hide the truth.
2. You shouldn't stay out late.
3. One should not play with fire.
4. You should keep your classroom clean.
5. You should not go barefoot outside.
6. One shouldn't eat spicy food.
7. One should go to school regularly.
8. You should read good storybooks.

**8.4 LET US WRITE****Informal Letter**

Pandit Nehru's letter to Indira was an informal letter. Let's read another example of an informal letter.

This is a letter written by Hitendra, a Major in the Indian army, to his son Udyan. In the letter Major Hitendra tells his son about his experiences and life in Kargil where he is posted.

A Birthday Letter



Notes

Jan. 25, 2011

My dear Udyan,

Hope everything is fine at home. I have just reached Kargil on my new posting. At present it is very cold and the temperature is - 20°C. We try to keep ourselves warm by lighting fires and eating a lot of dry fruits. The area is very sensitive because militants can cross over easily. Although the situation is well under control we have to be vigilant all the time. Infiltrators enter our country with ease in the guise of shepherds because of the dense trees and frozen rivers. Every movement has to be monitored with alertness.

Take care of yourself and look after your grandparents and mother and keep writing to me.

Yours lovingly
Dad

Exercise

Now imagine you are Udyan. Write a letter to your father giving him news about yourself and your family, and about what is happening in your life. Use the format given below

Date _____

Dear _____,



WHAT YOU HAVE LEARNT

In this lesson, Pt. Nehru sends Indira a letter as a birthday present since he was unable to send her a gift as he was in jail. Though presents are appreciated; letters can also be equally cherished as a gift. We have learnt that it is important to do things without fear and recognise right from wrong. When faced with problems we can resolve them by discussing them with near and dear ones. Letters can also be used to convey our feelings when we cannot discuss things face to face. You have also learnt to value the contribution of our



Notes

leaders to the fight for freedom. We have also learnt the value of the qualities exhibited by these leaders.



TERMINAL QUESTIONS

1. According to Pt. Nehru, how does a great leader help?
2. What does Pt. Nehru mean by ‘make friends with the sun and work in the light’? Answer in about 50 words.
3. Imagine that you had a discussion with your parents about your career plans. Write in about 50 words what was discussed, what advice your parents gave you and how you felt.



ANSWERS

8.2.1 PART 1

INTEXT QUESTIONS 8.1

1. Pt. Nehru was imprisoned in Naini Jail.
2. Pt. Nehru was not able to send a gift to Indira on her birthday because he was imprisoned by the British in Naini Prison.
3. Pt. Nehru did not like to sermonise and give advice.
4. Individual response
Suggested response:
 - one-sided affair that lacks opportunity to talk and discuss.
 - people get bored
 - might not like sermons
5. Nehru suggested that Indira should talk and discuss with others what is right and what is wrong before taking a decision.
6. Individual response. Accept all responses.

LET US LEARN NEW WORDS 8.1

Exercise 1

- | | | |
|----------|----------|---------|
| 1. loose | 2. piece | 3. weak |
| 4. waist | 5. caste | |



Exercise 2

1. a. waste b. waist 2. a. cast b. caste 3. a. peace b. piece
4. a. lose b. loose 5. a. week b. weak

8.2.2 PART 2

INTEXT QUESTIONS 8.2

1. The two factors that make ordinary men heroes are:
 - a. full faith in a great cause
 - b. love and respect for the nation
2. Mahatma Gandhi inspired millions of people to fight for freedom from the British.
3. The phrase 'great drama' refers to men, women and little children coming out in great numbers to take part in the fight for freedom.
4. Individual responses. Accept all responses.

Probable response: very loving, smart, successful, brave, very helpful, committed to his task of nation building.

8.2.3 PART 3

INTEXT QUESTIONS 8.3

1. Nehru wants Indira to develop qualities like respect for her country's honour, trust, patriotism, the ability to identify right from wrong and the belief in fighting for her country's freedom.
2. People hide things because they are afraid of what they are doing as they are not sure whether it is wrong or right, and they fear the consequences.
3. The freedom movement took place under the leadership of Mahatma Gandhi
4. Gandhiji focused on truth, courage, fearlessness, openness, hard work, peace, straight forwardness and non-violence.
5. Individual response.

Suggested responses:

 - Don't employ children below the age of fourteen at my home or workplace
 - Report the cases of child labour to authorities
 - Speak and convince such children to go to school

8.3 LET US LEARN GRAMMAR

A. Exercise 1

- a. Where Why Which what how
- b. Individual responses



Notes

Exercise 2

Probable responses

1. What does she like to drink?
2. When did he go for shopping?
3. Why do you disturb me?
4. Where will you meet Anita?
5. How did you spend your holidays?
6. Whom do they want to select?

B. Exercise 1

1. Eat healthy food.
2. Love your neighbours and friends.
3. Respect elders.
4. Follow traffic rules.
5. Study every day/regularly.
6. Exercise regularly/every day.

Exercise 2

1. Never hide the truth.
2. Don't stay out late.
3. Don't play with fire.
4. Keep your classroom clean.
5. Never walk barefoot.
6. Don't eat spicy food.
7. Go to school regularly.
8. Read good storybooks.

TERMINAL QUESTIONS

1. According to Nehru great people inspire others to great actions and noble sacrifices. They lead by example. They make the oppressed feel happy and free.
2. Individual responses. Accept all responses.

Suggested responses:

A Birthday Letter

- work without fear
 - be open, not secretive
 - hide nothing
 - be peaceful
 - be straightforward
 - be truthful
3. Individual responses. Accept all responses



Notes



202en09

9

NINE GOLD MEDALS

Sports is not only about winning medals. They are also about learning the values of cooperation, sharing, competing and complementing. In this poem ‘Nine Gold Medals’, the poet, David Roth has presented the idea of empathy and how human values are as important as the spirit of competition. The poem presents the situation of a race, where the contestants leave aside their desire to win the medal to help a smaller and weaker contestant. They all go hand-in-hand to the finishing line.



OBJECTIVES

After completing this lesson you will be able to:

- state the central idea of the poem;
- state how the players displayed their sensitivity towards one another;
- pick words relevant to certain ideas presented in the poem;
- sum up the incident described in the poem;
- pick lines from the poem where a sound has been repeated;
- pick words from the poem that often go together in pairs;
- give the meanings of the metaphors used in the poem;
- use words that can be used as verbs and nouns in sentences of your own;
- explain the significance of the title of the poem, and
- enjoy reading poetry and say how it is different from prose.



9.1 LET US READ THE TEXT

Have you ever taken part in a sports event? Surely you can recall the excitement during such competitions. Do you remember the effort you had put in the preparations? Didn't you want to win the medal? This poem describes a very similar scene here. Read the poem aloud and answer the questions that follow.

NINE GOLD MEDALS

The athletes had come from all over the country
To run for the gold, for the silver and bronze
Many weeks and months of training
All coming down to these games.

The spectators gathered around the old field
To cheer on all the young women and men
The final event of the day was approaching
Excitement grew high to begin.

The blocks were all lined up for those who would use them
The hundred-yard dash and the race to be run
These were nine resolved athletes in back of the starting line
Poised for the sound of the gun.

The signal was given, the pistol exploded
And so did the runners all charging ahead
But the smallest among them, he stumbled and staggered
And fell to the asphalt instead.

He gave out a cry in frustration and anguish
His dreams and his efforts all dashed in the dirt
But as sure as I'm standing here telling this story
The same goes for what next occurred.

The eight other runners pulled up on their heels
The ones who had trained for so long to compete
One by one they all turned around and went back to help him
And brought the young boy to his feet.



Notes

spectators: (here)
persons watching esp.
an event or sports
without taking part

block: the two starting
blocks on the ground
that runners push their
feet against at the
beginning of a race

resolved: determined

poised: ready

pistol: (here) a starting
pistol used to signal the
start of a race

stumbled: (here) hit his
foot against something
when he began to run
and almost fell

staggered: lost balance

asphalt: black tarred
road

anguish: pain and
disappointment

dashed: destroyed



Notes

Nine Gold Medals

Then all the nine runners joined hands and continued
The hundred-yard dash now reduced to a walk
And a banner above that said (Special Olympics)
Could not have been more on the mark.

That's how the race ended, with nine gold medals
They came to the finish line holding hands still
And a standing ovation and nine beaming faces
Said more than these words ever will.

- David Roth



DO YOU KNOW



Special Olympics is an international organisation created to help people with intellectual disabilities develop self-confidence, social skills and a sense of personal accomplishment. Among their other activities, Special Olympics conducts the Special Olympics World Games every two years, alternating between Summer and Winter Games. Special Olympics offers children and adults with intellectual disabilities year-round training and competition in 30 Olympic-type summer and winter sports. These games are also held as national events in some countries.

Special Olympics International was founded by Mrs Eunice Shriver, sister of (late) President John F Kennedy of USA.

Special Olympics Bharat, the National Programme, based in Delhi, is accredited by Special Olympics International. It is recognised by the Government of India, Ministry of Youth Affairs & Sports as a National Sports Federation for development of sports for the mentally disabled.

standing ovation: (here) the spectators stood up from their seats

beaming: very happy



9.2 LET US UNDERSTAND THE TEXT

9.2.1 PART 1 (Stanzas 1 and 2)

The athletes had.....high to begin

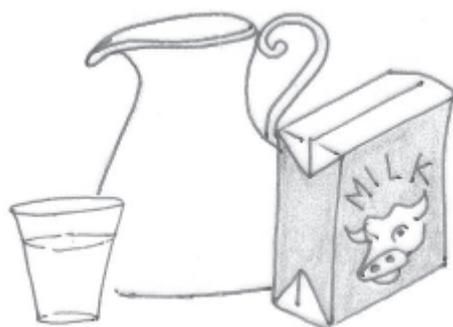
Let us find out what happens in the poem. The brief explanation below would help you understand the poem better.

You must have heard the term ‘Olympics’. Well, Olympics are held once every four years. Athletes from all over the world train hard to participate in this event. Winning a medal in the Olympics is the ultimate goal of every athlete of the world. However, the setting or the scene of this poem is that of ‘Special Olympics’. Have you ever heard of the term ‘Special Olympics’? In these Olympics, differently-abled persons, who have some problem/s in a particular part of the body, participate in various sports events. The contestants put in a lot of preparation and practice. Everyone hopes to win a medal. The spectators are as excited as the contestants. They cheer and encourage the contestants. These two stanzas help to create the setting of the poem.



INTEXT QUESTIONS 9.1

1. Complete the statement using the correct alternative.
The event which is being described in the poem is the _____ event of the day.
a. first b. last c. second
2. Find words that are opposite in meaning to each other from stanza 2.
3. Answer the following questions in a sentence each.
 - a. What do the words ‘gold’, ‘silver’ and ‘bronze’ stand for in the poem?
 - b. Were the contestants well prepared for the event? Pick the line that illustrates this.
4. What efforts, other than training, are required to prepare oneself for a sports event? Hints are given in the picture below.





LET US DO 9.1

When a person does very well in a field of study, sports, art or work, he or she is given a prize. Mention the different kinds of things that are given away as prizes.

Do you think prizes are important? Why? Discuss with your friends. Write a brief report of your discussion (150 words).



9.2.2 PART 2 (Stanza 3, 4 and 5)

The blockswhat next occurred

Now let us read the above stanzas and find out what happens next.



Of all the events in Olympics, the hundred-metre race is the most prestigious. The athlete, who wins it, is remembered as the fastest man in the world. So, for Special Olympics mentioned in the poem this is the final event, hence the most prestigious. The hundred-yard race is about to begin. The athletes take position at the starting blocks. They begin to run immediately after the starting pistol is fired. However, one of them is unable to run and falls on the track. The action has begun and already one episode has taken place. Notice how eight



contestants are strong and run forward, while the ninth, who is the smallest, falls down. He cries out with the pain of disappointment. He has trained

hard but does not get the opportunity to show his talent. All his dreams of winning the medal are broken and destroyed. Let us see what happens next.



INTEXT QUESTIONS 9.2

1. Read the statements given below and write T for true or F for false.
 - a. The hundred-yard dash was a long jump event.
 - b. The athletes were a little nervous.
 - c. The athletes ran before the signal was given.
 - d. One of the athletes could not run.
2. The word ‘exploded’ is used for the firing of the pistol. What does the phrase ‘so did the runners’ in line 2 of stanza 4 mean?
3. How were the dreams of one of the contestants ‘dashed in the dirt’?
4. Notice how the words ‘stumbled and staggered’ in line 3 of stanza 4 go together. Find a similar pair of words in stanza 5.
5. Complete the following statement using the correct option from those given below.

The line ‘the same goes for what next occurred’ creates

 - a. understanding
 - b. confusion
 - c. suspense
6. Suppose you were the contestant who fell down at the beginning of the race. What would you have done ? Discuss with your friends and write in a few sentences.



LET US DO 9.2

1. Find out for which positions the bronze, silver and gold medals are awarded in the Olympics.

Name any two Indians who have participated in the Olympics.
2. Have you or anyone you know faced a major disappointment? How did you/he/she deal with it? Discuss using the following key questions:
 - What was the event?
 - What had happened?
 - How did I/he/she feel?





- What did I/he/she do?
- Was my/his/her behaviour appropriate?
- Could I/he/she have done something better in that situation?

9.2.3 PART 3 (Stanzas 6, 7 and 8)

The eight other..... words ever will.

Something unexpected happened at the beginning of the race. Now let us see how many contestants finally ran the race. The explanation below might be of help to you.

When the remaining eight contestants saw him fall, they, instead of continuing the race, came to the help of their fellow contestant. All the athletes had dreamt of winning the medal. However, they readily forgot their dream and came forward to help the boy to his feet. Then all the nine contestants walked hand-in-hand to the finish line. The audience was so moved by the exemplary behaviour of the contestants that it stood up and clapped. There were now nine winners, instead of one, and each was given a gold medal. All the contestants displayed empathy turning the Special Olympics into a really ‘special’ one. Have you ever heard the word *empathy*? Empathy is the capacity to understand another person’s experience from his point of view. Simply stated, empathy is the ability to ‘put oneself in another’s shoes’. That is exactly what the eight contestants had done. One look at the fallen contestant had forced them to think ‘what would I have felt if I had fallen?’ and they knew exactly what they had to do.

By awarding gold medals to all nine contestants, the authorities honoured their display of empathy, helpful nature and human values.





INTEXT QUESTIONS 9.3

1. Explain the following phrases in a sentence or two.
 - a. pulled up on their heels
 - b. brought the young boy to his feet
2. Explain in your own words the meaning of the line 'the hundred-yard dash now reduced to a walk'.
3. How would the nine contestants have felt when they all reached the finish line together? Which words indicate this? Do you think they were happy because they had won the gold medal? Why?
4. How did the spectators react to this gesture of the eight contestants?



LET US DO 9.3

Your friend, Muniya has lost her English notes just before the examination. She is afraid that she will now fail the examination. She is not able to concentrate on studying and ends up crying every time she is reminded of her loss. What are the different ways in which you could help her?

Key words: Listening, empathising, boosting confidence, counselling, sharing

9.3 APPRECIATION

Alliteration

1. In a line in stanza 4, the consonant sound /s/ has been repeated in order to bring about a musical effect.

But the **s**mallest among them, he **s**tumbled and **s**taggered.

This repetition of the same sound is called alliteration.

Here the sound /s/ has been repeated. Find another such line from stanza 5.
2. No specific rhyme scheme has been followed in the poem. Yet the poem has a rhythm of its own. Read it aloud to feel the rhythm. Here are a few examples.
 - a. And a banner above that said 'Special Olympics'
Could not have been more on the mark.

(stanza 7)



- b. And a standing ovation and nine beaming faces
Said more than these words ever will.

(stanza 8)

3. Poetry says a lot in a few words. Here too, the poet has used the technique of not expressing directly and encouraging the readers to infer meanings on their own.



WHAT YOU HAVE LEARNT

In order to enhance the quality of our life we need to develop empathy. Empathy is the ability to understand and accept others who are different from us. It helps us to appreciate what the other person is going through and to offer emotional support at the time of need. Empathy works wonders when applied to relationships – our family, our friends or colleagues. It encourages positive behaviour towards people who are in need. Not only does empathy help us to resolve conflicts but it also enables us to find solutions to problems. In the process we end up making decisions to benefit us without hurting others. The poem also shows that empathetic behaviour is applauded by all.



TERMINAL QUESTIONS

- Complete the statements using the correct option from those given.
 - The poem describes a
 - school Sports Day with participants from different schools
 - national sports event for women
 - national sports event for the differently-abled
 - The contestants of the race received a standing ovation because
 - they are challenged in various ways and not used to sports
 - they thought it more important to help than to get a medal
 - they don't like competition and don't care about winning
- Who won the race and how? Explain in about 50 words.
- Do you think the title of the poem is justified? How?
- What is the central idea of the poem?
- Have you ever witnessed any event in 'Special Olympics' in real life or on television? Describe it briefly.



6. Can you think of any other act of selflessness? Describe it.
7. What have you learnt from the poem?
8. Which is the turning point in the poem?



ANSWERS

9.2.1 PART 1

INTEXT QUESTIONS 9.1

1. b. The event which is being described in the poem is the **last** event of the day.
2. Old and young, men and women.
3. a. The words ‘gold’, ‘silver’ and ‘bronze’ stand for medals in the poem.
b. The phrase ‘many weeks and months of training’ tells us that the contestants were well prepared for the event.
4. One must try to eat healthy nutritious food, get enough exercise, have clean living conditions and get adequate rest.

9.2.2 PART 2

INTEXT QUESTIONS 9.2

1. a. False b. False c. False d. True
2. The phrase ‘so did the runners’ means that the runners ran forward immediately.
3. The dreams of one of the contestants were ‘dashed in the dirt’ when he fell on the black tarred road and could not take part in the race. This finished his chances of winning the race—something he had been looking forward to for a long time.
4. The pair of words is ‘frustration and anguish’ in line 1 of stanza 5.
5. The line ‘the same goes for what next occurred’ creates suspense.
6. Possible answers
 - try to stand up and continue the race
 - stand up and put in extra effort to make up for lost time
 - get up and leave the tracks thinking that the race is lost
 - wait for someone to come and help

**9.2.3 PART 3****INTEXT QUESTIONS 9.3**

1.
 - a. The phrase ‘pulled up on their heels’ means that the other eight contestants stopped running.
 - b. The phrase ‘brought the young boy to his feet’ means that the other eight contestants helped the boy who had fallen down, to stand up on his feet.
2. The phrase ‘the hundred-yard dash now reduced to a walk’ describes the moment when the other eight contestants help their friend, who had fallen down, to stand up on his feet. Since the boy was unable to run, the others decide not to run either. All nine contestants walk hand-in-hand to the finish line. In other words, the contestants walk the distance of the hundred yards (which was to be run) at the speed of the contestant who had fallen down.
3. The contestants must have felt happy and united when they reached the finish line still ‘holding hands’. The words ‘nine beaming faces’ tell us how happy they were. The contestants get a ‘standing ovation’ which would have made them feel proud of what they had done.

The contestants were happy not simply because they had won the gold medal. They were proud of being a united group who stood by each other, understood each other’s problems and helped each other even at the cost of winning a gold medal. For this group of contestants it was more important to empathise with and help each other than to win an individual prize.

4. The spectators gave a ‘standing ovation’ to the contestants, which means they stood up and clapped and cheered for them. Each of the contestants was rewarded with a gold medal.

TERMINAL QUESTIONS

1.
 - (i) c. The poem describes a national sports event for the differently-abled.
 - (ii) b. The contestants of the race received a standing ovation because they thought it more important to help than to get a medal.
2. All the nine contestants won the race as they all reached the finish line together. One of them had fallen down at the start of the race. Instead of running to get their positions, they turned back and went to his help. Then they completed the race together.

They were given the gold medal because they showed the true spirit of sportsmanship by helping the smallest among them at the risk of losing the race.
3. Yes, ‘Nine Gold Medals’ is an appropriate title as all the nine contestants deserved the medal. The smallest one, for not giving up, and the others for being helpful and caring.

Nine Gold Medals

4. The poet wants to convey that sharing and caring are as important as winning and achieving.
5. It is a sports programme for those who are differently-abled. Each one aims to participate and win in whatever he/she can do best.
6. Description of any experience of a person helping another without thinking of one's own interest.
7. There are moments in our life when we keep our own interests aside and help our friends who may be in a difficult situation. The value of cooperation is greater than the spirit of competition.
8. When the pistol was fired, one contestant fell down while the rest ran forward. Normally the race would finish with three of them getting the first, second and the third positions. But something else happened. All of them stopped and turned back to help their fellow-contestant. This was the turning point of the poem.



Notes



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10

NOISE: HOW IT AFFECTS OUR LIVES

Every morning we wake up to various sounds around us. If we lived in villages we would wake up to sounds like chirping of birds or the mooing of cows. If we lived in towns we would hear the chime of the clock or car horns as we awake. Which of these sounds are pleasant and melodious, and which are unpleasant and harsh? Let us read the lesson and distinguish between the welcome and unwelcome sounds.



OBJECTIVES

After completing this lesson you will be able to:

- discriminate between sound and noise;
- recognise avoidable and unavoidable noise;
- refrain from making avoidable noise;
- create a personal plan to reduce noise pollution;
- identify and use some homophones appropriately;
- define and form compound words;
- form 'wh' and 'yes/no' questions;
- make a verbal complaint;
- make notes, and
- summarise a given text.



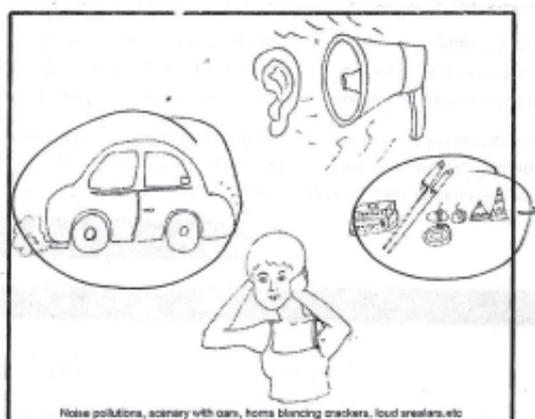
10.1 LET US READ THE TEXT

What is noise? Any unpleasant sound is noise. It's something we don't like. It's something that makes us cover our ears. The wail of a fire engine, a clap of thunder, the screech of a car's tyres when the brakes are put on suddenly.

How much sound is too much? At what level does sound become noise? Well today sound can be measured scientifically. The level of sound is measured in decibels. A decibel meter is used to register sound. Zero decibel is equal to the faintest sound heard by the human ear. A decibel meter in a quiet bedroom may register around 35 decibels. In a classroom during a quiet period it may register around 50 decibels. This level is comfortable on the ears. It is said that most people speak in a range between 45 and 75 decibels.

Noise damages ears at 85 decibels. Hearing loss can begin when the noise level goes above 100 decibels, and actual pain is felt at 140 decibels. Some people, however, may experience pain at a lower level.

Noise pollutes our environment just as much as smoke, foul water, dirty air and litter. It can cause illness and deafness. The human body never gets used to noise. It continues to react even though a person thinks he or she has become used to all the surrounding noises. For instance, Naseer who lived in an apartment on a busy street often boasted that he could sleep through any kind of noise. He claimed he just didn't hear it. Well, Naseer could sleep through the roar of traffic and the blare of a television set in the next apartment, but he didn't know that while he slept his body was reacting to the stress of the noise.



Notes

wail: cry in a loud voice, (here) loud noise

screech: make a harsh sound

clap: a loud explosive noise e.g. of thunder

decibel: unit for measuring the loudness of sound

litter: bits of paper, discarded wrappings, bottles etc left lying in a room or public place
instance: example, facts supporting a general truth

apartment: set of rooms, flat

blare: loud sound or noise



Notes

Noise: How it Affects Our Lives

A doctor in West Germany, after studying the effects of noise, concluded that sounds heard by persons when they are asleep can cause danger to their hearts and blood vessels. Maybe this was the reason why Naseer had headaches. Noise causes the blood vessels in the brain to expand. It brings on pain.

Another doctor was researching the effects of loud music by talking to players in a rock band. One of them called out, "Speak up, Doctor, we can't hear you".

The doctor discovered that all the players suffered from some hearing loss and two of them were partly deaf. The noise level of the music they played ranged from 105 to 115 decibels and they played for more than eleven hours every week.

It's the length of time, often hours and hours, of being exposed to loud noises that damages the sensitive part of the inner ear.

What can you do? If you start thinking about the harmful effects of noise, you will become quieter yourself. There are many steps you can take to cut down noise. At school, for instance, instead of slamming books on a desk, place them quietly. Instead of walking noisily through the halls, walk quietly.

At home use one mechanical device at a time. In other words, don't run the vacuum cleaner and the washing machine at the same time. Turn down stereos, radios, tape recorders, and television sets. And don't turn on more than one at the same time.

Many cities have passed strong anti-noise regulations. Progress is being made towards a quieter world, but if we want to get rid of the rattle, bang, and roar all round us, we have to start being quiet ourselves.

10.2 LET US UNDERSTAND THE TEXT

10.2.1 PART 1

What is noise? at a lower level.

Do you know that a loud and unpleasant sound which we don't enjoy is called 'noise'? The sound of thunder, fire engines and screeching of tyres are some examples of noise.

The level of sound can be measured scientifically in decibels. Sound is measured with an instrument called decibel meter.

The softest sound that we humans can hear is at Zero decibel. We usually speak in the range of 45-75 decibels which is comfortable to our ears. When we shout or raise our voice we are speaking at a higher decibel that is hurtful to our ears.

At 85 decibels noise becomes harmful. Sound that measures more than 140 decibels can cause great damage.

slamming: shutting or dropping something violently and noisily
device: something invented or adapted for a special purpose

vacuum cleaner: an apparatus which takes up dust and dirt etc and cleans up the place

regulations: rules
rattle: to make a short, sharp, quick sound



LET US TALK 10.1

Jayant is preparing for his examination. His neighbour's son, Ajay is playing some loud music on his tape recorder. Jayant is not able to concentrate. He walks up to Ajay's house and complains about the loud music.

Read the dialogue given below:

Jayant: Uncle, please ask Ajay to lower the volume of his tape recorder.

Mr. Roy: I know you have your exams but Ajay is practising a dance which he has to perform in his college tomorrow.

Jayant: That is alright, Uncle but I just can't concentrate on my studies. I'm sure he can practise even if the music is softer.

Mr. Roy, I understand your problem, Jayant. I also know this noise is not good for any one of us. I'll try to persuade Ajay not to play the music so loudly.

Jayant: Thanks, Uncle. Bye.



LET US DO 10.1

Role-play

Using the above dialogue as a guideline, practise making complaints about the following situations with the help of a friend or build a buddy team and complete the activity.

- a noisy classroom
- the honking of horns near a hospital



INTEXT QUESTIONS 10.1

I. Answer the following questions:

1. What is the difference between 'sound' and 'noise'?
2. List out three examples each of sound and noise.
3. What is the unit of measuring sound called?
4. Up to what level is sound tolerable to the human ear?
5. What are the sounds that you find intolerable and why?



Notes

II. Say whether the following statements are true or false.

- a. Every sound is noise to human ears.
- b. The sound made by a fire engine is noise.
- c. Noise can be injurious to health.
- d. Noise does not pollute the environment.
- e. Noise below 145 decibels is safe for every human being.

III. Fill in the blanks in the following sentences:

- a. The sound made during normal conversation measures ____ decibels.
- b. Beyond _____ decibels, noise can be painful to the ears.
- c. The screech of a car tyre is very _____ to the ears.
- d. The method of measuring sound is _____.
- e. In order to protect ourselves against _____ it is necessary to keep a check on noise.



LET US LEARN NEW WORDS 10.1

1. Find out some words from the dictionary which have the same meaning as *noise*.
2. Given below are some words/phrases. Write 'noise' or 'sound' against each as the case may be.
 - a. screech of tyres
 - b. soft music
 - c. ticking of a clock
 - d. beating of drums in a marriage procession
 - e. normal speech
 - f. clap of thunder
 - g. sound made by a fire engine
3. There are many words in English that sound the same but are spelt differently. Such words are called 'homophones' (literally meaning same sound). Example: tale, tail, mail, male, meat, meet. Fill in the blanks choosing the right word from the brackets:
 - a. We applied the _____ and the car stopped. (breaks/ brakes)
 - b. Sumeet danced with joy when he _____ that he had got a job. (heard/ herd)
 - c. The window _____ were made of unbreakable glass. (pains/ panes)
 - d. The dog chased the _____ of sheep. (herd/heard)
 - e. Don't keep the glass near the gas, it will _____. (brake/break)



- f. He has a sharp _____ in his knee because of a fall. (pain/pane)
- g. I can't _____ having cats in the house. (bare/bear)
- h. Everyone must have at least the _____ necessities of life. (bare/bear)
- i. I check my _____ every day. (mail/ male)
- j. The peacock is a _____ bird. (mail/male)



DO YOU KNOW

- Every exposure to loud noise destroys some cells in our body.
- Noise pollution is a major threat to the quality of human lives.
- The noise made by exploding crackers can cause permanent hearing loss.
- If nothing is done about noise pollution now, a great percentage of future generations will have damaged hearing.
- The Supreme Court passed an order on July 18, 2005 banning noise from all sources at night and restricting noise in all public places during the day.

10.2.2 PART 2

Noise pollutes. every week.

We all understand that air pollution causes breathing problems and water pollution can cause a variety of diseases like typhoid. Noise pollution is also very harmful. Do you know that noise around us affects us even while we sleep? We just don't realize its harmful effects immediately however the problems are felt later.

Research shows us that continuous exposure to noise can cause head aches, heart problems and also hearing loss.



INTEXT QUESTIONS 10.2

- 1. Write three bad effects of noise.
 - a.
 - b.
 - c.



Notes

2. Was Naseer aware of the damage the noise caused? How do you know?
3. How did the noise affect Naseer?
4. Why did Naseer often have headaches?
5. What do you think Naseer should do to reduce his headaches?
6. Why do blood vessels in the brain expand?



LET US LEARN NEW WORDS 10.2

1. Find words from the passage which mean the following:
 - a. complete loss of hearing
 - b. risk
 - c. pain in the head
 - d. found
2. Fill in the blanks with appropriate words from the passage.
 - a. One should not _____ about ones riches.
 - b. Our blood vessels shrink in the winter and _____ in the summer.
 - c. After a medical check up the school authorities _____ that most of the children had poor eyesight.
 - d. Whenever I go out in the hot sun I get a _____.



LET US DO 10.2

On any working day, observe your own behaviour from morning till evening. Note how much noise has been caused by you to pollute the environment. Also try to think what noises could have been avoided and list them in the table below. Write down how you plan to reduce noise in your life.

Noise pollution generated by me

Avoidable noise pollution	Unavoidable noise pollution



DO YOU KNOW

Noise pollution is...

- health hazard for the sick
- distraction to students
- stress to children
- disturbance to those resting
- discomfort to pets
- disrespect to the community

Creating noise is...

- violation of the Hon'ble Supreme Court's directions
- punishable if loudspeakers are used without Police Permission between 10 p.m. and 6 a.m.
- illegal in silence zones
- punishable under the Environment(Protection) Act, 1986 with imprisonment up to 5 years or a fine of Rs. one lakh or both
- offence under Delhi Police Act - DJ and other equipments liable to be seized.



LET US DO 10.3

Observe your neighbourhood and write down one incident that has violated the norms laid down by the government.

10.2.3 PART 3

It's the length of time quiet ourselves

Is there no escape from the bad effect of noise? Let's read this passage and find out.

We should realise the harmful effects of loud noise and think of ways to bring down the noise level. We can observe silence for some time and avoid playing loud music.



INTEXT QUESTIONS 10.3

Answer the following:

1. How is the inner ear damaged?



Notes

2. What will happen if we ourselves start thinking about the harmful effects of noise?
3. Why does the author advise people not to slam or throw books on a desk but put them down gently.
4. List out the different gadgets you use at home. Which of these makes the most noise? How does its noise affect the members of your household?



LET US DO 10.4

Now that we have become aware of the harmful effects of noise pollution, discuss with your friends how you can help reduce it and contribute towards protecting the environment.

1. Make posters and slogans depicting the ban of the following things between 10 pm and 6 am:
 - loudspeakers
 - bursting of crackers
 - beating of drums
 - amplified music

Let's try to form groups of students and go from door to door and create awareness in people

- to observe silence for sometime daily
- to talk softly
- not to shout at each other
- not to provoke animals to wail and cry
- not to play loud music
- not to use too many gadgets at a time
- not to use loud speakers at night
- to switch off the engines of cars or scooters at red lights
- not to honk horns as far as possible
- not to burst crackers even during festivals, functions and ceremonies



LET US LEARN NEW WORDS 10.3

1. Find words from the passage which are opposite in meaning to the following:
 - a. outer



- b. harmless
- c. noisier

II. Compound Words

Look at the following words that occur in the passage:

- vacuum cleaner (vacuum + cleaner)
- washing machine (washing + machine)
- tape-recorder (tape + recorder)
- dishwasher (dish + washer)

These words are formed by combining two words and are called compound words. Compounding is a process of word formation by which usually two (but sometimes more) words are combined to form a new word. These words may be noun+noun, noun+verb, noun+adjective, adjective + noun, adjective + verb etc. etc. Compound words, thus formed, behave as independent words and not merely as combinations of other words. They are listed separately in the dictionary. They lose their independent entity and become part of a new word which functions as a single word even if it is written as two words.

Look at some more compound words.

blacklist, black box, clean-shaven, flowerpot,

In the word *flowerpot* the two words *flower* and *pot* lose their identity and the third word *flowerpot* behaves like any other noun. It can have a plural form and can take an adjective. A red flowerpot is not a pot for growing red flowers but a flowerpot which is red in colour.

Similarly the words *black* and *list* lose their independence and become a new word, meaning a list of the names of people, companies, products that are considered unacceptable and must be avoided.

Blackbox is a small machine in an airplane that records all the details happening during a flight and is useful for finding out the cause of an accident, if any.

Clean- shaven refers to a man who does not have a beard.

In some cases the meaning of the compound word is not very different from the combined meanings of their parts, e.g. washing machine is a machine used for washing and an armchair is a chair which has support for the arms, therefore, it has to do with *arms* as well as *chair*.

However, there are many compound words whose meanings have nothing to do with the meanings of their parts. Their meanings are idiomatic, e.g. blockhead means a foolish person. Hardware stands for tools and equipments used in the home or garden.

Compound words come in three forms

- closed— two parts written without a space between them , e.g. afternoon, pickpocket,
- open — two parts written with a space between them, e.g. fancy dress, mother tongue,



Notes

- hyphenated- two parts with a hyphen between them, e.g. man-eater, baby-sitter.
- 2. Form compound words taking one word from column A and one from column B. Look up the dictionary to find out if they are open, closed or hyphenated compound words and write them accordingly.

	<u>A</u>	<u>B</u>
a.	identity	proof
b.	time	cream
c.	ice	quake
d.	earth	table
e.	dry	fearing
f.	water	stick
g.	High	clean
h.	God	card
i.	black	court
j.	walking	board



10.3 LET US LEARN GRAMMAR

Revision exercise: Yes/No questions

1. In the lesson, 'A Birthday Letter' you have learnt how to form 'Wh' questions.

Form questions to which the following may be the answers, based on the underlined phrases.

- a. A decibel meter is used to register sound.
- b. A decibel zero sound is equal to the faintest sound heard by the human ear.
- c. Noise damages ears at 85 decibels.
- d. Actual pain is felt at 140 decibels.

Besides 'wh' questions we can also form questions beginning with 'Do', 'Is', 'Can' etc. Such questions can be answered only in 'yes' or 'no'. Hence they are called yes/no questions.

Read the following questions and their answers:

Question: Do you know the harmful effects of noise?

Answer: Yes, noise causes hearing loss and many other diseases.

Question: Is there an escape from the bad effects of noise?



Answer: Yes, we can take many steps to cut down noise pollution. and avoid its bad effects.

Question: Can you bake a cake?

Answer: No, I can't.

2. Form questions beginning with 'Do', 'Is' and 'Can' to which the following may be the answers.

a. Answer: Yes, noise can cause a lot of damage.

Question: Do you _____?

b. Answer: No, loud noise is not at all good for health.

Question: Is _____?

c. Answer: Yes, children can help to control noise pollution.

Question: Can _____?



10.4 LET US WRITE

Note making and summarizing are important study skills.

A. Note Making

You should make notes whenever you read or listen to anything important. While listening, you may note important words or phrases.

While reading it is better to make notes in the form of tables, flow charts etc. so that the organization plan of the entire reading passage can be seen at a glance.

Read the first part of the lesson "Noise: How it affects our lives" and fill in the notes in the plan given below:

Title: _____

Definition: _____

Examples: 1) _____

2) _____

3) _____

Measuring unit of sound: _____

Measuring instrument of sound: _____



Notes

Effect of Decibel level on ears: Zero _____
 35 _____
 45 to 75 _____
 85 _____
 100 _____
 140 _____

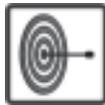
Read Part 2 and 3 and make notes in the format given above.

B. Summarising

Read the following passage which is a summary of Part 1 of the lesson “Noise: How it affects our lives”

Today sound can be measured scientifically. The level of sound is measured in decibels by a decibel meter. Most people speak in the range of 45 - 75 decibels. This is comfortable on our ears, while a level above 100 decibels causes pain. We must, therefore, be careful about the amount of noise we make or hear.

Make similar summaries of Part 2 and Part 3 of the lesson.



WHAT YOU HAVE LEARNT

In this lesson you have learnt about noise pollution and its effects. Over a period of time, pollution has had its affects on land, water and air. But of late noise pollution has become a big problem. We use loud speakers to celebrate festivals and for functions, blare car horns and burst crackers but do we realize how much harm it causes? We are the ones who create noise so we should do our best to reduce noise and create a better environment. We can help the government and society to create an environment that is noise free by doing away with avoidable noise.



TERMINAL QUESTIONS

1. What happens if somebody is exposed to loud noise for a long period?
2. In what way can school children help reduce noise pollution?
3. Do you know why we cover our ears when there is too much of noise?
4. Can you guess how much the sound of thunder would measure in terms of decibels?



5. List out noises that you find intolerable and give suggestions to reduce them.
6. This Diwali what is the best gift you can present yourself and to others to lead a healthy life?



ANSWERS

10.2.1 PART 1

INTEXT QUESTIONS 10.1

1. A sound which is not pleasant and agreeable to our ears is noise.
2. Suggested answers are birds chirping, soft music, soft laughter, etc. for sound and tyres screeching, music from loud speakers, crackers etc as examples of noise
3. A decibel
4. Up to 75 decibels.
5. Individual responses.

Suggested responses: sounds of quarrelling, chalk against the black board, car horns because they are annoying, they cause headaches, they hurt my ears, they are loud.

II a. F b. T c. T d. F e. F

- III a. 45-75 decibels
b. 140
c. unpleasant/jarring
d. scientific
e. hearing loss/deafness

LET US LEARN NEW WORDS 10.1

1. Individual responses such as din, hubbub, row, tumult, clamour or other words associated with noise
2. (a) noise (b) sound (c) sound (d) noise
(e) sound (f) noise (g) noise
3. a. brakes b. heard c. panes d. herd
e. break f. pain g. bear h. bare
i. mail j. male



Notes

10.2.2 PART 2**INTEXT QUESTIONS 10.2**

1. (a) causes headaches
(b) causes deafness
(c) causes danger to the heart and blood vessels
2. Naseer was not aware of the damage caused by noise; we know this because he always boasted that he could sleep even when there was noise of traffic or television around him.
3. Naseer had frequent headaches.
4. Naseer had headaches because he used to be exposed to noise even when he was sleeping.
5. Individual responses such as he could use ear plugs, request his neighbours to reduce the volume of the television, move to a quieter locality etc
6. Blood vessels in the brain expand when we are exposed to noise.

LET US LEARN NEW WORDS 10.2

- | | | | |
|----------------|-----------|---------------|---------------|
| 1. a. deafness | b. danger | c. headache | d. discovered |
| 2. a. boast | b. expand | c. discovered | d. headache |

Activity

Individual responses.

Given below are some suggestive responses.

Avoidable noises

shouting

honking of horns

speaking very loudly

banging doors

slamming books

exploding crackers

Unavoidable noises

thunder

roar of airplanes

whistle of trains

running of buses

heavy rain and storm

ACTIVITY



Individual responses

Suggested responses: could be description of use of loud speakers beyond 10 pm, blaring of car horns near hospitals etc

10.2.3 PART 3

INTEXT QUESTIONS 10.3

1. When we are exposed to very loud noise.
2. We would stop creating unnecessary noise.
3. Unnecessary noise is generated.
4. Individual responses such as mixers, hair dryers, music systems, televisions etc. The noise irritates the members of the household, can't study, they ask us to switch it off, shut doors to keep out the noise etc

LET US LEARN NEW WORDS 10.3

- | | | |
|---------------------|-----------------|----------------|
| 1. a. inner | b. harmful | c. quieter |
| 2. a. identity card | b. timetable | c. ice cream |
| d. earthquake | e. dry- clean | f. water proof |
| g. High Court | h. God- fearing | i. blackboard |
| j. walking stick | | |

10.3 LET US LEARN GRAMMAR

1. a. Which instrument is used to measure sound?
b. What is a decibel zero sound equal to?
c. What happens if there is noise at 85 decibels?
d. When is actual pain felt?
2. a. Do you think noise can cause any damage?
b. Is loud noise good for health?
c. Can children help to control noise pollution?

10.4 LET US WRITE

A. Note making

Individual responses.

Suggested response:



Notes

Title:	NOISE – HOW IT AFFECTS OUR LIVES
Definition:	Any unpleasant noise is sound
Examples:	1) wail of fire engine 2) clap of thunder 3) screech of car tyres
Measuring unit of sound:	decibel
Measuring instrument of sound:	decibel meter
Decibel effect on ears:	
Zero	faintest sound
35	quiet
45 to 75	range for human speech
85	damages ears
100	hearing loss
140	pain in the ears

B. Summarising

Individual responses.

TERMINAL QUESTIONS

1. Hearing loss.
2. Individual responses.

Suggested responses: by walking quietly, talking softly, not burning crackers.

3. It is painful to our ears.
4. Individual responses.

Suggested responses: 100-145 decibels.

5. Individual responses.
6. Not explode any crackers.

Suggested responses: Noises that are intolerable are sound of loud speakers, car horns, crackers. Avoid the use of loud speakers, reduce its volume, and follow regulations regarding silence zones, stop bursting crackers.



11



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MY ELDER BROTHER

Children enjoy listening to stories. Have you ever listened to bedtime stories told by your grandparents or parents? Adults enjoy reading stories. In spite of our busy routine we like to snatch some time to read stories as a pastime.

The short story is one of the most exciting and important literary forms. A short story is brief and often has an unexpected ending. 'My Elder Brother' is a short story about two brothers, how they initially relate to each other, and how a change comes about in their behaviour as the story develops.



OBJECTIVES

After completing this lesson you will be able to:

- analyse the behaviour and attitude of the two characters in the story;
- explain the interpersonal relationships between siblings;
- recognise the importance of forgiveness in relationships and inculcate it in daily behaviour;
- identify noun clauses and define their functions, and
- record significant experiences in a diary or a learning journal.



11.1 LET US READ THE TEXT

I was only a year and some months younger than Valodya; we grew up, studied and played together. No distinction of elder and younger was made between us. But just about



Notes

the time I am speaking of I began to realize that I was no companion for him, either in age, in interests or in ability. It even seemed to me that Valodya himself was aware of his superiority and was proud of it. This idea (it may have been a wrong one) was inspired by my vanity which suffered every time I came in contact with him. He was better than me in everything; at lessons, in arguments and in manners, and all this took me farther from him and caused me moral anguish which I could not understand. When Valodya was given a tucked linen shirt for the first time I was unhappy for not having a shirt like that. I am sure I would have felt happier if I was convinced that every time he arranged his collar it was not done to annoy me.

What tormented me most was that it sometimes seemed to me Valodya understood what was going on inside me but tried to hide it. But perhaps my sensitiveness and tendency to analyse deceived me in this case. It may be Valodya did not feel at all as I did. He was impulsive and his enthusiasm in different hobbies did not last long.

He would suddenly develop a passion for pictures, himself take up painting, spend all his money buying them and beg them of his drawing-master, of papa and of grandmamma. Then it would be a craze for curios to decorate his table, collecting them from every room in the house, or a mania for novels which he obtained on the sly and read all day and night. I could not help being impressed by his hobbies but I was too proud to imitate him and too young and not independent enough to choose a hobby for myself. But there was nothing I envied so much as Valodya's happy large heartedness which showed itself most strikingly when we quarreled. I always felt that he was behaving well but I could not do likewise.

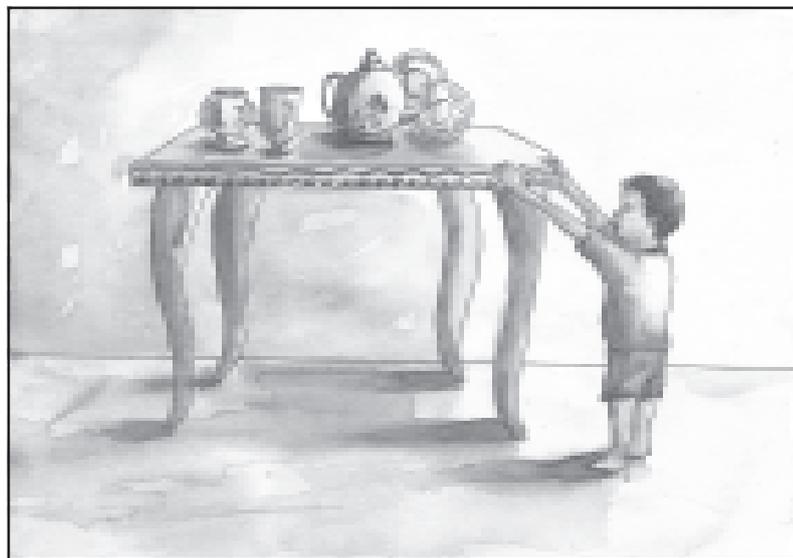


Fig. 11.1

Once when his passion of ornaments was at its height, I went up to his table and accidentally broke an empty bright-coloured little scent bottle.

“Who asked you to touch my things?” demanded Valodya coming into the room and

was no companion for him: not similar in tastes and interests

anguish: mental suffering

tormented: caused mental pain, (here) annoyed

impulsive: one who has a sudden desire to act without thinking about the result

curios: works of art valued for being unusual

mania: extreme enthusiasm

at its height: utmost degree

My Elder Brother

seeing how I had upset the symmetry of the different treasures on his table. “And where is the scent bottle? You must have”

“I knocked it over by accident and it broke. What does it matter?”

“Do me the favour-never dare touch my things again”, he said, putting the pieces of broken flask together and looking at them sorrowfully.

“And you please don’t issue orders” I retorted, “that’s all.”

And I smiled, though I did not feel in the least like smiling.

“Yes, its nothing to you but it does matter to me,” pursued Valodya, jerking his shoulder, a gesture he had inherited from papa. “He goes and breaks it and then laughs, the nasty little brat!”

“I am a little brat; and you’re big but you’re stupid.”

“I am not going to quarrel with you,” said Valodya, giving me a slight push, “go away.”

“Don’t push!”

“Get away!”

“Don’t push, I tell you!”

Valodya took my word and tried to drag me away from the table; but I was beside myself by now; I got hold of the leg of the table and tipped it over. “There now!” And all his china and glass ornaments crashed to the floor.

“You disgusting little boy!” cried Valodya, trying to save some of his falling treasures.

“Well, now it is all over between us,” I thought as I left the room,

“we have quarreled for good.”

As soon as afternoon lessons were over I left the room. I was too scared, uncomfortable and ashamed to be alone with my brother. After our history lesson in the evening I took my exercise books and started towards the door. As I passed Valodya, though I wanted to go up to him and make friends I scowled and put on an angry expression. At that moment Valodya raised his head and, with a meaningful smile, looked me full in the face. Our eyes met and I knew that he understood me; but some irresistible feeling made me turn away.

“Nicky!” he said in a most natural voice without a scrap of pathos.

“Don’t be cross any more. Forgive me if I offended you.” And he held out his hand.



Notes

symmetry: exact match in shape and size (here) balance

treasure: a collection of valuable things

knock . . . over: hit something and make it fall to the ground

brat: a person, specially a child, who behaves badly

took my word: believed me, (here) acting literally instead of understanding the spirit

was beside myself: unable to control oneself because of anger; (here) very annoyed

tipped: tilted

china: cups and plates and other things made of china clay

disgusting: very unpleasant

scowled: looked in an angry or annoyed way

irresistible: so strong that it can’t be stopped

scrap: a little bit

pathos: something which arouses a feeling of pity



Fig.11.2

Something that came higher and higher seemed to be pressing my chest and stopping my breath but this only lasted a second; tears came to my eyes and I felt better.

“Forgive ... m-me, Val-dya,” I stammered, squeezing his hand. Valodya looked at me as if he could not make out at all why there should be tears in my eyes.

– Leo Tolstoy

(Excerpts from his autobiographical novel ‘Boyhood’ originally written in Russian, translation by C.J. Haqar)

11.2 LET US UNDERSTAND THE TEXT

11.2.1 PART 1

I was only a yearcould not do likewise.

In life we share relationships of varying intensities with different people both within and outside our family; we have the closest relationship with our family. This story is about two brothers, the narrator Nicky and his elder brother, Valodya. Initially they get along quite well studying and playing together. As they grow up, Nicky starts feeling that Valodya is proud because he believes he is better. Nicky feels quite hurt and thinks that Valodya does not understand his feelings. He resents Valodya’s ability to have different hobbies which he is unable to imitate.



INTEXT QUESTIONS 11.1

Answer the following questions.

A.1. The two brothers were not much different in age or built. But the younger brother says, “I was no companion for him.”

stammered: spoke with hesitation

My Elder Brother



Notes

Give two reasons why Nicky felt so.

- (i) _____
(ii) _____

2. What was the effect of this feeling of inadequacy on Nicky's relationship with his elder brother?

.....

3. Nicky says, "It even seemed to me that Valodya was himself aware of his superiority and was proud of it."

Do you think Valodya was really proud? Please provide one reason for your response. What made the Nicky feel so?

.....

4. Nicky was most upset by which aspect of Valodaya's personality?

.....

5. Which two qualities of Valodya have been highlighted by the author?

.....

6. Choose the right answer to fill in the blanks:

The narrator was

- (i) jealous of his brother.
(ii) angry with his brother.
(iii) critical of his brother's behaviour.

7. Describe in about 50 words a situation where you were jealous of your friend or sibling. Do you think you were right to feel so? How has it affected your relationship?



LET US LEARN NEW WORDS 11.1

1. Choose the right answer, from the choices given below, which explains the underlined word/phrase.

a. This idea was inspired by my vanity.

- (i) uselessness
(ii) bias
(iii) false pride



Notes

- b. obtained on the sly
- (i) secretly
 - (ii) quietly
 - (iii) silently
- c. He was large hearted.
- (i) was generous
 - (ii) had an enlarged heart
 - (iii) was caring
2. Pick out words from the text which are opposite in meaning to the following words.

Words

- a. inferiority
 - b. nothing
 - c. misunderstood
 - d. please
 - e. modest
 - f. selfish
3. Fill in the blanks in the following sentences, choosing words from the list given in the box. There is one extra word.

independent, sensitive, large hearted, impulsive, proud, analytical

- a. In am _____ to be an Indian.
- b. My friend is so _____ that she keeps changing her mind all the time.
- c. Saira will make a good counselor as she is _____ to others other's feelings.
- d. It is good to be _____ about one's own conduct.
- e. Tasneem is very _____, she does her home work without anybody's help.

**LET US DO 11.1**

Given in the box are some describing words/phrases, some applicable to the narrator (Nicky) and some to his brother (Valodya). Put them in the respective columns.

impulsive, sensitive, fond of reading novels, fond of collecting curios, resentful, vain, analytical, forgiving, generous, proud, well mannered



<u>NICKY</u>	<u>VALODYA</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

? DO YOU KNOW

Count Leo Tolstoy, the author of the story, ‘My Elder Brother’ was born in 1828 in a family of old Russian nobility.

Tolstoy is one of the greatest writers of Russian literature. His most famous novels are ‘War and Peace’ and ‘Anna Karenina’. He has, to his credit, many short stories and plays also. His work, ‘The Kingdom of God is Within You’ influenced Gandhiji so much that he abandoned violence and took to non-violent resistance, a debt Gandhiji acknowledges in his autobiography calling Tolstoy the greatest apostle of non-violence that the present age has produced.



In today’s world full of violence and hatred, Tolstoy’s philosophy can kindle in us empathy and inspire us to be tolerant, choose the path of peace and to live and let live.

11.2.2 PART 2

Once whenwe have quarrelled for good.

Do you find it difficult to apologise when you make a mistake? In this unit something similar happens to the narrator. He describes an incident wherein he breaks Valodya’s treasured scent bottle. Nicky realizes that the scent bottle was important for his brother but he pretends to smile in order to show Valodya that he is not bothered about his brother’s. As a result the brothers quarrelled and exchanged heated arguments. They pushed and pulled each other.



Notes



INTEXT QUESTIONS 11.2

1. Who had a passion for ornaments?
2. How did the quarrel between the narrator and his brother start?
3. How did the scent bottle break?
4. Was the narrator sorry for his behaviour? How do you know?
5. What annoyed the narrator most?
6. What did the narrator do when Valodya dragged him?
7. If you were in the narrator's place how would you have behaved?



LET US LEARN NEW WORDS 11.2

- I. Choose the right answer, which explains the underlined words/phrases.
 1. Well, now it is all over between us.
 - a. all the problems are over
 - b. everything is finished
 - c. the relationship is broken
 2. We have quarreled for good.
 - a. for ever
 - b. for good reasons
 - c. it is very good
- II. Find words in the text which mean the opposite of the following words:
 - a. intentionally
 - b. happily
 - c. frowned
 - d. intelligent



e. pleasant

III. Fill in the blanks choosing appropriate words from the box.

smilingly, sorrowfully, accidentally, disgusted

1. While preparing tea I _____ put salt into the cup instead of sugar.
2. I feel _____ to see the poor being mistreated.
3. I bade farewell to my friend _____.
4. She always helps people _____.



LET US DO 11.2

Diary/Learning Journal

We grow through our experiences. A diary or a learning journal is a good tool to record our experiences. It can bring back many memories (happy or sad) at a later point in time. It can also help us to realize how our experiences shape our personality over a period of time. We would encourage you also to keep a diary/learning journal to record your experience.

Recall an incident when you helped someone. Record your feelings in your diary/learning journal in about 100 words.

11.2.3 PART 3

We did not tears in my eyes.

After the incident of the scent bottle the brothers stop talking to each other. Nicky is very disturbed and feels uncomfortable because he realizes that he is wrong. But Valodya is quite composed and behaves in a normal way. He asks for forgiveness for having upset Nicky. Nicky is touched by Valodya’s gesture, with tears in his eyes he shakes hands with Valodya and feels better.



INTEXT QUESTIONS 11.3

1. How did Nicky feel after the day’s incident?
2. How was Valodya’s reaction different from that of Nicky?



Notes

My Elder Brother

3. Why did Nicky feel uncomfortable and ashamed to be alone with his brother?
4. How did Valodya show that he was keen to make friends with Nicky in spite of the day's event?
5. What does Valodya's behaviour show about his character?
6. What do the tears in Nicky's eyes say about his feelings? Were they tears of joy, sorrow, anger or repentance? Please provide two reasons for your answer.
7. What did Nicky do to show that he was sorry for all that he had done in the morning?
8. Imagine that you had a fight with your friend. How would you try and apologise and become friends again? Hint: It may help if you can recall a real incident.



LET US LEARN NEW WORDS 11.3

I. Choose the right answer, which explains the underlined phrases:

1. Valodya raised his head and looked me in the face.
 - a. looked at my full face
 - b. looked straight into my eyes
 - c. looked only at my face
2. Our eyes met and I knew that he understood me.
 - a. we made eye contact
 - b. we stared at each other
 - c. we banged into each other

II. Fill in the blanks choosing words from the list given in the box.

uncomfortable, meaningful, natural, contrary

1. _____ to popular belief many cats dislike milk.
2. Though he didn't say anything to me his looks were quite _____.
3. My friend speaks in a _____ way even when she is among strangers.
4. I feel very _____ in the company of people who do not respect others.



? DO YOU KNOW

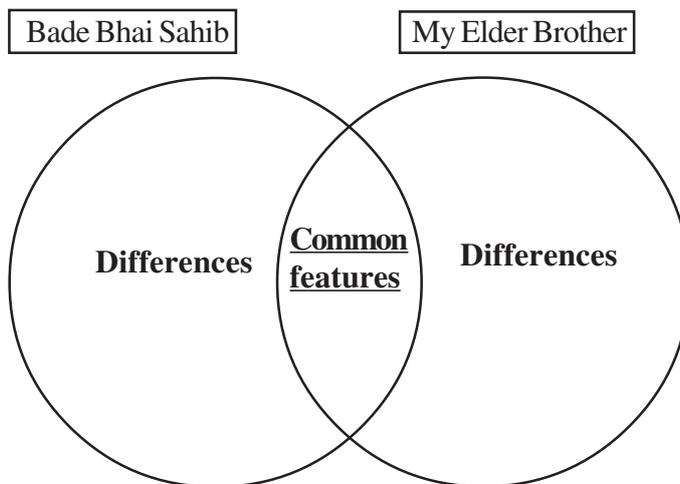
All world religions lay emphasis on the virtue of forgiveness.

- **prayashchita** (Performing atonement) and seeking forgiveness is an important part of Hinduism.
- The Mahabharata says, “What can a wicked person do unto him who carries a sabre (sword) of forgiveness in his hand?”
- Islam teaches that Allah is all forgiving and is the original source of all forgiveness.
- Christianity says, “When you stand praying, if you hold anything against anyone, forgive him so that your Father in heaven may forgive your sins.” Jesus Christ asked for God’s forgiveness for those who nailed him to the cross, “Father, forgive them for they know not what they do.”
- Forgiveness is the most effective tool to conquer even the staunchest enemy.



LET US DO 11.3

1. Read the Hindi story ‘Bade Bhai Sahib’ (Elder Brother) by Munshi Prem Chand. You can find it on internet or in the nearest library. This story is also about two brothers and narrated by the younger brother. The narrator also has some problems with his elder brother. You will find some similarities and differences between *bade bhai sahib* and Valodya, and between the younger brother in Prem Chand’s story and Nicky.
2. Compare and contrast the two stories.





Notes



LET US TALK 11.1

Read the following dialogue and note the underlined expressions, which we use when we are sorry and want to apologise.

Reema : I'm sorry, Anu. I have damaged your watch. I know you treasured it so much. I am really very sorry.

Anu : You know it was a gift from my father. I wish you were more careful with it.

Reema : Believe me, Anu, I was not at all careless, but while I was returning home started raining. I wanted to protect the watch from the rain and tried taking it off hurriedly. In the haste, the watch slipped from my hand, fell on the ground and got damaged.

Anu : Oh, so it was an accident. Never mind. Please forgive me for what I said. Let's forget it now. You don't have to apologise again and again. I'm sure it can be repaired.

Reema : So nice of you. You are really very large hearted.



LET US DO 11.4

Recall an incident when you may have hurt another person and did not express regret and ask for forgiveness. Enact a role play talking to the person expressing regret and seeking forgiveness. Use the dialogue above as a model.



11.3 LET US LEARN GRAMMAR

Noun Clause

You have already studied about clauses in Lesson 7 "Shoe Shine". Let us revise it

Read the following sentences:

1. He was better than me.
2. I began to realise that I was no companion for him.

Note the difference between the two sentences. Sentence 1 is a simple sentence. It has a subject and a predicate. Sentence 2 is a complex sentence. It consists of two parts, each part having a subject and a predicate.

A clause is a group of words, which has a subject and a predicate with a finite verb of its own.



For example, in sentence 1 '*He*' is the subject and '*was better than me*' is the predicate with the finite verb *was*.

Read the following simple sentences.

1. Arjun fought many battles.
2. We should love our neighbours.

Note that in sentence 1, the noun '*Arjun*' is the subject (doer). If we ask the question: Arjun *fought* – what, the answer is '*many battles*'. The answer '*many battles*' is the object (the action done) of the verb *fought*.

In sentence 2, '*We*' (doer) is the subject and *our neighbours* is the object of the verb '*should love*'.

Note: The subject (doer) may be a noun (Arjun) or a pronoun (we, I, you, he, she, it, they)

Exercise 1

Identify the subject and the object in the following sentences.

Hint: To identify the subject ask the question - who.

To identify the object ask the question – what.

1. He is reading a novel.
2. My mother teaches English.
3. I love mangoes.
4. Shiela is fond of reading.
5. Shiela plays cricket.
6. The toy car made a loud noise.

You have learnt how to identify the subject and object in a sentence with one clause. Now let us learn about a complex sentence. A complex sentence has more than one clause.

Now read the following sentences from the lesson. Note that each sentence has more than one clause.

1. It even seems to me that Valodya himself was aware of his superiority.
2. I'm sure that I would have felt happier.
3. I knew that he understood me.

Independent clauses and dependent clauses

In sentences which have two or more clauses we can identify:



Notes

- a. an independent clause (also called the main clause or principal clause)
- b. a dependent clause (also called the subordinate clause)

An independent clause does not depend on other clauses to make a complete statement.

A subordinate clause cannot stand by itself and depends on the main clause to be meaningful.

Types of subordinate clauses

Subordinate clauses are of three types:

- Noun clause
- Adjective clause
- Adverb clause

Subordinate Noun clause

Let us understand the noun clause and its functions.

Look at the following sentences:

1. Nicky realized that he was jealous of Valodya.
2. I was hoping that they would accept my proposal.
3. Nicky always felt that Valodya behaved very well.

In the above sentences the underlined clauses are subordinate noun clauses functioning as object to the verbs *realized*, *was hoping* and *felt* respectively.

Nicky realized (what?) that he was jealous of Valodya.

I was hoping (what?) that they would accept my proposal.

Nicky felt (what?) that Valodya behaved very well.

You would see that the noun clause does the same function in a complex sentence which a noun/pronoun does in a simple sentence.

Exercise 2

Identify the noun clauses in the following sentences and define their functions.

1. We all know that honesty is the best policy.
2. He told me that he was going to Lucknow next week.
3. Saurav told his mother that he would return late.
4. Nicky knew that Valodya was very generous.

5. My brother said that he was working hard.
6. Jaya Lakshmi told me that she had got an award for bravery.



11.5 LET US WRITE

Writing a Diary

Is it very difficult to make up with friends with whom you have fought? How do you feel? At the end of the day Valodya and Nicky became friends again. Nicky, the younger brother writes a page in his diary to record his feelings about his brother's behaviour. Read it.

14th Sept, 20XX

6 pm.

It was very strange to see Valodya in my room after the day's incident when I had broken his scent bottle, most of his curios, china and glass ornaments. I had thought it was all over between us. But he was unusually polite and apologetic. He said sorry. At last he had forgiven me. I was moved by his behaviour. I wonder, what had happened to me! We were both changed persons.

Diary does not have signature.

When Nicky wrote his diary he mentioned:

- the date and time when he recorded his feelings
- the action of his elder brother, Valodya
- the event (the quarrel between the two brothers)
- the consequences of the event – they parted from each other as if they had quarrelled for ever
- Valodya's feelings of regret as well as his own
- he signed the page



WHAT YOU HAVE LEARNT

In this lesson you have learnt:

- The importance of accepting one's mistakes
- Seeking forgiveness and moving ahead
- Forgiving other people's mistakes



Notes



Notes

- We may fight with one another but it is essential that we accept our mistake and apologise.
- We also must be large hearted like Valodya and forgive others
- Forgiveness helps take away the anger and jealousy, and heal the hurt.



TERMINAL QUESTIONS

1. Do you think Valodya was responsible for the narrator's mental suffering and pain? (Explain in about 50 words)
2. After breaking his brother's scent bottle or dropping the curios off the table Nicky didn't say sorry because (tick the right choice):
 - i. he thought he was not wrong.
 - ii. he thought it was a petty matter.
 - iii. he wasn't large hearted like his brother.
 - iv. he pretended that it was not a mistake.
3. Why did Valodya ask his younger brother's forgiveness? Is it because (tick what you think is true to the story)
 - i. he had a large heart and was willing to forgive his younger brother and become friends again
 - ii. he was really in the wrong.
 - iii. he thought, to err is human and to forgive divine.
 - iv. he wanted to show his superiority.
4. Do you find any change or development in Nicky's character during the course of the story? Please explain the changes in 100 words.
5. What do you think brought about this change?



ANSWERS

11.2.1 PART 1

INTEXT QUESTION 11.1

- A.1.(i) Valodya was better in games.
- (ii) He was also better in arguments and manners.



- Nicky, the narrator, felt inferior to his elder brother and they were not on good terms.
- No, Valodya was not proud. The narrator felt so because of his own vanity.
- Valodya had a tucked linen shirt, which Nicky did not have. Valodya arranged the collar which Nicky thought that he was doing so to show off his new shirt and this irritated him.
- He was candid and impulsive.
- (i)
- Individual responses. Accept all responses.

LET US LEARN NEW WORDS/PHRASES 11.1

- | | | |
|----------|--------|--------|
| a. (iii) | b. (i) | c. (i) |
|----------|--------|--------|
- | | | | |
|----------------|------------------|---------------|----------|
| a. superiority | b. everything | c. understood | d. annoy |
| e. proud | f. large hearted | | |
- | | | | |
|----------------|--------------|--------------|---------------|
| a. proud | b. impulsive | c. sensitive | d. analytical |
| e. independent | | | |

LET US DO 11.1

Nicky

- sensitive
- jealous
- vain
- analytical
- proud
- well mannered

Valodya

- impulsive
- fond of reading novels
- fond of collecting curios
- forgiving
- generous

11.2.2 PART 2

INTEXT QUESTION 11.2

- Valodya
- The narrator broke Valodya's scent bottle and instead of feeling sorry he was casual about it.
- Nicky knocked it over and it broke.
- The narrator was not sorry for his behaviour. We know this because he said, "What does it matter?"



5. The narrator was most annoyed when Valodya tried to drag him away from the table.
6. When Valodya dragged the narrator away from the table the latter got hold of the leg of the table and tilted it.
7. I can't say; yet I think I would have said sorry.

LET US LEARN NEW WORDS/PHRASES 11.2

- I. 1. c 2. a
- II. a. accidentally b. sorrowfully c. smiled d. stupid e. disgusting
- III. 1. accidentally 2. disgusting 3. stupidly 4. sorrowfully 5. smilingly

11.2.3 PART 3

INTEXT QUESTION 11.3

1. He felt uneasy and sorry because he realized that he was in the wrong.
2. Valodya behaved in a very normal way, he did his lessons properly and interacted with his sisters happily.
3. Nicky felt uncomfortable and ashamed because he was guilty and could not face his brother. He was afraid that the topic of their fight would surely come up when they were alone.
4. He went to Nicky and apologized in a very natural voice.
5. Valodya's behaviour shows that he was very large hearted and forgiving.
6. Nicky was emotionally moved by his brother's action. There were tears of sorrow and repentance in his eyes.
7. Nicky too asked for Valodya's forgiveness.
8. Individual response

Suggested response: send a card, call up to apologise, write a letter of apology

LET US LEARN NEW WORDS/PHRASES 11.3

- I. 1. b 2. a
- II. 1. contrary 2. meaningful 3. natural 4. uncomfortable

11.3 LET US LEARN GRAMMAR

Exercise 1

1. He – subject , novel - object
2. My mother – subject, English – object
3. I – subject , mangoes – object



4. Sheila – subject, reading – object
5. Sachin – subject, Cricket – object.

Exercise 2

1. — that honesty is the best policy. object to the verb *know*
2. —...that he was going to Lucknow next week. object to the verb *told*
3. — that he would return late, object to the verb *told*.
4. — that Valodya was very generous. object to the verb *knew*
5. — that he was working hard – object to the verb *said*.
6. — that she had got a National award — object to the verb *told*

11.4 LET US WRITE

Individual response

TERMINAL QUESTIONS

1. No, it was the narrator's own vanity.
2. (iv)
3. (i)
4. Individual responses – accept all responses.

Suggested responses - In the beginning Nicky is vain, jealous and also unmindful of his brother's feelings, but during the course of the story there is a positive development in his character. He realizes his mistake, is emotionally moved by his brother's conduct and apologises to him for his behaviour.

5. Individual responses. Accept all responses.

Suggested responses.

Valodya is more likeable because he is large hearted and believes in forgiving and forgetting.

OR

Nicky is more likeable since he accepted his mistake and apologized. His character was negative in the beginning of the story but towards the end he changes for the better.



12

INDIAN WEAVERS

Have you noticed that people wear clothes of varied colours on different occasions? These variations in colours also indicate the diversity in cultures and religious communities. For example, Hindu brides in North India wear red clothes; whereas, in Kerala they wear white clothes. Christian bride's also wear white clothes. Let us now read a poem by Sarojini Naidu.



OBJECTIVES

After completing this lesson you will be able to

- express your feelings and emotions effectively, and
- recognise and value diversity in cultures.
- enjoy the rhythm of the poem;
- discover the special use of language in poetry;
- use comparisons for effective writing;
- identify the use of words to create visual images;



LET US DO 12.1

Talk to people of different communities and find out the colours of the clothes that are commonly worn or gifted in the given situations:



Common colour of clothes for the following persons	Name of my Community	Name of another Community
For a new born baby		
Worn by a bride		
Of family members when someone in the family dies		

Don't you find it interesting that all of us wear different colours for different occasions?



12.1 LET US READ THE TEXT

Weavers, weaving at break of day,
 Why do you weave a garment so gay?
 Blue as the wing of halcyon wild
 We weave the robes of a new-born child.

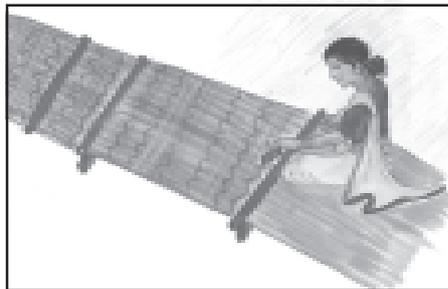


Fig. 12.1

Weavers, weaving at fall of night,
 Why do you weave a garment so bright?
 Like the plumes of a peacock, purple and green
 We weave the marriage veils of a queen

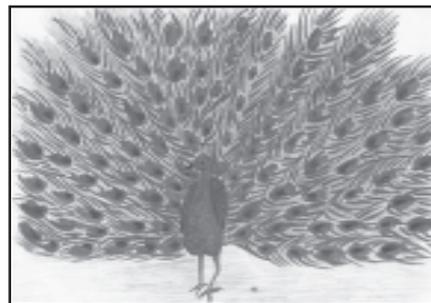


Fig. 12.2

Weavers, weaving solemn and still
 What do you weave in the moonlight chill?
 White as a feather and white as a cloud
 We weave a dead man's funeral shroud.
 – Sarojini Naidu

12.2 LET US UNDERSTAND THE TEXT

12.2.1 PART 1 (Stanza 1)

Weavers, weaving at break of day a new-born child.

Have you ever noticed the colours we choose for a new born baby's clothes? Why do you think we choose these colours? In the first stanza the poet, Sarojini Naidu describes weavers

Robes – (here) clothes
 "Halcyon" - a bird in Greek legend, generally associated with the kingfisher

Plumes-feathers

Veil- covering for face, especially worn by women

Solemn – serious
 Chill- unpleasant coldness



Notes

weaving cloth in the early morning. She asks the weavers why are they weaving a cloth of a particular colour. They say that the cloth that they are weaving is the colour of a halcyon's wings. It is a beautiful, blue because it will be used for making the clothes of a newly born child.



INTEXT QUESTIONS 12.1

Answer the following questions.

1. Complete the following sentences:

The weavers are weaving the cloth for _____. They are compared to _____ because of the similarity of colour i.e. blue.

2. 'Gay' in line 2 means 'bright'. Which mood of the weavers does it indicate? Tick the right answer:
 - a. of cheerfulness
 - b. of frustration
 - c. of sadness
3. What is the similarity between morning time of the day and the birth of a child?



LET US DO 12.2

Read the poem to your friend and enjoy its rhythm.

Rhythm in writing is like the beat in music. Do you know that in poetry, rhythm implies that certain words are produced more forcefully than the others? Some words may also be held for a longer duration. Rhythm is also created by repeating words or phrases, sometimes by repeating whole lines and sentences.

Listen to the poem again.

- 1) Note down the words and phrases repeated.
- 2) In the poem there is one voice asking a question and the other answering it. Listen to it once again. Whose voices are these?

12.2.2 PART 2 (Stanza II)

Weavers, weaving at fall of night veils of a queen.

Indian Weavers

In this stanza the poet asks the weavers why they are weaving a cloth late in the evening. She asks why it is so bright and colourful. The weavers tell her that the cloth is brightly and richly coloured like the feathers of a peacock because they are weaving it for a queen. The queen will use this cloth to make her marriage veil.



Notes



INTEXT QUESTIONS 12.2

Answer the following questions.

1. What are the weavers weaving?
2. What time of the day is it?
3. We wear colours that reflect our mood. Give two examples.

12.2.3 PART 3 (Stanza III)

Weavers, weaving solemn and still man's funeral shroud.

You must have noticed people wearing white clothes to visit a friend who has lost a loved one. Why do we not wear bright clothes on such occasions? In the above stanza the poet asks the weavers what they are weaving late in the night. The weavers reply that they are weaving a thin white cloth to cover a dead body.



INTEXT QUESTIONS 12.3

Answer the following questions.

1. What time is indicated through the phrase 'moonlight chill'?
3. What is the similarity between death and cold night?
4. 'Chill' here means 'unpleasant cold'. Which mood of the weavers does it indicate? Tick the right answer:
 - a. of disappointment
 - b. of frustration
 - c. of sadness

12.3 APPRECIATION

1. Do you know that a **Simile** is a literary device? It is used to show a comparison between two different things because of some similarity between them. This comparison



Notes

is indicated by the words, 'as' or 'like'

A) Find the simile in stanza 2 and complete the statement:

The _____ is compared to _____ both are bright and colourful.

B) Is there any similarity between the following pairs? Write complete phrases indicating similies.

a) life and sea

b) rain and music

For example: After getting a good percentage in NIOS secondary exam, Aziza's aspirations soared like a bird in the sky.

2. Write the objects of comparisons for the following:

a) as cold as _____

b) as hot at _____

c) as deep as _____

3. Rhythm in writing is like the beat in music. In poetry, rhythm implies that certain words are produced more forcefully than the others and may be held for a longer duration. Rhythm is also created by repeating words of phrases, sometimes by repeating whole lines and sentences.

Ask a friend to read the poem aloud to you and enjoy its rhythm. Note down the words and phrases repeated.

4. The poem has strong imagery. In other words, when we listen to it or read it, we are able to create a clear picture in our minds like a picture of an infant wearing blue clothes.

Listen to the poem again and write down the images created in your mind. The underlined sentences above is one example of an image.



LET US LEARN NEW WORDS 12.1

A. Word Building

Given below are the names of different professions. Some of these are formed by adding **the** suffix '-er' or '-or' to verbs or nouns.

For example: weave (verb) + er = weaver

direct (verb) + or = director

photograph (noun) + er = photographer



Put the following words in two lists. Refer to a dictionary if you are not sure teacher, grocer, preacher, carpenter, engineer, driver, tailor, manager, potter, painter, actor, doctor, author

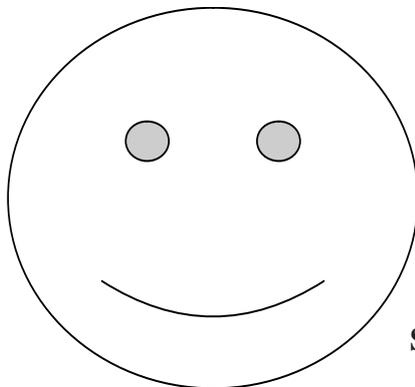
Words formed by adding suffix	Root words

B. Words Expressing Happy and Sad Feelings

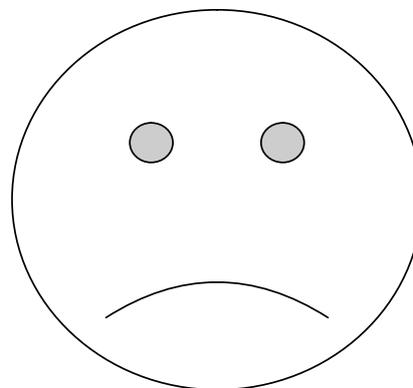
Given below are the words that express happy and sad feelings. Put the words expressing happy feelings in the happy face and the words expressing sad feelings in the sad face. Refer to a dictionary, if you do not know the meaning of any of these words.

sad, glad, delighted, depressed, excited, gloomy, dejected, joyous, downcast, cheerful, annoyed, miserable, jubilant, thrilled.

HAPPY



SAD





DO YOU KNOW?

Sarojini Naidu (February 13, 1879 – March 2, 1949) was a child prodigy, a freedom fighter, and a poet. Naidu was the first Indian woman to become the President of the Indian National Congress, the first woman to become the Governor. She was famously known as Bharatiya Kokila (The Nightingale of India).

She was very active in the Indian Independence Movement and encouraged women to participate in political life.

Her poetry, originally published, in three volumes - *The Golden Threshold* (1905), *The Bird of Time: Songs of Life, Death & the Spring* (1912), and *The Broken Wing* (1915): *Songs of Love, Death and the Spring*. Two other volumes - *The Sceptred Flute: Songs of India* and *The Feather of the Dawn* - were published after her death



LET US DO 12.3

Colours are used as symbols not only to indicate different moods but also to indicate ideas. Match the colours with what they stand for. One colour may symbolize more than one thing.

Colours

Red
white
black

moods/symbols of

purity
death
danger
love



DO YOU KNOW?

All of us experience happy and sad moments in life. When we are happy, we share our happiness with everyone. What can we do when we are sad or depressed? How do we cope with our negative emotions? Here are some suggestions given by researchers. These suggestions include some self-help techniques.

- Be positive. Avoid being critical of yourself.
- Take interest in others.
- Involve yourself in some physical activity like walking, running, cycling, dancing etc.
- Listen to your favourite music or watch your favourite TV programme.
- Pursue a hobby like painting, gardening, stitching etc.
- Involve yourself in some constructive activity.



LET US DO 12.4

Weaving is a central activity in the poem. Is it because life is a weave of events? Weaving was an important activity in the poet’s time. Gandhiji also advocated the use of Charakha in every household.

Do you know why? What was the Charakha a symbol of?

Try to find the answer and write five lines about what the charakha is a symbol of? Why did Gandhiji advocate it?



WHAT YOU HAVE LEARNT

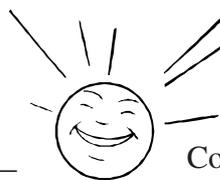
In this poem, you read about the different stages of life that bring joys and sorrows. You also learnt ways of sharing happiness and excitement and ways with negative feelings and emotions.



TERMINAL QUESTIONS

1. In this poem, the poet is describing the three stages of life. She relates them to dresses and their colours. She also compares the changes in life to the changes in a day. Complete the blanks on the basis of your understanding of the poem.

A) Daybreak



Stage of life _____ Colour of cloth _____

B) Colour of cloth - purple & green



Time of day _____ Stage of life _____



Notes

C)

Midnight



Stage of life _____ Colour of cloth _____

2. The words/phrases that suggest different moods in the poem:

funeral, marriage veil, shroud, break of day, purple and green, white, garment
gay, dead man, solemn and still, bright, plumes of a peacock

Put these expressions in two columns:

- a) Words/expressions conveying joy
- b) Words/expressions conveying sorrow

3. The poem has strong imagery. In other words, when we listen to it or read it, we are able to create a clear picture in our mind like an image of infant wearing blue clothes. Listen to the poem again and write down the images created in your mind. The underlined sentence above is one example of an image.

4. Complete the following sentences using the words given below. Do you recognize the similies used?

whistle , lightning , rain

- a. The chirping of the birds sounded as shrill as a _____.
- b. The drumming of the _____ drops on the roof tops was like music.



ANSWERS

LET US DO 12.2

1) Words/phrases repeated

Weavers, weaving.....

Why do you weave

We weave

2) The voice of the poet asking questions and the voice of the weavers answering the poet.



12.2.1 PART 1

INTEXT QUESTION 12.1

- I. 1. (1) an infant's \ a baby's garments; the wings of the halcyon bird
2. (a) of cheerfulness
3. Morning is the beginning of the day; the birth of a child is the beginning of life.

12.2.2 PART 2

INTEXT QUESTION 12.2

- I. 1. The marriage veil of a queen
2. Beginning of night;
3. different interpretations are possible – marriages take place at night or **the** day is over **just** as **the** innocence of childhood is over

12.2.3 PART 3

INTEXT QUESTION 12.3

- I. 1. midnight
2. Possible interpretations:
Death brings sadness; cold night is unpleasant
Death is the end of life just as night is the end of day
3. (c) of sadness

12.3 APPRECIATION

1. (A) Similies in lines-
'Like the plumes of a peacock, purple and green
we weave the marriage veils of a queen.'

the marriage veil of a queen, the plumes of peacock

- (B) a) chirping of a bird as shrill/musical as a whistle.
b) life as deep as sea
c) rain as rhythmic as music
2. Any innovative comparison that shows similarity
A few possible comparisons:
a) As cold as ice/cucumber



Notes

b) As hot as chillies/a desert

c) As deep as an ocean

3. Words/phrases repeated

Weavers, weaving.....

Why do you weave

We weave

4. - weavers weaving at their looms

- a bird with blue feathers

- a peacock dancing/spreading its plumes

- a queen with her face covered with a veil

- a dead body covered with a white cloth

B) The words expressing feeling with their explanations:

Words expressing happy feelings:

glad happy and pleased about something.

delighted very happy, especially because something good has happened.

excited very happy and enthusiastic because something good is going to happen, especially when this makes you unable to relax.

joyous causing happy feelings

cheerful behaving in a happy friendly way.

jubilant extremely happy because something good has happened

thrilled very pleased and excited

Words expressing sad feelings:

sad feeling unhappy, especially because something bad has happened.

depressed if you are depressed, you feel very unhappy because of a difficult or unpleasant situation that you feel you cannot change.

gloomy feeling sad and without hope.

dejected someone who is dejected has lost all their hope or enthusiasm, especially because they have failed at something.

downcast sad or upset

miserable extremely unhappy or uncomfortable

annoyed feeling slightly angry or impatient: feeling slightly angry or impatient.

**LET US LEARN NEW WORDS 12.1**

A. Words with suffix: Teacher, preacher, engineer, driver, manager, potter, painter, actor

Root words: carpenter, tailor, grocer, author, doctor.

TERMINAL QUESTIONS

1. (A) birth/childhood, blue
(B) evening, youth/arrriage
(C) death, white
2. Words/expressions conveying joy - marriage veil, break of day, purple and green, garment gay, bright, plumes of a peacock

Words/expressions conveying sorrow - funeral, shroud, white, dead man, solemn and still.

3. - weavers weaving at their looms
- a bird with blue feathers
- a peacock dancing/spreading its plumes
- a queen with her face covered with a veil
- a dead body covered with a white cloth

Accept all responses including identification of phrases containing imagery or any innovative comparison that shows similarity.

4. a. whistle
b. rain
c. lightning



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13

THE LAST STONE MASON

Our traditional arts and crafts which are an important part of our culture and heritage are dying out. Why are these traditional crafts dying out? Maybe it is because the handicrafts trade does not fetch much money. Artisans struggle hard to make both ends meet. They don't have adequate material to make products. They need markets to sell their products but there isn't much demand for their products. Young artisans want to earn more money and are in favour of mass production of items than can be produced quickly rather than by hand. This makes them leave their family handicraft industry. Should they do this? Should we let our traditional arts and crafts die out? Can we do anything to stop it? This lesson will make you think about all these questions, about the problems faced by young artisans, and what we need to do to solve these problems.



OBJECTIVES

After completing this lesson you will be able to:

- explain the theme of the story;
- analyse the character of the father in the story;
- explain the importance of co-operation and understanding among the members of a family through effective communication;
- deduce that the urge to learn helps in mastering a skill;
- justify your point of view (agree, disagree);
- enhance your vocabulary;
- identify the different functions of verbs ending with 'ing';
- use the present perfect tense;
- use adverbs of manner, and
- write a report.



13.1 LET US READ THE TEXT



Fig. 13.1

A sculptor loves to carve beautiful statues. He loves his art and is totally committed to it regardless of the financial difficulties he faces in doing his work.

Let us enter into the small world of an old artist and see what his son has to say to his father.

The young man threw the hammer and the chisel to the ground and cried: "I'm leaving you, father, I'm leaving you and your work. Look what it has brought us".



Fig. 13.2

He spread out his arms, looked at the small, congested dark room, the slabs of stone and marble stacked up in one corner, the cot covered with heaps of used clothes. The paint of white-washed walls has come off. "Look what it has brought us - nothing, nothing!" the young man repeated in anger. "This kind of work just doesn't pay."

The old man stared at his son. His voice, though trembling, had not lost its usual gentleness. "It is not the money alone that matters, son. It is the service, our service to God."



Notes

The Last Stone Mason

“Father, times have changed, and so has the stone mason’s work. You cannot live carving sculptures for temples only. Come on, father! You have to mass produce like all the other people in Agra.”

The lines around the old man’s mouth tightened. He said, “No, my son. This is the work I have learnt from my father and he had learnt from his father. We have kept up this tradition for hundreds of years. And I hoped you would continue our work.”

“No, father, there is so much more money in candle stands, paper-weights, ashtrays and plates for tourists”. The young man walked out of the room angrily.

The old man sat before the half finished marble statues of Radha and Krishna.

He dropped his hands into his lap and closed his eyes. He was praying. He did not seem to listen to the hesitant, “goodbye”, the son called out from the door. He sat still.

“Masterjee. Masterjee” Salim, the servant boy entered the workshop. His voice was filled with concern. He held a cup of tea in his hand. The old man lifted his head. He had a pale face and looked old and tired. He said, “Salim, soon I’ll be the last stone mason here, as everyone has gone to Agra. Look, Gopal my son has gone too. Now I’ll have to finish this sculpture all by myself”. The old man looked at the orphaned boy Salim and said, “I have very little strength. I can’t work with the chisel the way I used to. Carving takes too long a time. I have to finish the work and I will.”

The boy offered tea to the man and said, “Please drink this. It will do you good. Yes, I know you will finish this work.”

The old man sighed and picked up the chisel and the hammer. He loved his work and didn’t want to change it for any other work in the world. For days together the man worked continuously without taking any rest. His one desire was to finish the sculpture, which would be his last. He worked till his hands began to tremble and his shoulders started to ache. His arms grew heavy and his eyes grew tired. And then he couldn’t see anymore.

At that moment Salim returned. He saw the old man and asked him to eat some food. The old man whispered, “I am not going to finish it. I will not complete it. If Gopal was here, it would have been different, although he was not a good sculptor. He had difficulty in carving the face and hands properly. There was something missing in his fingers, and that something can’t be taught.”

Salim whispered, “Because it comes from somewhere deep inside you.” “You are right Salim.” And then the old man added, “And if you don’t have it inside you, then you’d better go to Agra and mass produce ashtrays for the tourists.”

The boy asked Masterjee to eat, and after feeling a little better the old man picked up his

The Last Stone Mason



Notes

hammer and chisel again and worked till late in the night. In those days he prayed a lot. Now he prayed for help and strength and he prayed for his son. In the early hours of the morning the chisel fell from the old man's hand, the hammer dropped to the ground and he fainted.

When the old man opened his eyes he found himself on the cot in his bedroom covered by a light cotton blanket. From the workshop the chipping around of the chisel reached his ears. He listened. Had he heard correctly? He could hear it again, strong blow of the hammer on the top of a chisel. Gopal! He was back. Gopal had returned. He should help him. They would finish the statue together. Weakly he walked to the door. Gopal! He was about to say, but the words froze on his lips. "No!" he wanted to cry out. "Stop the Work!" But he couldn't move and stood staring at the young stone carver working at the face of the statue. It wasn't his son Gopal, but Salim, his servant. The old man watched stunned, unable to speak. Anger gave way to a feeling of admiration, "Hai Ram," the old man whispered. Finally when the weakness had left him, he walked over to the boy, put his hand on his shoulder. "Salim." The boy started. He turned, looking up at his master.

"I...I...only want to help," whispered the boy. I... "I'll learn, if you teach me, Masterjee! I have been practicing secretly. For almost two years, in the quarry. I know. I should not have done this. But isn't this different, Masterjee? This is sculpture, isn't it?"

The old man pulled the boy's head against his shoulder and whispered, "There is nothing I can teach you, my son. Go ahead, you have it in your heart. I know you will be one of the best stone masons India will ever have."

– Sigrun Srivastava
(an adaptation)

13.2 LET US UNDERSTAND THE TEXT

13.2.1 PART 1

The young man..... He sat still.

There are often differences in young people's ideas and opinions and older people's ideas. Do these differences cause problems between young and old people, between parents and children? This is a story about a difference of opinion between an old man and his son, and what happens as a result. The old man makes statues. He is a sculptor. He is poor but he loves his work. He believes that making statues of gods and goddesses out of stone is like worshipping God because this is the work God wants him to do. He makes each statue lovingly and patiently. He wants his son to learn the same art and continue the family tradition. But his son thinks that carving statues for temples by hand takes too long and does not help them earn much money. He wants to make things that will be easier and



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faster to carve, so that he will be able to make them in large numbers for rich tourists to buy. In this way it will be possible to earn much more money and end their poverty. He says goodbye to his sad father and the family profession, and leaves his home angrily.



LET US DO 13.1

You belong to a family of artisans and some of them have won awards. You are educated and qualified for an office job. Your parents want you to carry forward their traditional craft, but they have given you freedom to take your own decision. What would you do? Explain with reasons in two sentences. You may consider the following:

- a. You would give up your traditional craft
- b. You would continue with your craft
- c. You would accept the other job but at the same time would continue with the traditional craft too.
- d. Any other choice



INTEXT QUESTIONS 13.1

- A. Based on your understanding of Part I answer the following questions.
1. What was the old man's profession? What was his attitude to his work?
 2. The young man threw his hammer and the chisel to the ground. Why do you think he did so?
 3. How did the old man learn carving? What did he expect from his son?
 4. Tick, the suitable option to complete the statement given below.
The young man decided to leave his father and his work because:
 - a. he was not good at carving.
 - b. he did not love his father.
 - c. he wanted to earn more money.
 - d. he wanted to enjoy city life.
 5. What was the young man's opinion about his father's work? Do you think he was right?
 6. What did Gopal suggest to his father? What was his father's response?
- B. Use suitable words / phrases from the box to replace the italicized part of the sentences given below.

tradition	came off
heaps	stacked up

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1. *Piles* of old and discarded things lay in the courtyard for a number of days after Suman's house was whitewashed. This marred the beauty of the house.
 2. The dowry system in Indian society is a bad *custom*. It must be abolished.
 3. When we visited the construction site of our new house we found a lot of bricks *piled up neatly* near the fence.
 4. The sales man could not tell us the price of the shirt I liked because its price tag *got removed* when he was arranging the new stock on the shelves.
- C. Suppose you are the old stone mason. Your son has left you and the family business and has gone away. Express in 50-60 words what sort of thoughts came to your mind at his behaviour?



LET US DO 13.2

Choose one of the following options and complete the statement.

A true artist feels a sense of fulfillment if _____

- he gets an award for his work.
- his products are popular in the market.
- he feels he has created a real piece of art.
- he makes a lot of money.



DO YOU KNOW

Our government is making every possible effort to promote and encourage artisans to innovate and achieve excellence in their work. The Handicrafts Board and NGOs organise exhibitions, craft bazaars, and handicraft melas in big cities to provide markets for the sale of their products. Given below are some examples of these initiatives:

- Suraj Kund
- Dastkar Nature Bazaar
- Dilli Haat
- Central Cottage Industries Emporium

Natural materials such as coconut shells, paper and fibre are made available to the artisans by these bodies. Prestigious awards such as National Awards are bestowed upon distinguished artisans for their work.



Notes



Notes

13.2.2 PART 2

Masterjee, Masterjeedropped to the ground and he fainted.

After his son leaves home the old stone mason is sad and upset. Salim, the young boy who works for him finds the old man in a very bad state of health and emotionally stressed after his son leaves home. The old man is tired and weak. He worries about how he will complete the statue without help from his son even though he knows that his son is not a very good sculptor. Salim takes care of the old man and brings him tea and food to give him strength to finish the statue he is carving. The old man works day and night without any rest for several days. Even though he is extremely tired, he continues to work and finally early one morning he faints.



INTEXT QUESTIONS 13.2

- I. On the basis of your understanding of Part 2 answer the questions given below:
 - 1. When Salim came to the old man to serve him tea, “his voice was filled with concern.” What do you think Salim was concerned about?
 - 2. Who was Salim? What was his relation with the old man?
 - 3. What was the old man’s worried about?
 - 4. Why did he wish Gopal was with him?
 - 5. Salim said “..... it comes from somewhere deep inside you.” Explain the meaning of the plnasi in you own words in 2-3 sentences.
- II.
 - 1. Which word in para I of Part 2 means the same as ‘worry’?
 - 2. Which word in para 3 of Part 2 means the same as ‘job’?
 - 3. Pick out the word from para 4 of Part 2 which means the opposite of ‘spoke loudly’.
 - 4. Which word in para 6 of Part 2 means the opposite of ‘weakness’?
- III. Imagine you are Salim. You served the old man after his son left him. What inspired you to help him? Express yourself in 50-60 words.



LET US DO 13.3

You must have heard about the success stories of people in different fields such as business, academics, research, sports, and so on. Have you ever thought about what has made



them succeed? What lies behind their achievement? Think over it and write at least two things that inspire people to excel in whatever they do.

1. _____
2. _____



DO YOU KNOW

Dastkar Nature Bazaar, which is held every year at Indira Gandhi National Centre for Arts began in Delhi seventeen years ago. Along with environmentalists, ‘Dastkar’ worked on the idea that craftsmen and artisans should go back to nature as a source of inspiration and use natural material and fibres. The eleven day Dastkar Nature Bazaar links nature and craft, tradition and change, age old skills and innovative solutions.

13.2.3 PART 3

When the old manbest stone masons India will ever have.

When the old man opens his eyes he finds himself on his bed. He hears someone working with a hammer and thinks that his son Gopal has come back home. He feels happy. He thinks that with Gopal’s help he will now be able to complete the statue he is carving. But he finds that it is not Gopal but Salim who is working on the statue with the hammer. He is surprised because he has never taught Salim how to carve statues. Salim looks at the old man and explains that he wants to help him. He says that he has been practising carving on his own, and is willing to learn from the old stone mason if he teaches him how to do it, the old man is full of admiration and respect for Salim. The old man recognizes Salim’s talent and will to work hard and excell. He tells Salim that there is nothing he can teach him. He tells Salim that he will be one of the best stone masons in India.



INTEXT QUESTIONS 13.3

- I. On the basis of your understanding of Part 3 of the story answer the following questions.
 1. ‘When the old man opened his eyes he found himself on the cot in his room’. Who do you think put him on the cot?



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The Last Stone Mason

2. The old man heard the sound of 'strong blows of hammer on chisel'. What was the first thought that came to his mind?
3. Why did the old man admire Salim?
4. Why did the old man believe that there was nothing that he could teach Salim?

II. Based on your understanding of Part 3, complete the following sentences:

1. The old man was stunned to see Salim working on the statue because _____.
2. Salim was able to help the old man in finishing the sculpture because _____.

- III. 1. Pick out the word in para 1 Part 3 which means the same as 'surprised'.
2. Which word in para I Part 3 means the opposite of 'heavy'?
3. Look at the word 'admiration' in para I Part 3. Different meanings of this word are given in the box below. Tick the most suitable meaning in the given context.

praise, appreciation, respect, adore,
think highly of somebody

- IV. If you were in Salim's place what would you do to improve the relationship between the old stone mason and his son? Express yourself in 50-60 words.



LET US LEARN NEW WORDS 13.1

Read the following sentence:

- The one who carves a statue is a 'sculptor'
(the profession or work of a sculptor is to carve statues)
- I Complete the following sentences appropriately.
1. A person who treats patients is a _____.
 2. A person who writes poems is a _____.
 3. A person who teaches is a _____.
 4. A person who works on clay pots is a _____.
 5. A person who makes wooden furniture is a _____.
 6. A person whose job is to weave cloth or carpets is a _____.



LET US TALK 13.1



Notes

1. Read the following dialogue:

Preeti: Shruti, look at Geeta. She is wearing such an expensive dress.

Shruti: You're right, Preeti. Her dress seems to be very costly. She always buys expensive clothes because her parents are very rich.

Preeti: That's alright. But I don't think that she should go for expensive things just because she's got a lot of money.

Shruti: I think there is no harm in spending money if you can afford it.

Preeti: No, Shruti, I beg to differ. One should not develop expensive habits. Sometimes when you cannot afford expensive things you tend to do dishonest things to buy these things.

Shruti: In that way you're right. I agree with you Preeti.

While speaking we tend to use contracted forms such as 'don't' instead of 'do not', 'can't' instead of 'cannot'. To show that we agree we use expressions such as 'I agree', 'I think you're right', 'I think so', 'she's right'. For disagreeing we use 'I don't agree', 'I don't think so', 'I beg to differ', 'on the contrary'.

2. SPEAKING TASK

You are Hamid Khan, the winner of a National Award. You have to address a group of young craftsmen, to motivate them to carry forward their traditional crafts, to be innovative and creative, and to achieve excellence in their work. You know about their problems and their doubts.

Write down in about 100 words what you will say to them in the form and style of a speech. You may use the contractions as given in the box above in your speech and practise the speech in the company of your friends, members of family or even in front of a mirror. Using expressions, gestures, body language changing the modulation of your voice to make your speech effective and inspiring.

Some ideas and information for your speech are provided in the following box:

- Handicrafts trade is less lucrative; but for an artist his work is worship for him. He works for the sake of art.
- Exhibitions, handicrafts *melas*, bazaars at places like Suraj Kund and Dilli Haat provide markets for the sale of their craft products.
- Good and skilful artists are given national awards, certificates.
- Seminars and workshops may be used for discussions about their problems and for finding solutions.
- Advise artisans to use natural materials to make low cost and eco-friendly products.



Present Perfect Tense

Read the following sentences from the lesson and study the underlined verb patterns.

- Look what it has brought us!
- We have kept up the tradition.
- I have learnt this from my father.

In the above sentences the verb pattern is the Present Perfect tense. It is constructed by using has/have + the past participle of the verb.

The Present Perfect tense denotes that an action has been completed very recently.

Example: India has won the cricket match against Sri Lanka.

To make a negative sentence in the Present Perfect tense we use not/never between has/have and the past participle.

Example: He has travelled all over India but he has never gone abroad.

Exercise 1

1. Fill in the blanks in the following sentences with the present perfect form of the verbs given in brackets.
 - a. Meena _____ (purchase) from Dastkar Bazaar a beautiful lamp shade to gift to her friend.
 - b. I cannot accompany you because I _____ not _____ (finish) my home work yet.
 - c. He _____ (give) me a beautiful pen.
 - d. Saina Nehwal _____ (bring) glory to India by her thrilling victory in the commonwealth games 2010.
 - e. The Prime Minister _____ (announce) that the victims of the recent floods shall be given all the necessary help for their rehabilitation.

Now look at the following sentences and study the verb pattern.

- Have you seen my purse? It is blue in colour.
- How much time have you spent in making his sweater?
- What have you brought from the market?



The above sentences are in question form. They begin with 'has'/'have' and interrogative words 'how'/'how' much. The verb form is the present perfect. The structure has changed from a statement to a question.

Exercise 2

what, which, how much, where, who, why, when, how many

1. Write a question against each sentence keeping in mind the underlined words. Choose the appropriate interrogative words from the above box.

The first sentence is done as an example for you.

Statement: I have bought a new cane chair in the in Defence Colony.

Question: Where have you bought this cane chair from?

- a. Statement: Seema has brought a pair of jeans for you from Mumbai.

Question: _____

- b. Statement: They have visited the Golden Temple in Amritsar four times.

Question: _____

- c. Statement: He has gone to Mumbai to study engineering.

Question: _____

- d. Statement: Ramesh has given you a shirt for your birthday.

Question: _____

- e. Statement: My father has spent three hours in writing the story.

Question: _____

Non-finites

Read the following sentences and study the function of the word 'swimming'.

- The children are swimming in the swimming pool in their school.

You must have noticed that the first use of 'swimming' in the above sentence is as a verb of the progressive tense. It denotes an action in continuation. It is the main verb. The second use of 'swimming' in the sentence describes the purpose of the pool. It acts as a describing word.

- Swimming is a very good exercise for health.



Notes

- ‘Swimming’ in the above sentence denotes an activity in itself. In this sentence ‘Swimming’ functions as the subject to the verb.
- He enjoys swimming during the summer.

In the above sentence ‘swimming’ functions as an object.

Note: ‘Swimming’ as a verb in the first sentence is an example of a ‘finite’ verb. The other uses of ‘swimming’ in the above sentences are examples of ‘**non-finites**’.

Exercise 3

1. Read the following sentences and circle the ‘-ing’ words which are **not main verbs**.
 - a. When I went to see him he was reading the ‘Bhagvad Gita’.
 - b. He likes reading detective stories.
 - c. Reading is a very good hobby.
 - d. He starts meditating when he is under stress.
 - e. We relaxed in the waiting room at the railway station when the train was late.
2. Add ‘ing’ to the words given in the box and use them in the sentences given below.

travel	cross	work
prepare	read	
play		

- a. They are _____ seriously for their Board exams.
- b. I like _____ by train.
- c. He spends two hours _____ reading books.
- d. We should always look at left right and left _____ the road
- e. The manager was not happy about the _____ conditions in his office.
- f. He is good at _____ cricket.

Look at the following sentences which you have read in Unit III of your text.

He heard correctly. (para 1 Unit III)

Weakly he walked to the door. (para 1 Unit III)

I have been practising secretly. (para II Unit III)

Notice the underlined words in the above sentences. They all show **how** something happened or **how** an action is performed.



These words are ‘adverbs of manner’.

Some words which show **how** an action is or was performed are angrily, suddenly, seriously, and so on.

Exercise 4

- I. Some adverbs of manner are given in the box below. Select suitable adverbs from the box and complete the given sentences.

quickly, quietly, fast, angrily, easily, loudly, patiently, beautifully

1. I ran _____ to catch the bus.
2. We could cross the road _____ as there was no traffic congestion at that time.
3. The thief entered the bedroom _____ and stole the keys from under the pillow.
4. Mother asked Raju to finish his homework _____ if he wanted to go out to play.
5. The teacher said to Satish, “Speak _____ so that all of us can hear you.”
6. The doctor listened to me _____ and said, “There is nothing seriously wrong, you’ll be alright if you take your medicine regularly.”
7. Geeta has decorated her children’s room very _____.
8. He was frightened when his father spoke to him _____.



13.4 LET US WRITE

Report Writing

You are Munish, a resident of Krishna Enclave, Rohtak Road. You visited the Crafts Bazaar at Dilli Haat. Various crafts were displayed and the artisans were at work on their product. You talked with some of these artisans about their life, their attitude towards their craft, their commitment and dedication, their problems, their expectations from the government in order to carry forward their traditional work.

You made the following notes while you were speaking to the artisans:

- Craft Bazaar is a place for talented craftsmen from different parts of the country meet.
- they have to struggle hard to make both ends meet but they love their craft
- use of natural materials such as coconut shells, coconut wood, paper, clay, ceramics to make products



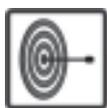
Notes

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- their products are eco-friendly
- workshops for children is an important activity
- artisans want their own children to carry forward their crafts
- they want help from the government and the Handicrafts Board and other NGOs in the form of opportunities to visit other states, markets to sell their products, financial help, supply of natural materials
- only National Awards for their work cannot make their life better.

Exercise

Based on the above notes write a report in about 100 words for the monthly time magazine



WHAT YOU HAVE LEARNT

Our traditional arts and crafts are slowly disappearing, and will eventually die out if we don't take some steps. Young people do not want to carry on their family's traditional handicraft business because it does not help them earn much money due to slow speed of production and the less demand for handicrafts. The younger artisans want to make large quantities of products for tourists because this will help them earn more money. This is possible only if the crafts are machine made. However machine made products lack the uniqueness of handmade crafts; they all look the same. Older artisans are unable to convince their children that they should continue to practise the family art with commitment because it is a service to society. As family relationships become weak, and as the young people leave their family handicrafts businesses. We all need to think about the problems of our artisans. We need to help them by formal training buying their products and spreading awareness of their problems. We also need to know that the value and beauty of a handmade item lies in its uniqueness and we should be willing to pay a higher price for it.



TERMINAL QUESTIONS

- I. Read the following statement and write 'true', 'false' or 'not sure' against each one.
1. The old man was committed to his work.
 2. Salim was an orphaned boy.
 3. Salim lived with the old man in his room.
 4. Gopal was an ambitious boy and wanted to earn more.
 5. The old man fainted because of Gopal's behaviour not only physical exhaustion.

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6. Gopal had requested Salim to look after his father during his absence.
 7. The old man trained Salim in the art of carving.
- II. Write your impression of the old stone mason as an artist in about 100 words.
- III. Imagine you are the old stone mason. You are stunned to see Salim working on the statue. The sight makes you compare Salim with your son Gopal. Express your thoughts on how Salim is different from Gopal. Write your answer in 100 words.



ANSWERS

13.2.1 PART 1

INTEXT QUESTIONS 13.1

- I.
1. carving stone and making statues,
He was dedicated to his work. For him work is worship.
 2. He was angry/dissatisfied with his work and his life, as it didn't pay enough.
 3. He learnt carving from his father.
He expected his son to carry forward his traditional craft.
 4. c. He wanted to earn more money.
 5. He thought his father's work didn't fetch money. Individual responses with reasons.
 6. He suggested that his father should shift to Agra and change his profession. The old man's response was that it was service to God and that he wanted to keep the 100 year old tradition and continue to do his work.
- II.
1. heaps
 2. tradition
 3. stacked up
 4. came off

III. Individual responses

13.2.2 PART 2

INTEXT QUESTIONS 13.2

- I.
1. His concern was about the old man's physical condition.
 2. Salim was a boy who worked in the stone mason's house, served him tea and took care of him. He was a servant boy and the old man was his master.



Notes



Notes

3. He was worried about how he would finish the statue all by himself.
4. He was not good at carving the face and hands of statues. He wished Gopal was with him to help him to finish the statue, because he himself was too weak to use the hammer vigorously.
5. "It" refers to the ability to master the skill

- II.
1. concern
 2. work
 3. whispered
 4. strength

III. Individual responses

13.2.3 PART 3

INTEXT QUESTIONS 13.3

- I.
1. Salim
 2. He thought his son Gopal had come back.
 3. Salim's concern for the old stone mason, his timely help in carving the statue, and his skill in carving made the old man admire Salim.
 4. Salim was carving the face of the statue like an expert craftsman.
- II.
1.because he had expected to see Gopal, and because Salim was working on the face of the statue like a perfect sculptor, because he had not expected that Salim could carve stone.
 2.because he had been practising carving secretly at the quarry.
- III.
1. stunned
 2. light
 3. think highly of somebody

IV. Individual responses

LET US LEARN NEW WORDS 13.1

- I.
1. doctor
 2. poet
 3. teacher
 4. potter



5. carpenter
6. weaver

13.3 LET US LEARN GRAMMAR

Exercise 1

1. has purchased
2. have (not) finished.
3. has given
4. has brought
5. has announced

Exercise 2

1. a. What has Seema brought for you from Mumbai?
b. How many times have they visited the Golden Temple in Amritsar?
c. Where has he gone to study engineering?
d. Who has given you a shirt for your birthday?
e. How much money has your father given you for Diwali ?

Exercise 3

- 1 b. He likes **reading** detective stories. (object)
c. **Reading** is an ideal hobby. (subject)
d. He starts **smoking** when he is under stress. (object)
e. We relaxed in the **waiting** room at the railway station when the train was late.
(describing word)
2. a. preparing b. travelling c. watching
d. crossing e. working f. playing

Exercise 4

- I
1. fast 2. easily 3. quietly
 4. quickly 5. loudly 6. patiently
 7. beautifully 8. angrily



13.4 LET US WRITE

Writing Task

Individual responses

TERMINAL QUESTIONS

- I. 1. True 2. True 3. False
4. True 5. False 6. False
7. False

II. Individual responses

Suggested response:

Focus on love for his work, commitment, dedication, work is worship, money is not important for an artist.

III. **Gopal**

lacks spirit of an artist
ambitious to earn money
inconsiderate to parents
no a good sculpture
no dedication and commitment
towards his traditional work

Salim

orphaned boy but more human and helpful
feels concern for old man's health.
urge for learning
practises carving secretly
no formal training in skills
humble and considerate, sense of responsibility



14



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STEALING AND ATONEMENT

In this lesson you will read a few extracts from Gandhiji’s autobiography ‘My Experiments with Truth’. What does he reveal about himself? Were his childhood and teenage years like yours? Was he always truthful or did he learn to be truthful? Did he find it difficult to be truthful? Find out how he became convinced of the positive consequences of being truthful.



OBJECTIVES

After completing this lesson you will be able to:

- observe how children learn by imitating others;
- recognise that children can resist negative influences;
- differentiate between right and wrong choices;
- realise the importance of confessing one’s wrong doing;
- use present and past participles, and
- write short messages.



14.1 LET US READ THE TEXT

A relative and I became fond of smoking. Not that we saw any good in smoking, or were very fond of the smell of a cigarette. We simply imagined a sort of pleasure in emitting clouds of smoke from our mouths. My uncle had the habit, and when we saw him smoking, we thought we should copy his example. But, we had no money. So we began to collect stubs of cigarettes thrown away by my uncle.

atonement: make amends for wrong doing
emitting: giving out
stubs: cigarette ends



Notes

The stubs, however, were not always available and could not emit much smoke either. So we began to steal coins from the servant's pocket money in order to purchase Indian cigarettes. In the meantime we heard that the stalks of a certain plant were porous and could be smoked like cigarettes. We got them and began this kind of smoking.

But we were far from being satisfied with such things as these. Our want of independence began to upset us. It was unbearable that we should be unable to do anything without the permission of our elders. At last, in sheer disgust, we decided to commit suicide!

But how were we to do it? From where were we to get the poison? We heard that *dhatūra* seeds were an effective poison. Off we went to the jungle in search of these seeds, and we got them. Evening was thought to be an auspicious hour. We went to Kedarjee Mandir, put *ghee* in the temple lamp, had the *darshan* and then looked for a lonely corner. But our courage failed us. Supposing we were not instantly killed? And what was the good of killing ourselves? Why not rather put up with the lack of independence? But we swallowed two or three seeds nevertheless. We dared not take more. Both of us fought shy of death and decided to go to Ramji Mandir to compose ourselves, and to dismiss the thought of suicide.

I realised that it was not as easy to commit suicide as to think about it. The thought of suicide ultimately resulted in both of us bidding good-bye to the habit of smoking stubs of cigarettes and of stealing the servant's coppers for the purpose of smoking.

Ever since I have grown up, I have never desired to smoke and always regard the habit of smoking as barbarous, dirty and harmful. I have never understood why there is such a rage for smoking throughout the world. I cannot bear to travel in a compartment full of people smoking. I become choked.

But much more serious than this was the theft I was guilty of a little later. I stole the coins when I was twelve or thirteen, possibly less. The other theft was committed when I was fifteen. In this case I stole a bit of gold out of my brother's armlet. This brother had run into a debt of about twenty-five rupees. He had on his arm an armlet of solid gold. It was not difficult to clip a bit out of it.

Well, it was done, and the debt cleared. But this became more than I could bear. I resolved never to steal again. I also made up my mind to confess it to my father. But I did not dare to speak. Not that I was afraid of my father beating me. No. I do not recall his ever having beaten any of us. I was afraid of the pain that I should cause him. But I felt that the risk should be taken; that there could not be a cleansing without a confession.

I decided at last to write out the confession, to submit to my father, and ask for his forgiveness. I wrote it on a slip of paper and handed it to him myself. In this, not only did

Indian cigarettes:
beedis

want: desire

sheer: pure

fought shy: feared

ultimately: finally

barbarous: wild

choked: suffocated

armlet: arm band

debt: something that
is owed, especially
money

dare: to be brave
enough to do
something

adequate: suitable

pledged: promised

confess: admit

Stealing and Atonement

I confess my guilt, but I asked adequate punishment for it, and closed with a request to him not to punish himself for my offence. I also pledged myself never to steal in future.

I was trembling as I handed the confession to my father. He was then confined to bed. His bed was a plain wooden plank. I handed him the note and sat opposite the plank.

He read it through, and tears trickled down his cheeks, wetting the paper. For a moment he closed his eyes in thought and then tore up the note. He had sat up to read it. He lay down again. I also cried. I could see my father's agony. If I were a painter I could draw a picture of the whole scene today. It is still so vivid in my mind.

Those tears of love cleansed my heart, and washed my sin away. Then I could read in it nothing more than a father's love; but today, I know that it was pure Ahimsa. When there is such Ahimsa, it changes everything it touches. There is no limit to its power.

This kind of sublime forgiveness was not natural to my father. I had thought that he would be angry, say hard things, and strike his forehead. But he was so wonderfully peaceful, and I believe this was due to my clean confession. A clean confession, combined with a promise never to commit the sin again, is the purest type of repentance. I know that my confession made my father feel absolutely safe about me, and increased his affection for me beyond measure.

– Mohandas Karamchand Gandhi
(an adaptation from 'My Experiments with Truth')

14.2 LET US UNDERSTAND THE TEXT

14.2.1 PART 1

A relative and I.....people smoking, I become choked.

This section tells about how and why Gandhiji tried to imitate a family member. We often imitate people we admire. Copying hairstyles, way of dressing, manner of speaking or habits of film stars, public figures, and/or friends and relatives is quite common. But have you ever thought whether the person you are imitating is a suitable role model? When Gandhiji was about twelve, he and his relative imitated an uncle who smoked. They thought it would be fun to blow out clouds of smoke. They picked up cigarette stubs and stole money from the servants so that they could buy cigarettes. Like all teenagers, they wanted independence. They decided that life was not worth living because they had to seek permission from their elders for everything they did. They got some seeds that they believed were poisonous. However, they couldn't get the courage to eat all of them because they did not want to die. At that age, all kinds of thoughts and ideas cross one's mind and often, some problems seem huge. But don't you think there are better ways of solving a problem than suicide?



Notes

agony: suffering
vivid: clear
sublime: great
repentance: feeling sorry
affection: love



Notes

All of us make mistakes and learn from them. This is just a normal part of growing up. Have you ever experimented or tried to do things which you knew were wrong and could put you at risk? Can young people correct their mistakes and then continue to live a normal life? Yes, they can. Gandhiji too made mistakes when he was young. But he realised his mistakes. He removed the thought of suicide from his mind forever. He also decided that he would never smoke or steal.



INTEXT QUESTIONS 14.1

1. Tick the correct answer.
 - a. Who did Gandhiji try to imitate as a child?
 - i. his father
 - ii. his friend
 - iii. his servant
 - iv. his uncle
 - b. From where did Gandhiji first get money to smoke Indian cigarettes?
 - i. he earned it
 - ii. from his father
 - iii. he stole it
 - iv. from his friend
 - c. Why did he and his friend go to Ramji Mandir?
 - i. to pray
 - ii. to make an offering
 - iii. to ask for cigarettes
 - iv. to calm themselves
2. Why did their courage fail them when they wanted to swallow the *dhatara* seeds?
3. When did Gandhiji give up the idea of smoking?
4. How did Gandhiji regard the habit of smoking when he grew up?



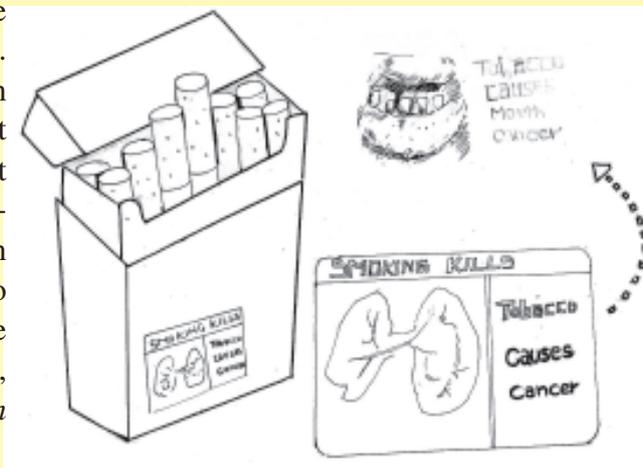
LET US LEARN NEW WORDS 14.1

- a. Write the opposites of the following words from the text using the prefixes 'un-' or 'in'
 suspicious, available, dependence, decided, effective
- b. Make sentences with the new words you made by using prefixes.



DO YOU KNOW

Cigarettes are made from the leaves of the tobacco plant. For years tobacco has been consumed by people but research has proved that tobacco is bad for health - irrespective of the form in which it is consumed. Tobacco products in India include hookahs, chewing tobacco, cigarettes, *beedis*, snuff, *paan masaala*, etc.



Research has linked the following harmful effects to tobacco use:

- Smokers are three times as likely to die before the age of 60 or 70 as compared to non-smokers.
- Chronic obstructive pulmonary disease (COPD): Known as tobacco disease, it is a permanent, incurable reduction of pulmonary capacity characterised by shortness of breath, wheezing, persistent cough with sputum, and damage to the lungs, including chronic bronchitis.
- Heart disease: Several ingredients of tobacco lead to the narrowing of blood vessels, increasing the likelihood of a blockage, and thus a heart attack or stroke. Researchers have found that people under 40 are five times more likely to have a heart attack if they smoke.
- Cancer: The primary risks of tobacco usage include many forms of cancer, particularly of the mouth, larynx esophagus, lungs, kidneys, bladder, pancreas and stomach.
- Kidney disease: Smokers are at a significantly increased risk for chronic kidney disease than non-smokers.
- Tooth loss: Tooth loss has been shown to be 2 to 3 times higher in smokers than in non-smokers.



Notes

- Reproductive health: Cigarette smoking affects the fertility in women and men, sexual function in men, pregnant women's health, the health of the unborn child and the health of younger children. Studies have shown that smoking increases the likelihood of impotence (erectile dysfunction). Smoking during pregnancy causes pregnancy-related complications, premature birth, low-birth weight baby and even and still birth infant death, etc. This can also happen if women don't smoke themselves but continue to inhale the smoke of cigarettes being smoked by somebody else. (Known as passive smoking)

Nearly 8-9 lakh people die every year in India due to diseases related to tobacco use. According to National Family Health Survey (NFHS-2) tobacco use is more prevalent in rural areas than in urban areas in both men and women. Thirty five per cent of rural men in the age group 15-49, smoke cigarettes or *beedis*, compared with 29 per cent of urban men. Quote from NFHS-3 (2005-06)

What is the government doing to discourage smoking:

- heavy taxes on tobacco in all forms
- ban on smoking in public places
- ban on the sale of tobacco products to minors
- very strong warnings about the harmful effects of smoking on all cigarette packets

14.2.2 PART 2

But much more serious could not be a cleansing without a confession.

When Gandhiji's elder brother fell into debt, he took a bit of gold from his brother's armlet to help the brother repay his debt. Later, he felt guilty of his act of stealing. He repented for his action as he knew that he had done something wrong. He decided that he would never steal again. He felt very disturbed and wanted to confess to his father but couldn't get himself to face him. He also knew that his father would be very pained to know what he had done. Gandhiji did not want to hurt his father but he could not bear to live with the guilt. So he decided to confess to his brother. It requires courage to admit one's mistake and to speak the truth. Don't you think so? Gandhiji got the courage to confess because he knew he was doing the right thing. Had you been in Gandhiji's situation, what would you have done?



INTEXT QUESTIONS 14.2

1. How much was Gandhiji's brother's debt?
2. Why did Gandhiji take out a bit of gold from the armlet?



3. What do you think Gandhiji did with the bit of gold?
4. Why did Gandhiji decide to confess to his father?
5. Have you ever done something wrong to help someone close to you? How did you feel afterwards? Write about it in approximately 100 words.

14.2.3 PART 3

I decided at last to write..... beyond measure.

This part of the lesson is about what happened when Gandhiji confessed his deed to his father. In a letter to his father, Gandhiji admitted that he had stolen and asked for suitable punishment for his wrongdoing. He also requested his father not to punish himself for the act and promised that he would never steal again. When Gandhiji’s father read the letter, he did not scold his young son because he knew he was absolutely honest and sincere in his confession. Gandhiji’s father began to cry. These were not just tears of pain but also love and forgiveness. After reading the letter, he was sure that the mistake would never be repeated. Gandhiji too started to cry. He learnt the first lesson on *Ahimsa* that day. Without any physical violence or angry words, the matter was taken care of. Gandhiji understood the real meaning of *Ahimsa* from his father’s peaceful reaction to his confession of a wrong deed.



INTEXT QUESTIONS 14.3

Answer the following questions.

1. How did Gandhiji’s father react on reading his letter of confession?
2. Who taught Gandhiji the lesson on ‘Ahimsa’?
3. ‘Ahimsa’ in the story means _____
4. What according to Gandhiji is the purest type of repentance?



LET US TALK 14.1

In the lesson that you just read, Gandhiji wanted to help his brother who was in debt. To clear that debt, he steals some gold. However, he realises that wrong means cannot justify the right end. Given below is a short story about a man called Ratnakar who atoned for his life of theft and dishonesty and became Maharishi Valmiki. Read it aloud to two friends and/or relatives.



Notes

When Ratnakar was very young he got lost in a jungle. A hunter found him and brought him up. Ratnakar grew up to become an excellent hunter and married a beautiful girl. As his family grew, Ratnakar found it difficult to feed his wife and children. So, he began to rob people travelling from one village to another.

One day he attacked the holy man Narada who he heard playing his 'Veena' and singing God's praises.

"Hand over whatever you have," said Ratnakar, "else I'll chop off your head."

Narada said, "You can take my 'Veena' if you want but why do you want to chop off my head?"

Ratnakar shrugged and replied, "I make my living by stealing and hunting."

"Brother, stealing is a sin and killing animals is also sinful," explained Narada. "Why do you do such evil acts?"

"What else can I do? My family is large. I have to provide for them."

"But will any member of your family share your sins? Go ask them and bring back their response to me."

"All the members of my family love me and will certainly share the sins that I commit. You are saying all this just to escape from me."

Narada said, "You can tie me to this tree, and then go."

Ratnakar did so and went to ask his family members. All of them said that he was responsible for providing food for the family and he alone was responsible for the sins being committed by him in making a living.

Ratnakar rushed back to Narada, fell at his feet and apologised.

He told Narada that he wanted to become a good man and make his family happy. Narada asked him to meditate and chant God's name until he returned.

Ratnakar obeyed him, and sat in meditation for a very long time. When Narada returned, he found that anthills had covered Ratnakar as he meditated. Narada removed the anthills. Narada told Ratnakar that God was pleased with his atonement by meditation. Narada changed Ratnakar's name to Valmiki, since he was reborn from the anthill (Valmika).

Valmiki built his ashram on the banks of the Ganga, where he wrote the Ramayana.

Discuss the following questions with the persons to whom you have narrated the story. Write down the main points in a notebook.

Stealing and Atonement



Notes

1. Do you think it is easy to accept that what one is doing is wrong, and then change?
2. Do you know of any person who changed for the better, or gave up a bad habit (smoking, drinking, drugs, stealing, etc.)? How do you think he/she could do it?



LET US DO 14.1

Suppose your father gives you a sheet of wrapping paper and cardboard box that has six glasses in it. He's on his way out and asks you to wrap the box because he has to present it to someone in the evening. You agree to do so. Before wrapping the box, you open it and take out one glass. As you are examining it, it slips from your hand and breaks.

What would you do? Select three options that you find most suitable. Justify your reason for selecting them in about 40-50 words.

- a. Throw the broken pieces away, wrap the gift and give it to your father when he comes home in the evening.
- b. Leave the broken pieces in the box, wrap the gift and give it to your father when he comes home in the evening.
- c. Mend the glass with some glue, put it back in the box and then wrap it.
- d. Apologise to your father for what happened.
- e. Borrow money from a friend/relative and buy more glasses.
- f. Take out money from your mother's purse (or any other person's) without telling her/him in order to buy the glass.
- g. Request your mother (sibling, grandparents, etc.) to tell your father on your behalf that the glass broke by mistake.
- h. Request your mother (sibling, grandparents, etc.) to tell him that she/he has broken the glass.
- i. Tell your father that when you opened the box, you found one glass broken.
- j. Tell your father that as you were about to pack the box, a cat/dog/monkey, etc. knocked the box and one glass broke.
- k. Admit to your father that the glass broke accidentally and that you wish to contribute towards purchasing new glasses with your own money (savings, pocket money, festival money, birthday money, etc.)
- l. Suggest to your father that he should gift something else as the glasses are not nice.
- m. Tell your father that you really like the glasses and want to use them, so he should gift something else.
- n. Any other choice _____



14.3 LET US LEARN GRAMMAR

Present Participle and Past Participle

1. Present Participle

Observe how the underlined words function in the following sentences.

- The boy washed his hands in running water.
- The sleeping child woke up.

The underlined words in the above sentences are present participles. They qualify the nouns *water* and *child*. They work like adjectives.

Exercise 1

Fill in the blanks with the appropriate form (present participle) of the words given in brackets:

- _____ dogs seldom bite. (bark)
- Detergents are _____ powders. (cleanse)
- Mala showed me her _____ doll. (dance)
- The king wanted a _____ bird. (sing)
- _____ beings need air, water and food. (live)

2. Past Participle

Observe the following sentences:

- The tired traveller sat under a tree.
- Throw the broken glass away.

The underlined words in the above sentences are past participles which are formed by using -d, -n, (tire + d, broke +n). They are used as adjectives to qualify the nouns – *traveller* and *glass*.

Exercise 2

Fill in the blanks using the suitable form of the verbs in brackets.

- Please open the _____ (lock) cupboard.
- We should try to use _____ (recycle) products as they are eco-friendly.
- It was a _____ (plan) holiday.
- Kamla comforted the _____ (frighten) child.
- Please submit the _____ (complete) assignments.

**14.4 LET US WRITE****Message Writing**

Gandhiji wrote a confessional note to his father expressing his feelings.

A note can be a message which you can create to give some information.

Suppose you go to your friend's house and find that he is not at home.

What would you do? You could give your friend's neighbour a message to be conveyed to him, or you could write a note and slip it under your friend's door, or tape it on the door.

A message is that important information which you want your friend to know.

Consider the following situation:

Krishnan and Atul are classmates. Krishnan is out shopping when Atul comes to his house. Atul writes a short note for his friend. He leaves the note with Krishnan's neighbour and requests him to give it to Krishnan.

The message

11 July 2002, 4.00 pm

Krishnan,

I came to your house to return your book. You were not there. I'll come again tomorrow at the same time. Let me know if you will be at home. My phone number is 26843701.

Atul

Discussion

A message:

- is always brief because it deals with only the important points
- is clear and accurate
- does not include direct speech
- does not contain address
- sometimes contains a contact number
- has a brief salutation, e.g., Krishnan

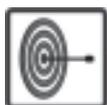


Notes

- includes only time and date
- carries only the name of the writer at the bottom

Exercise

Imagine that you need money to buy a book for school. You take fifty rupees from your father's shirt pocket without telling him about it. You know that your father will be confused and angry when he finds the money missing. You decide to write a short note to explain to him what you have done and why. Write the note in about 5-6 sentences.

**WHAT YOU HAVE LEARNT**

At some point of time, all of us make mistakes and wrong choices. It could be deliberate or unintentional (not done purposely). Like Gandhiji, many adolescents/teenagers experiment with smoking and other risky behaviour even though they know that this is a bad habit and will also upset their parents. Such behaviours can risk health and safety of young people. They are likely to get trapped in an unhealthy habit for the lifetime. You also hurt your loved ones when you do these things.

But if you take Gandhiji as a role model and confess your wrongdoing, explain to the person you have hurt why you behaved the way you did, ask for forgiveness and promise never to repeat it, you will have peace of mind and also be respected for your truthfulness.

A positive relationship with your parents where there is openness, trust and sharing is an important factor that will help you to correct your mistakes, overcome harmful habits and become a responsible human being.

**TERMINAL QUESTIONS**

1. Gandhiji and his friend smoked cigarette stubs and stalks of some plants. Do you think they were right in doing so? Give your opinion.
2. Why did Gandhiji and his friend want to commit suicide? Do you think suicide is a solution to problems?
3. Gandhiji took gold from his brother's armllet. Do you think his action was correct or incorrect? Give reasons for your answer, in 20 – 30 words.
4. Why did his father weep when he read Gandhiji's confession?
5. You see your friend stealing. How will you deal with the situation? What will you say or do? Answer in 20 – 30 words.



ANSWERS

14.2.1 PART 1

INTEXT QUESTIONS 14.1

1. a. iv. his uncle
b. iii. he stole it
c. iv. to calm themselves
2. Their courage failed them because they feared they would not die instantly and also because they were not sure whether killing themselves would solve their problem.
3. Gandhiji and his friend gave up the idea of smoking after they had given up the idea of suicide.
4. When he grew up he regarded smoking as barbarous, dirty and harmful.

LET US LEARN NEW WORDS 14.1

- a. inauspicious, unavailable, independence, undecided, ineffective
- b. Individual responses

14.2.2 PART 2

INTEXT QUESTIONS 14.2

1. Gandhiji's brother had run into a debt of about twenty-five rupees.
2. Gandhiji took the bit of gold as he had a plan/idea to use it to clear his brother's debt.
3. Possible responses:

Gandhiji sold the bit of gold and used the money he got by selling it to clear his brother's debt.

or

He gave away the bit of gold in exchange for ending his brother's debt.

4. Gandhiji felt disturbed and unhappy after he took the gold from his brother's armlet. He realised he had done something wrong, but he felt this was not enough. He felt that a real and complete cleansing was possible only if he confessed.
5. Individual responses. Accept all responses.



Notes

14.2.3 PART 3**INTEXT QUESTIONS 14.3**

1. Gandhiji's father was overwhelmed and wept when he read his letter of confession.
2. Gandhiji father taught him the lesson on 'Ahimsa'.
3. In the story, 'Ahimsa' means to avoid causing pain, being violent and to bring about change in a peaceful and loving manner.
4. According to Gandhiji the purest type of repentance is a clean confession with a request for an adequate punishment for it, and a promise never to commit the wrong again.

14.3 LET US LEARN GRAMMAR**Exercise 1**

- | | | |
|------------|--------------|------------|
| a. barking | b. cleansing | c. dancing |
| d. singing | e. living | |

Exercise 2

- | | | |
|---------------|--------------|------------|
| a. locked | b. recycled | c. planned |
| d. frightened | e. completed | |

14.4 LET US WRITE

Individual responses

TERMINAL QUESTIONS

1. Gandhiji and his friend should not have smoked cigarette stubs because smoking is injurious to health.
2. Gandhiji and his friend wanted to commit suicide as they felt unhappy that they needed permission from their elders to do anything. They wanted to be independent. They wanted to be able to act without taking permission from their elders. Committing suicide is definitely not a solution to any problem. We should rather face problems with courage.
3. Gandhiji was wrong to have taken the gold from his brother's armlet because he took it without telling his brother. This act was the same as stealing. Stealing is not justified, even if it is for a good cause.
4. Gandhiji's father was angry and sad that his son had stolen something, but pleased that he had shown honesty and courage and confessed his wrongdoing.
5. Individual responses



15



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MY VISION FOR INDIA

On national days such as the Republic Day and the Independence Day, you must have heard the speeches made by our leaders. These speeches inform us about the progress of the nation. They also tell us about some new initiatives which the government plans to take for the continuous development of the nation. Do you feel inspired and enthusiastic when you hear such speeches? Do they make you feel that you too should contribute a bit and make India one of the best nations in the world?

Let us read the speech delivered by our former President, Dr. A.P.J. Abdul Kalam and know what his vision for India is.



OBJECTIVES

After completing this lesson you will be able to:

- appreciate the former President Dr. Kalam’s vision for India;
- identifying an individual’s role in India’s development;
- use identical pairs of words having different meanings in sentences of your own;
- use modals appropriately; and
- write a descriptive paragraph.



15.1 LET US READ THE TEXT

I have three visions for India. In 3000 years of our history people from all over the world have come and invaded us, captured our lands, conquered our minds. From Alexander



Notes

vision: a dream, a goal
 invaded: attacked,
 grabbed: took hold of
 enforce: put in force
 nurture: take care of
 lack: not have
 self reliant:
 independent
 self assured: confident
 proclaim: declare
 inefficient:
 incompetent
 garbage: rubbish
 destination: the
 address to which a
 (here) mail or letter is
 sent
 pits: depths
 echoing: (here)
 repeating
 invaded: attacked
 grabbed: took hold of
 enforce: put in force
 nurture: take care of
 proclaim: declare
 inefficient:
 incompetent
 garbage: rubbish

onwards the Greeks, the Turks, the Moguls, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture and their history and tried to enforce our way of life on them. Why? Because we respect the freedom of others. That is why my **FIRST VISION** is that of **FREEDOM**. I believe that India got its first vision of this in 1857, when we started the war of Independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

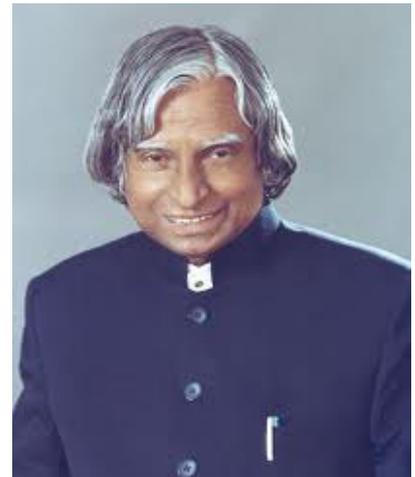


Fig. 15.1

We have 10 percent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognised today. Yet we lack the self-confidence to see ourselves as a developed nation, self-reliant and self-assured. Isn't this incorrect? **MY SECOND VISION** for India is **DEVELOPMENT**. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation. We are among top five nations in the world in terms of GDP.

I have a **THIRD VISION**. India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. My good fortune was to have worked with three great minds. Dr. Vikram Sarabhai, of the Dept. of Space, Professor Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life.

I was in Hyderabad giving this lecture, when a 14 year-old girl asked me for my autograph. I asked her what her goal in life is. She replied: I want to live in a developed India. For her, you and I will have to build this developed India. You must proclaim India is not an under-developed nation; it is a highly developed nation.

You say that our government is inefficient. You say that our laws are too old. You say that the municipality does not pick up the garbage. You say that the phones don't work, the railways are a joke, the airline is the worst in the world, and mails never reach their destination. You say that our country has been fed to the dogs and is the absolute pits. You say, say and say. What do you do about it?

Dear Indians, I am echoing J.F.Kennedy's words to his fellow Americans to relate to Indians "ASK WHAT WE CAN DO FOR INDIA AND DO WHAT HAS TO BE DONE TO MAKE INDIA WHAT AMERICA AND OTHER WESTERN COUNTRIES ARE TODAY."



15.2 LET US UNDERSTAND THE TEXT

15.2.2 PART 1

I have will respect us.

Our country has been invaded and controlled by many different rulers during our 3000 year old history. You must have heard about the British rule in India. But you would have never heard of India attacking another nation or conquering it. This is because we fought very hard to win our own freedom and so we respect others' freedom. Now that we have our freedom we must value it. Dr. A.P.J. Abdul Kalam says that by protecting our freedom we can get the respect of other nations.



INTEXT QUESTIONS 15.1

1. Who is 'I' in the above passage?
2. State the impact that the invaders had on India.
3. Why have we never invaded other countries?
4. "I believe that India got its first vision of this in 1857." What is Dr. Kalam referring to?
5. What according to Dr. Kalam should Indians protect, nurture and build on?
6. In the poem "Where The Mind Is Without Fear," Rabindra Nath Tagore says,

"Where the mind is without fear and the head is held high

.....

Into that heaven of freedom, my Father, let my country awake.

You can read this poem from allpoetry.com/poem/8516621_where_the_mind_is_without_fear

Think what freedom means to you. Express your opinion in about 30 words.



Notes



LET US LEARN NEW WORDS 15.1

1. List 5 words from the text which indicate that we were enslaved for many years.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Use the above listed words in two sentences of your own.

- a. _____

- b. _____



LET US DO 15.1

As a good citizen, think and write five things you should and should not do. One example has been provided.

DO	DON'T
Respect others' freedom	Grab what is not yours
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____



? DO YOU KNOW

Dr. Avul Pakir Jainulabdeen Abdul Kalam

- Born in the island town of Rameshwaram in Tamil Nadu on October 15, 1931
- Became the 11th President of India, serving from 2002 – 2007 and was popularly known as the People’s President
- Spent most of his childhood in financial problems and worked at an early age to supplement his family’s income.
- Was the Chief Scientific Adviser to the Prime Minister and the Secretary of Defence Research and Development Organisation from July 1992 to December 1999
- Project Director for (SLV-II) and Chief Executive of the Integrated Guided Missile Development Program (I.G.M.D.P)
- Patronised grassroots innovations
- Closely associated with the Honey Bee Network and The National innovation Foundation.
- An iconic and inspirational figure among the masses, he is immensely loved and adored by the children of India
- His clean image and ability to inspire the youths in India made him the **Bharat Ka Paryavaran Ambassador**
- The first Asian to be bestowed upon with **Hoover Medal**, America’s top engineering prize, for outstanding contribution to public service on April 29, 2009
- Was honoured with the nation’s highest civilian honours: the **Padma Bhushan** in 1981, the **Padma Vibhushan** in 1990 and the **Bharat Ratna** in 1997 for his work with ISRO and DRDO and his role as a scientific advisor to the Indian government

15.2.2 PART 2

We have terms of GDP.

Dr. Kalam eludes being in the top five positions of the world. According to Dr Kalam, although our nation has been developing continuously and we are recognized globally, we unfortunately are not confident about ourselves. We need to believe in our own ability to become a developed nation.



Notes



INTEXT QUESTIONS 15.2

1. Mention a few achievements which have given India global recognition. In which fields is India still lacking?
2. List three positive things about India mentioned by Dr. Kalam.
3. Most of us in India claim our rights but do not perform our duties, e.g. all of us want good roads but are not willing to look after them. How does this affect a country's development? Illustrate with two examples.



LET US DO 15.2

You may have heard your parents talk about their childhood. Compare your life with that of your parents when they were children. List two differences in the table below.

Parents	Self
My parents never went to school. _____	I am getting an opportunity to study. _____
_____	_____

Have the changes been for the better? Express your views in about 20 words.

15.2.3 PART 3

I have a third vision opportunity of my life.

In this section Dr Kalam tells the Indians to work together to empower India to become a developed nation. He says India will have to stand upto the world not only as the military power but also as economic and scientific power.



INTEXT QUESTIONS 15.3

1. According to Dr. Kalam in which field should India stand strong?
2. Dr. Abdul Kalam worked with three great minds. In the table given below list their names and the department with which they were associated.



Name	Department
Dr.A.P.J.Abdul Kalam	Indian Space Research Organization
1.	
2.	
3.	

15.2.4 PART 4

I was in Hyderabad Western Countries are today.

People constantly complain about the government and its functioning. Dr. Kalam says that we need to stop complaining, and be responsible citizens and work towards creating a better India for ourselves and our future generations.



INTEXT QUESTIONS 15.4

1. What according to Dr. Kalam should an Indian proclaim while talking about India?
2. What is your vision of a developed country? In what ways can you contribute towards realising it? Explain in about 30 words



LET US LEARN NEW WORDS 15.2

Look at the ways in which one word has been used to convey different meanings.

1. **catch** Try to **catch** the meaning of the sentence.
The final match was lost when Ramaswamy dropped the important **catch** of Raman Manglam.
2. **goal** Udyan’s **goal** is to become a judge.
In the Inter School Hockey tournament Vaidya scored the highest number of **goals**.
3. **note** Ameena Bano noted down her home work carefully.
The Government has released a new 500 rupee **note**.
4. **post** Mridula went to **post** a letter.
Why don’t you apply for the **post** of a Legal Advisor in a nationalized bank?



Notes

Exercise 1

Now it's your turn. Use these words in sentences to convey two different meanings.

- (a) **match** 1. _____
2. _____
- (b) **fast** 1. _____
2. _____
- (c) **bear** 1. _____
2. _____
- (d) **course** 1. _____
2. _____
- (e) **addition** 1. _____
2. _____

Exercise 2

Circle the odd word from each set.

1. confusion congestion chaos disorder
2. brave courageous bold cheeky
3. invaded captured conquered succeeded
4. vision idea suggestion dream
5. advance promote forward farther

**LET US DO 15.2**

According to Dr. Kalam people have a lot of complaints against the government. Talk to some people in your neighborhood to find out about the complaints they have about different agencies associated with roads, electricity, water, telephone, transport etc.

Give practical suggestions as to how you and your neighbours can collectively resolve these problems.



S.No.	COMPLAINT	SUGGESTIONS	YOUR CONTRIBUTION
1.			
2.			
3.			
4.			
5.			



15.3 LET US LEARN GRAMMAR

Use of Modals

I. Read the sentences given below:

1. They can go to the movie now.
2. Could I use your mobile phone?
3. Ira will complete the model in two days.
4. Would you give me a ride to the nearest station?
5. We must follow the safety rules.

The underlined words are modals. These words express ability, possibility, giving or seeking permission, orders etc.

Modal	Meaning	Examples
(a) can/could	*talk about possibilities	Sagar can come during these days. You can speak in English if you try.
	* expresses ability	Mr Srivastava can teach you how to speak English. Anirudh could swim well at the age of ten.
	* seeking permission	Could I talk to your brother Sagar? Could I have your magazine?
(b) will/would	*making predictions	I think Meena will be a great singer.
	*insisting	Parul will do her best to help you.
	*state intentions	Chetna will wear her new shoes. Abhimanyu told me that he would return my book.
		Diya said that she would operate on the patient.



Notes

- (c) **must** *express obligation
Nayantara **must** work hard to achieve her goals.
Hitendra **must** complain the matter to the police
- *duty
We **must** use our right to vote thoughtfully.
We must look after our old parents.

NOTE: **Would** and **could** are the past forms of will and can.

Would and **could** are often used to make one's speech polite.

Exercise 1

Use the modals (can, could, will, would, should, must) appropriately in the blanks given below. Hints are given in brackets.

1. Shreya: What're you doing here?

Chiranjeev: I am watching TV.

Shreya: _____ (inquiring) you make some coffee for me?

Chiranjeev: I ____ but ____ (seeking willingness) you bring the milk from the market?

2. Harjeet: _____ (polite request) you bring me a glass of milk?

Kamaljeet: I _____ (possibility) but has turned sour.

3. All the students _____ (obligation) work hard now as the examinations are drawing near.

4. Salman _____ be in his office at this time tomorrow.

5. Vaidya _____ see a doctor at once.

6. _____ we take our dog with us?



15.4 LET US WRITE

Read the following information about Dr Rajendra Prasad and develop a paragraph about him.



Dr. Rajendra Prasad

- Born in Zeradei, Bihar on December 3, 1884
- Father—Mahadev Sahai, wife—Rajvanshi Devi
- Joined Presidency College, Calcutta in 1902.
- Got Masters degree in Law and won gold medal in 1915.
- Deeply moved by the dedication, conviction and courage Gandhiji displayed in Chamaparan, Bihar
- 1914 floods ravaged Bihar and Bengal – distributed food and clothes to victims
- 1934 earthquake shook Bihar, caused immense damage and loss of property – immediately got involved in relief work
- Elected nation’s first President by the Constitution of Independent India on January 26, 1950
- The only President to be elected twice
- Retired as President in 1962 and was awarded Bharat Ratna
- Died on February 28, 1963

THE FIRST PRESIDENT OF INDIA



WHAT YOU HAVE LEARNT

Dr. A.P.J. Kalam has three goals that he would like India to achieve. All the three goals are related to each other. **Freedom** and independence will have real meaning if we develop economically. Economic **development** will help us to be strong and will make other countries **respect** us. But we the people of India are responsible for the development of our country, and for making it one of the leading nations of the world. Each one of us needs to do whatever is necessary to make Dr. Kalam's VISION come true. It is time to stop complaining about the problems in our country and to start doing something about them. In this lesson we have learnt to evaluate and reflect on our contributions towards the development of India.



TERMINAL QUESTIONS

1. According to you what is the importance of freedom?
2. If you had been asked about your goal in life by Dr. Kalam, what would have been your reply?
3. Why must India be strong both as a military and an economic power?



ANSWERS

15.2.1 PART 1

INTEXT QUESTIONS 15.1

1. Professor Dr. A.P.J. Abdul Kalam
2. The invaders captured our lands, took away our riches and conquered our minds.
3. We have never invaded another country because we respect the freedom of others.
4. Dr Kalam is referring to the uprising of 1857. He says so because the uprising is considered as the first war of Indian Independence.
5. We should protect, nurture and build on our freedom.
6. Individual response.

LET US LEARN NEW WORDS 15.1

1. (a) invaded
(b) captured



- (c) conquered
 - (d) looted
 - (e) grabbed
2. Individual responses.

15.2.2 PART 2

INTEXT QUESTIONS 15.2

1. Individual responses.

Suggested responses

The hosting of the Commonwealth Games, development in entertainment, literature, science and information technology.

India is lacking in self-confidence, self-reliance and self-assurance.

2. (a) 10% growth rate in most areas.
(b) Global recognition
(c) belief in freedom for all
3. Individual response.

15.2.3 PART 3

INTEXT QUESTIONS 15.3

1. According to Dr. Kalam India should be strong in the field of military & economic power.
- | | |
|----------------------------|---------------------|
| 2. 1. Dr. Vikram Sarabhai | Department of Space |
| 2. Professor Satish Dhawan | Department of Space |
| 3. Dr. Brahm Prakash | Nuclear Technology |

15.2.4 PART 4

INTEXT QUESTIONS 15.4

1. While talking about India one should proclaim that India is not an under-developed nation, it is a highly developed nation.
2. Individual responses.

LET US LEARN NEW WORDS 15.2

Exercise 2

1. congestion
2. cheeky

**Notes**

3. succeeded
4. suggestion
5. farther

15.3 LET US LEARN GRAMMAR**Exercise 1**

1. could, can, could
2. could, cannot
3. must
4. would, would, must,

TERMINAL QUESTIONS

1. Individual responses.

Suggested response.

Freedom is important because:

it is our fundamental right, we can express our opinions, choice of religion, work, etc.

2. Individual response. Accept all responses.
3. India must be a strong military and economic power because only then will we be respected by other countries, protect our freedom and become a leading power.



16



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MY ONLY CRY

You all know that atom bombs were dropped on the two Japanese cities of Hiroshima and Nagasaki in 1945. You also know how much destruction, death and sickness this caused. Since that time the world has become a store house of very dangerous weapons. To become more powerful than other countries, and to protect itself from other countries, each country is buying or building more and more destructive weapons. Do the adults not know the dangers of building and collecting huge amounts of arms and ammunition? Do they not know that these weapons can destroy the world in which their children will live tomorrow? Here we present a touching appeal for peace by the children of the world.



OBJECTIVES

After completing this lesson you will be able to:

- state the theme of the poem;
- relate to the poet's fears and apprehensions about weapons;
- identify the difference between blank verse and rhyming verse;
- express your protest against an issue, and
- use adverbial antonyms.



16.1 LET US READ THE TEXT

My Only Cry: Close the Arms Factories

Who are you deceiving?
You ask me to speak to children,

deceiving: giving a false impression, telling lies



Notes

fellowship:
companionship,
friendship

taming: (here)
controlling the
destructive ideas of
countries and people
and using them for
the welfare of the
mankind

right-wing politics: a
political ideology
that promotes and
supports a rigid and
traditional social
order

left-wing politics:
political ideology
that promotes the
rights of the
underprivileged and
weak sections of
society

essentially:
fundamentally,
basically

veil: a covering, a
curtain

but I shall also address you, the grown-ups.
I am still a child, I don't know how to lie like you.
All the children of the world, oh adults of the world,
 Could not rebuild what you destroy.
A better world won't be able to be rebuilt
 without you, the adults.

You know that our cries are useless,
 in a deaf world.
Now, my friends, let's not talk of friendship,
 Peace and fellowship,
these words should be spoken by adults.

 Enough promises.
 Enough waiting.
Come everyone, ask them to stop making arms,
 to stop making wars break out,
 to stop telling lies.

Listen, listen carefully: we are sick,
 you are sick;
 but we are here.

So, in your name, we children,
 we ask them:
 "Close your arms factories
and think about taming the winds."

Right-wing politics matter little to us,
 we are children.

Left-wing politics matter little to us.
Our life is essentially affection
 But, through your fault,
 a veil of dust lies over it.

– Leila Ibrahim Semaan



16.2 LET US UNDERSTAND THE TEXT

16.2.1 PART 1

Who are you deceiving.....spoken by adults.

Can you hear the cry of helplessness of the child, who speaks for all the children of the world, to grown-ups who have created destructive weapons? The child says that the children will have no future if the adults continue to produce deadly weapons. Arms and ammunition put humanity in serious danger. The poem talks of the fears and worries to which the adults pay no attention or which they simply dismiss with their lies. Can you guess the lies? The lies are usually – “No, we will not use arms against anyone. The world is safe. There is no need to worry.” The child desperately repeats that the grown-ups must stop destroying the world but he finds that they don’t listen to him. The problem is that only the adults can build a better world, but it is the adults who are destroying it. It does not make much difference when the children speak of peace, friendship and fellowship. It is the adults who should understand the importance of peace and friendship in the world.

In this unit the child is pleading to the grown ups. Mark the use of pronouns. The poet refers to people only by pronouns. For clear comprehension, you need to know who the pronoun is referring to in each stanza.

I stanza

You - adults

II stanza

You - children of the world

our - children including the child who is speaking

III stanza

them - adults and arm makers

The child knows the truth and tells the truth, whereas the adults know the truth but hide it with their lies.



INTEXT QUESTIONS 16.1

1. Why does the child want to speak to grown-ups about the arms factories?
2. Who are the adults deceiving?
3. Why does the child feel helpless?



Notes

4. Who does the child call 'my friends'? Choose the correct option from the ones given below:
 - children
 - adults
 - both
5. Why does the child want the adults to talk of peace and fellowship?
6. Why does the child call it a deaf world?



DO YOU KNOW

- The nations that possess nuclear weapons are referred to as the Nuclear Club.
- These nations are the USA, Russia, the United Kingdom, France and China.
- The nations that have conducted nuclear tests are India, Pakistan and North Korea.
- Concerned with the safety of the world, the Non Proliferation Treaty (NPT) was signed on March 5, 1970.
- Currently there are 189 nations which have signed the Non Proliferation Treaty.
- By signing the NPT a nation agrees that it will:
 - not transfer nuclear devices or technology to other nations
 - not use nuclear weapons except in response to a nuclear attack
 - use nuclear technology for peaceful purposes only



LET US DO 16.1

The adults know the dangers of arms yet they ignore them. They use arms - smaller arms to settle small disputes within the family, in the neighbourhood. In villages people often wound or kill each other over issues which can be settled amicably. Get together with other boys and girls of your area/village. Invite the adults to a common place for a discussion.

Take care that during the discussion you do not behave like an advisor or preacher of peace. You may politely steer the discussion in the right direction.



16.2.2 PART 2

Enough promises.....a veil of dust lies over it.

The child is tired of waiting for the adults to keep their promises. He wants adults to stop making promises which they do not want to keep. He calls upon everyone—the children and the adults, to join in the protest against arms factories and arms makers. He asks the arms makers to stop producing weapons and to work to stop wars.

In this unit the poet uses the pronouns *them*, *we*, *you*, *your* and *us* to refer to arms makers, all the children including himself, and the adults. In the fourth stanza while talking to the adults, he uses ‘*them*’ instead of ‘*you*’ to separate the arms makers from other grown-ups who feel like him. In the last stanza the child talks directly to the arms makers and addresses them as ‘*you*’.

In the first unit we see the child pleading but in the second unit we find him talking to the arms makers directly. Is the poet suggesting that when pleading does not help we should take upon ourselves the responsibility of asserting what is right?

The poet says that the children are not interested in any politics or any party because politics divides people, creates hatred and leads to wars and destruction.

You have seen that the poet is using the same pronoun for different people in different lines.

There is a continuous shift in reference points of pronouns. For example:

In the fourth line *You* is for adults.

In the fifth line *You* is used for children.

Why does he do so?

It is to make you feel the presence of other characters in the poem, although it is only the child who speaks throughout when the child uses the pronoun *You*, for other children, adults and arm makers, we feel as if he is turning and talking to each of them.



INTEXT QUESTIONS 16.2

Pick out the lines that show that the child is desperate for a change.

1. State the three things that the child wants everyone to stop doing.
2. Who are ‘*we*’ and ‘*you*’ in ‘*we are sick, you are sick*’?
3. What is the essential need of the child?
4. Who does the child hold responsible for depriving him of this essential need?



Notes

16.3 APPRECIATION

When you read this poem, do you miss the usual rhyme and jingle of a poem?

The lines in this poem do not end in similar sounds. The sound at the end of each line is different from the sound at the end of other lines.

This is so because the poem is in blank verse.

Blank verse or a poem written in blank verse consists of unrhymed lines but it has a singular pattern of movement. It has a regular rhythm of its own.



DO YOU KNOW

In the Peace Park of Hiroshima, one of the cities which suffered a nuclear attack in 1945, there stands a statue of a little girl holding a golden crane with the inscription...

“This is our cry. This is our prayer. Peace on Earth.”

The statue was inspired by Sadako Sasaki, who was two years old when Hiroshima was bombed. When Sadako was twelve she got leukaemia, also known as the ‘atom bomb disease’. Sadako’s friends reminded her of a Japanese belief that if she folded ten thousand paper cranes, she might live. Sadako died before she could complete the task. Her friends raised money to build a memorial for all the children who had died due to the atomic attack.



LET US DO 16.1

Form a club. Prepare and perform in your area/village a *Nukkad Natak* about how nuclear weapons are a threat to humanity



16.4 LET US LEARN GRAMMAR

Adverbs

Read the sentences given below:

Listen, listen carefully.

Life is essentially affection.



The words 'carefully' and 'essentially' are adverbs. An adverb is used to describe a verb, an adjective or an adverb.

Adverbs generally end in 'ly' but all words ending in 'ly' are not adverbs. For example, words like *lonely* and *friendly* end in 'ly' but are not adverbs. They are adjectives.

Some adverbs have no particular form. Look at the examples:

well, fast, very, never, always, often, still

Like other words adverbs also have their antonyms. These are called adverbial antonyms. For example the antonym of the adverb 'carefully' is 'carelessly'.

Exercise

1. Fill in the blanks with the adverbial antonyms of the words given in brackets.

- _____ he lost his baggage on the flight. (fortunately)
- Tourists _____ visit the Taj Mahal in Agra. (seldom)
- One should _____ be true to one's word. (sometimes)
- The soldiers fought _____ for their country. (fearfully)
- The boy who was running _____ won the race. (slowly)

2. Replace the underlined adverbs with their antonyms in the sentences given below without changing the meaning and the tense of the sentences. One sentence is done as an example.

- *If you do not work willingly, you can not succeed.*

If you work unwillingly, you cannot succeed.

- Seema did not accept the job happily.
- The child did not break the window intentionally.
- We should not speak impolitely.
- My friend is not well.
- You should never use bad construction material to build your house.



A. Write a formal letter of appeal to the Prime Minister asking him to ensure that nuclear energy is used for constructive and peaceful purposes in the country.

Hint: When you write an appeal you should keep the following points in mind:

- clearly state the issue



Notes

- mention the reasons for your appeal
- make a polite but firm request

Note: Refer to the lessons *A Tiger Comes to Town – II* or *A Prayer for Healing* for tips on how to write a formal letter.

B. All energies, atomic or nuclear are meant to promote better livings why do we use them for destructive purposes? Discuss with your friends and state the reasons in 30-40 words.



WHAT YOU HAVE LEARNT

The world is destroying itself by making more and more dangerous weapons. The adults disregard their responsibility to save the world and keep it secure for future. The frequent appeals of peace-loving people to stop the race for destructive nuclear power have fallen on deaf ears. It is time to stop believing that the possession of destructive weapons makes us safe. Weapons kill. Weapons destroy. Weapons have the potential to destroy everyone including those who make them. Energy should be harnessed for peaceful purposes to promote human welfare.



TERMINAL QUESTIONS

I Answer the following questions:

1. How is the world of children different from the world of adults? State in about 50 words.
2. What do you think the poet means by the given phrases? Choose the correct answers:
 - (a) 'think about taming the winds' means——
 - check the storms which cause damage/war.
 - subdue and control natural calamities.
 - use wind for energy.
 - (b) 'through your fault' means——
 - the fault of all adults
 - the fault of arm makers
 - the fault of right and left wing people
 - (c) 'a veil of dust lies over it' means——
 - our life is under the dust left by gun powder and other explosives.

- our lives are under the threat of weapons.
- our lives are buried under dust and dirt

3. Who can build a better world?
4. State in about 50-60 words the theme of the poem. How is it relevant in the modern world today?
5. Read the poem once again and answer questions about the following points:
 - is there a rhyme scheme in the poem?
 - do all the stanzas have the same number of lines?
 - are all lines equal in length?
 - do all the stanzas have a similar pattern of long and short lines?

Based on your answers to the above questions, state in a few lines your observations about blank verse.

6. Why has the poet chosen a child to voice his concerns?



ANSWERS

16.2.1 PART 1

INTEXT QUESTIONS 16.1

1. The child wants to speak to grown-ups because the grown ups are building arms which threaten the world, and only the grown ups can bring about a change in the world.
2. The adults think that they are deceiving children but actually they are deceiving themselves.
3. The child feels helpless because children alone cannot change the situation. They need the help of adults, but the adults do not realize that they are destroying the world by making arms. Instead they deceive the children and themselves with lies.
4. The child calls other children 'my friends'.
5. The child wants the adults to speak about and discuss peace and fellowship so that they may understand how important these ideas are for the world.
6. The child calls it a deaf world because it doesn't hear his cries.



Notes

**16.2.1 PART 2****INTEXT QUESTION 16.2**

1. The child wants everyone to:
 - stop making arms
 - stop making wars break out
 - stop telling lies
2. *We* means children and *you* is used for adults.
3. A world in which there is peace, love and friendship is the essential need of the child.
4. The child holds the adults responsible for depriving him of his essential needs.

16.4 LET US LEARN GRAMMAR

1. a. Unfortunately
b. often
c. always
d. fearlessly
e. fast
2. a. Seema accepted the job unhappily.
b. The child broke the window unintentionally.
c. We should speak politely.
d. My friend is unwell.
e. You should always use good construction material to build your house.

TERMINAL QUESTIONS

- I 1. Individual responses.

Suggested response: The world of children is a world of love and innocence. Children do not tell lies. They are not involved in political rivalries. They want love and affection. They want peace in the world. In times of peace the world is safe for everyone. In times of peace we can work to make the world better for children. Adults tell lies and make war to acquire power over others. For adults peace and friendship are words which can be used to hide and cover up their destructive activities.

2. (a) subdue and control natural calamities
(b) the fault of all adults



(c) our lives are under the threat of weapons

3. The adults can build a better world

4. Individual responses

Suggested response: The poem focuses on the dire consequences of developing destructive weapons. Weapons can eliminate life. Weapons can destroy the world. Weapons lead to war and war is made by adults. Adults should stop making weapons and war. They should make the world a happy, safe and peaceful place for children.

The poem is very relevant in the contemporary context. Today many countries possess nuclear weapons which have huge destructive potential. The poem is a reminder to the world to stop the production of destructive weapons.

5. The poem is in blank verse. The lines do not rhyme at the end. The

number of lines in each stanza varies. All the lines are not equal in length. There is no uniform pattern of long and short lines in the various stanzas.

Individual responses.

Suggested response: In blank verse the poet has the freedom to vary the number and the length of lines according to the need of the thought of the poem. There is a rhythm in the poem which makes the movement of the thought easy and effortless.

6. The answer could include the following points:

- the child is innocent
- the child can speak the truth
- the child is the future



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17

CARING FOR OTHERS

Love and care are two important feelings that bind us together. We all love our friends and relatives but there are some people who share their love with all of humanity. They take care of those who are alone and helpless; they extend their hand to help those who are in difficult situations. They do not look forward to any reward for their kind actions. What can we call such people? Shall we call them the saviours of humanity? We should be proud of them.

The lesson is divided into three parts. The first is an interview with Mother Teresa. The second is a report about Janki Iyer and her school, Ananda Bharati. The third is the story of a young girl called Bhagya.



OBJECTIVES

After completing this lesson you will be able to:

- state the purpose of taking an interview;
- frame questions for an interview;
- recognise the selfless services of some great women;
- use the adverb clause of time;
- observe the positive impact of love and care;
- recognise the need to sacrifice for the benefit of humanity, and
- develop self awareness about how you make difficult choices and decisions.

**17.1 LET US READ THE TEXT**

Mother Teresa looked after the poor and the needy. What did she do for the dying?

We will get to know about Mother Teresa. She was born in South Yugoslavia. At the age of nineteen she came to Darjeeling, India to teach. In 1931 she decided to serve the poorest of the poor. She belonged to the order of Missionaries of Charity. They run forty schools, where about 30,000 children are educated. They also have mobile dispensaries, training centers and destitute homes for the poor and the needy. In 1979, she received the Nobel Prize for her services to the poor. She was also given the Bharat Ratna by the Government of India in 1980.

Here is an extract from an interview with Mother Teresa. The interviewer is the well known journalist, Malcolm Muggeridge. Does it tell us how Mother Teresa cared for the poor? Let's read and find out.

**Fig. 17.1****Section I**

Malcolm: When you say *Home for the Dying* do you mean that these are people on the streets who have been abandoned and are dying?

Mother Teresa: Yes, the first woman who I saved, was picked up from the street. She had been half-eaten by the rats and the ants. I took her to the hospital, but they could not do anything for her. They only took her in because I refused to move until they accepted her. From there I went to the municipality and asked them to give me a place, where I could bring such people. The health officer of the municipality took me to the Kali Temple and showed me the dharamshala. I was very happy to have that place. Within twenty four hours we had our patients there, and we started the work of the home for the sick and the dying. In 1952, we opened the first Home for the Dying.

Malcolm: What exactly are you doing for these dying people? I know you bring them in here.

Mother Teresa: First of all we want to make them feel they are wanted; we want them to know that there are people who really love them, who really care for them at least for the



Notes

few hours that they have to live. They too should know that they are the children of God and that they are not forgotten and that they are loved and cared.

Malcolm: What happens to those who are cured?

Mother Teresa: Those who are able to work – we try to find some work for them, the others – we try to send them home, where they can spend at least a few years in happiness and comfort.

Section II

A little distance from the Tarnaka crossroads, you come across a quiet house called *Needa* (refuge). Attached to it is a small school where in the afternoons, you will come across many little girls who are domestic servants, learning to read. This is no non-formal education center. Education is a very serious business here. The girls get to write their public exams, some of them join residential schools (after clearing the entrance exams) and some others go for higher studies. Innovative teaching methods help these first generation learners. Field trips, discussion on current events are common features in this school. Ananda Bharati is not just about education, many people have commented that the children here are transformed into confident individuals and that the values imbibed here stay with them wherever they go.

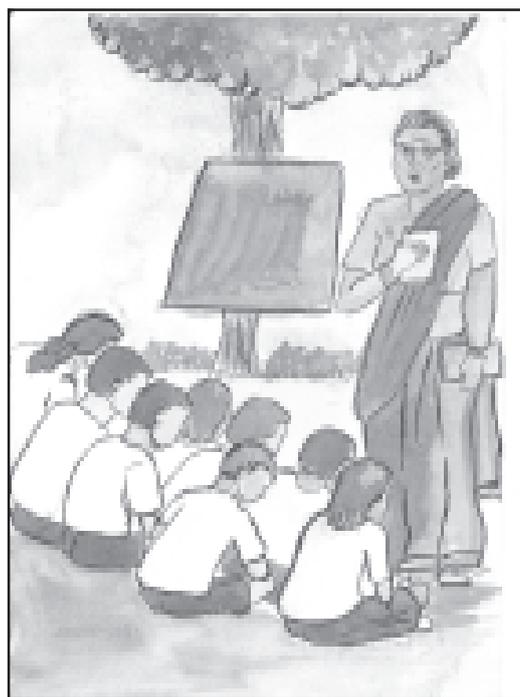


Fig. 17.2

Innovative - introducing new ideas, methods

imbibe - develop

sprightly - active and lively

unassuming - modest, humble, simple

unprecedented - not matched by any previous example

preponderance - superiority in power or influence

The woman who runs the school and whose house is in 'Needa' is Janaki Iyer, simply called Ja by her friends. Janaki could well be your neighbour across the wall babysitting her grandchildren. This sprightly 70-year-old is an unassuming, soft-spoken lady and comes across as a very gentle person. She chooses her words carefully, the precision speaks of a well-ordered mind.

She attracts young people to her like bees to honey. Her school, appropriately enough called Ananda Bharati, has attracted many younger professionals in an unprecedented way to lend their time and effort to this venture. A computer professional helps with the accounts; a Linguistics professor teaches Hindi; another professor teaches English, and another music. Despite the preponderance of highly-educated teachers, Janaki has been able to attract and retain teachers from under-privileged backgrounds. When a child needs

to be put into a residential school, or needs to go in for higher studies in college, Janaki has many friends who help in sorting out the myriad problems that crop up.

Sandhyarani, a 15 year old, says that she liked the combination of studies with vocational training.

Janaki Iyer is doing a yeoman service to these domestic workers by educating them. “I am getting a lot of help from committed teachers and young enthusiastic professionals, who volunteer to help in the school. I am very thankful for it,” she says. With such committed social workers, there is hope on the horizon.

BHAGYA is a ten-year old, who attends my non-formal education unit “Ananda Bharati”. She comes to my class, which starts at 2 p.m. with her younger sister Swarna and baby sister, Swapna. As soon as she comes to class there is a change in Bhagya. She sheds her responsibilities the instant she hands over Swapna to me. For the next two and a half hours, she like any other child of her age, is interested in her work be it an exercise in Telugu or sums or some drawing.

After playing around for a while and scribbling on a slate Swapna settles on my lap for her siesta. Work gets more intense after Swapna is put down. Before any of us realize it, it is 4.15 and time for games. On good days Swapna sleeps through this also. At a quarter to five all are ready to leave for home.

One afternoon in July, Bhagya came to class wearing a pair of rubber slippers. She explained that she had started working for the occupants of a flat. This gave her a little money to get some things for herself which she badly needed. Another day she wore pretty green bangles on her slender wrists. They looked beautiful on her bringing Sarojini Naidu’s “delicate, bright rainbow-tinted circles of light” to my mind. Soon she had a set of new clothes.

Days went by. We continued our work in the afternoon. Bhagya was busy cooking and looking after Swapna in her own home. She also had her work in the flat on the 3rd floor. Some days she was late coming to my class and took my admonition with a serious downcast look.

One day I found Lakshmi, another of my students going along with Bhagya to the newly constructed flats. When I asked her what she was up to she said Bhagya had got her work in one of the new apartments. Bhagya herself came running to me and said, “The lady of that house wanted me to work for her for a hundred rupees per month. I know that I cannot take on more work if I want to study in the afternoon. So I decided that I would give Lakshmi the job.” I was stunned.



Fig. 17.3

yeoman service - a useful service

myriad - many in number

siesta - afternoon nap, a short sleep in the afternoon

admonition - scolding



Notes

Bhagya had made a deliberate choice, giving up a hundred rupees every month in order to study. What was even more remarkable was the matter of fact way she said it. To her the issue seemed crystal clear. There was awe in her voice when she mentioned the grand sum of 100 rupees or 'Vanda' as she called it in Telugu but there was no a trace of regret in either her face or voice for having given it up.

17.2 LET US UNDERSTAND THE TEXT

17.2.1 PART 1

Malcolm: When you say home forfew years in happiness and comfort.

Have you heard of Mother Teresa? Mother Teresa looked after the dying and the destitute. She was born in South Yugoslavia. At the age of nineteen, she came to Darjeeling, India. She belonged to the order of Missionaries of Charity. She is a winner of the Nobel Prize and the Bharat Ratna for her work among the poor.

In this interview the well known journalist Malcolm Muggeridge talks with Mother Teresa about her work. Mother Teresa tells about how she set up her Home for the Dying. She also explains what they do for the people who are brought to the Home for the Dying. Poor, sick, and helpless people who are unwanted and abandoned by their own families are brought to the Home for the Dying. They are loved and cared for in the Home. Some of them die, but they die knowing that they are loved and cared for. Some of them become healthy again, and the Missionaries of Charity try to send them to their own homes or help them to find jobs.



INTEXT QUESTIONS 17.1

1. What kind of people did Mother Teresa take care of and why?
2. How did Mother Teresa force the hospital to take in the sick woman?
3. Where did Mother Teresa set up the first home for the sick and the dying?
4. How did she settle her patients when they were cured?
5. Tick the correct answer to complete the given statement.

Malcolm Muggeridge interviewed Mother Teresa to

- know about her work and achievements
- know her opinions
- test her knowledge for a job

6. Think of a sick, unhappy or helpless person in your family/neighbourhood who has responded well to love and care. What change have you noticed in this person?



17.2.2 PART 2

A little distance from.....hope on the horizon.”

What should a 70-year old woman do? Sit at home? Play with her grand-children? Or should she take an unusual path and start teaching under-privileged children in her courtyard? *The Deccan Chronicle* tells us how Janki Iyer chose the last option, and runs a school called Ananda Bharati.

Janaki Iyer is a 70 year old woman who is very different from other women of her age. She teaches girls who are domestic helpers and who therefore can not attend a formal school. *The Deccan Chronicle* publishes a report about Janki Iyer and her non formal school called Ananda Bharati. The report tells us that although the school is a non formal institution, the students and the teachers are very serious about education and examinations. The school has very highly qualified teachers and other staff. The aim of the school is to educate the students as well as to make them strong and confident people with values and skills which will stay with them all their lives.



DO YOU KNOW

Non formal education takes place outside recognised educational institutions. It is based on the following principles:

- an acceptance and belief that education is important
- relevance to the disadvantaged group
- concern with special categories of persons
- clearly defined objectives and purposes
- flexibility in organisation and methods



INTEXT QUESTIONS 17.2

1. Who set up Ananda Bharati school and for whom?
2. Ananda Bharati is a non formal school but the author says, “This is no non-formal education center.” Why does the author say that?
3. Describe Janki Iyer in 60-80 words.
4. Who are the people who help Janki Iyer in her work?
5. Choose the correct options to complete the following statements.
 - a. A first generation learner is a person ...



Notes

- who goes to school for the first time.
 - who is the first in the family to go to school.
 - who learns about first generation.
- b. A well ordered mind is ...
- a mind that is in order.
 - a balanced mind.
 - a fit mind.
6. Say whether the following are true or false:
- a. Ananda Bharati is located in a house called Needa.
 - b. Ananda Bharati does not prepare girls for public exams.
 - c. At Ananda Bharati children are transformed into confident individuals
 - d. Many professionals teach at the school.
 - e. The school has a combination of highly educated teachers and teachers from the underprivileged class.
 - f. Janki Iyer has to handle all the problems alone.



LET US DO 17.1

Talk to the girls in your neighbourhood who work as domestic helpers. Find out how many of them have or have not received elementary education. Persuade the girls who have not received elementary education to go to a non-formal school, or if you have the time and the will, teach them yourself.

17.2.3 PART 3

Bhagya is a ten year oldall the rainy teaching days seem worthwhile.

As you know there are many people who want to go to school and improve their lives by educating themselves. Yet they are not always able to do this for many reasons such as family responsibilities, sickness, or shortage of money. In this unit Janki Iyer tells the story of one such person called Bhagya. Bhagya is a poor girl who studies at Ananda Bharati. Despite her many and difficult responsibilities, this ten year old girl does not give up her studies. Supported and helped by Janki Iyer, she continues to study. One day she has to make a difficult decision. She has to choose between money and an education. She refuses an offer of work that would give her a lot of money, because this work will not leave her time to study and continue with school.



INTEXT QUESTIONS 17.3

1. Who was Bhagya?
2. How did Janki Iyer share Bhagya's responsibilities in the school?
3. State how Bhagya changed as soon as she came to the class?
4. Where did Bhagya start working?
5. What new things did she buy with the money she earned?
6. Why did Janki Iyer scold her?
7. What was the difficult choice Bhagya had to make?
8. a. What choice did Bhagya make?
b. What was remarkable about her choice?



DO YOU KNOW

According to world surveys of primary education in the world...

- the difference between the number of girls and boys in primary education is the biggest in India
- there are about 8 million fewer girls than boys in the first five years of education in India

Some of the schemes launched by the Government of India and the State Governments to promote the education of girls are:

- the Ladli Scheme of Department of Women & Child development, Delhi. The scheme gives Rs 100,000 to a girl student when she becomes 18 years old.
- Haryana, Madhya Pradesh and some other states provide bicycles to girl students
- the Central Government's scheme to award scholarships for the girl child



17.3 LET US LEARN GRAMMAR

Adverb Clause of Time

Read these statements from Part 3. The underlined words are adverb clauses of time.

As soon as she comes to the class there is a change in Bhagya.



Notes

After Swapna has played around for a while she has her afternoon nap.

An adverb clause begins with words like whenever, while, after, before, since, when, as, as soon as, till. An adverb clause of time tells us about the time when a certain action is performed. An adverb clause answers the question ‘when’ about the main clause. For example: **When** is there a change in Bhagya? **When** does Swapna have her afternoon nap?

An **adverb clause** should not be confused with an **adverb**.

Look at the two sentences given below:

- I saw the movie yesterday.
- I saw the movie before I left for Jaipur.

Both the sentences answer the question ‘when’, but in the first sentence ‘yesterday’ is an adverb. It is not a clause.

In the second sentence, when you ask the question ‘When did you see the movie?’ you get the answer ‘before I left for Jaipur’, which is a clause. A clause has a subject and a full verb, i.e. a subject and a predicate. The answer ‘before I left for Jaipur’ has a subject (I) and a verb (left). So it is an adverb clause of time.

Exercise

1. Fill in the blanks in the following sentences to get an adverb clause of time:

- a. You should not drive _____ you have drunk alcohol.
if
because
after
- b. We should heat up the iron _____ we iron our clothes.
before
so that
if
- c. _____ the crop is harvested (cut), it is sold in the market.
if
although
after
- d. Do not talk _____ she is singing.
if
though
while



- e. You can go home _____ you finish your work.
so that
when
because
2. Complete the following sentences by adding an adverb clause of time:
- They go to their daughter's school when _____.
 - Bhavana shifted to Mumbai after _____.
 - I had arrived at the platform before _____.
 - The doctor comes whenever _____.
 - They were asked to wait till _____.



17.4 LET US WRITE

You have read an **interview** in Part 1 and a **report** in Part 2.

What is an interview?

- An interview is a conversation between two or more persons.

It is a conversation in which questions are asked by the interviewer to get information from the interviewee.

An interview is conducted for a specific reason.

- It could be an interview to test the knowledge and suitability of a person for a particular job. This is the most common kind of interview.
- An interview can be conducted to collect information about the life, work and achievements of a famous person.
- It could also be an interview of a well known person to find out his/her opinion about important social, political, cultural and other topics.

What is a report?

- A report is a presentation of information already collected through an interview, observation, or in some other way.
- Some important features of a report are:
 - relevant and accurate facts.
 - use of narrative style for presentation.
 - coherence and connectivity of points.

Comments may be added.

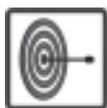


Notes

When interviewing someone you have to form your questions very carefully so that you are able to get the maximum information from the interviewee.

Exercise

Imagine that you have to interview Janki Iyer to collect information about Ananda Bharati School. Make a list of five questions you would ask her.



WHAT YOU HAVE LEARNT

Love and care join people. You can create a better society if you take care of the people who need you. You can do it in many ways. You can take care of the sick and neglected like Mother Teresa did, or you can hold the hand of a little child who has to cope with the responsibilities of an adult and help him/her to move forward like Janki Iyer did. There are other ways you can help the needy, and each of us should try to help such people in whatever way we can. However, a person who is in a difficult situation should set goals for himself/herself and work very hard to achieve them like Bhagya did. You should not give up hope and courage or forget what your goals are. You sometimes need help from others who are in a position to help, but you also need to help yourself by working hard to improve your life and achieve your goals.



TERMINAL QUESTIONS

I. 1. Read the following phrase from the text:

“delicate bright rainbow tinted circles of light”

In the above phrase, the poet Sarojini Naidu has used some adjectives to describe bangles. Explain how each adjective describes a feature of the bangles.

2. Now read the sentence given below:

“It’s rainbows like these that make all the rainy teaching days worthwhile.”

In the above sentence the writer has used ‘rainbows’ and ‘rainy days’ as symbols.

Complete the statements below by choosing the correct meaning of **rainbows** and **rainy days** from the given options.

- a. Rainbows in the context of the lesson refer to:
- seven colours
 - beautiful moments



- a beautiful phenomenon of nature
- b. Rainy days in the context of the lesson refer to
- when it is raining.
 - old age
 - difficult moments
- II. 1. How did Mother Teresa make her patients feel comfortable?
2. In what way is Ananda Bharati a unique school?
3. Who should be given the credit for Bhagya's education - Janki Iyer or Bhagya? Why?
4. State the three words the writer has used to describe Janki Iyer. Do you know somebody who has one or all three of these characteristics? Write a short description of that person in about 50 words.
5. Think of a time when you had to make a difficult choice. Describe the situation and the options you could choose from. State the choice you made. Explain why you made that choice.

**ANSWERS****17.2.1 PART 1****INTEXT QUESTIONS 17.1**

1. Mother Teresa took care of the old and the sick who were unwanted and abandoned by their relatives.
2. Mother Teresa refused to move away from the hospital until they admitted the sick woman.
3. Mother Teresa set up her first home for the sick and the dying in a dharamshala near the Kali Temple.
4. Mother Teresa found work for those who could work. She tried to send others to their homes.
5. Malcolm Muggeridge interviewed Mother Teresa to know about her work and achievements.
6. Individual responses.



Notes

17.2.2 PART 2**INTEXT QUESTIONS 17.2**

1. A seventy-year-old woman called Janki Iyer set up Ananda Bharati school for girls who worked as domestic helpers.
2. Ananda Bharati is a non formal school. It is not a formal and recognised educational institution. When the author says, “This is no non-formal education center” he means that Ananda Bharati is very serious about education just like a formal school. The teachers and the students work very hard to achieve their educational goals. The school has flexible methods and timings like a non formal institution, but it is as serious about studies as a formal school.
3. Janki Iyer is a seventy year old soft-spoken and gentle woman who takes care of the needs of others. She takes over Bhagya’s responsibility of looking after her little sister so that Bhagya can study. Janki Iyer is very serious about education for girls, and cannot tolerate carelessness about studies. She loves Bhagya and helps her but also scolds her when she comes late to the class. She is a very good manager and also very good at building huge social support for her school.
4. Young professionals help Janki Iyer to run the school. A computer professional helps with the school’s accounts, a Linguistics professor teaches Hindi, another professor teaches English and another one teaches music. There are also some teachers from the less privileged class who work at the school.
5.
 - a. A first generation learner is one who is the first in the family to receive education.
 - b. A well ordered mind is a balanced mind.
6.
 - a. F
 - b. F
 - c. T
 - d. T
 - e. T
 - f. F

17.2.3 PART 3**INTEXT QUESTIONS 17.3**

1. Bhagya was a poor, ten-year-old girl. She had the responsibility of taking care of her two younger sisters. Bhagya also worked as a part time domestic helper. She was very keen to study and was a regular student at Ananda Bharati.



2. Janki Iyer took care of Bhagya's baby sister, Swapna as soon as Bhagya came into the class. She kept the baby busy with playful activities to give Bhagya time to study.
3. As soon as Bhagya entered the class she shed off her responsibilities and began to enjoy school like any other child.
4. She started to work for the occupants of a newly constructed flat.
5. She bought a pair of slippers, green bangles and new clothes for herself.
6. Janki Iyer scolded Bhagya because she was late for class. Janki Iyer did not want Bhagya to neglect her studies.
7. For the work Bhagya did as a domestic helper she got money with which she could buy clothes, slippers and other pretty things. When she was offered more work as a domestic helper she knew that she would get more money for it but have less time to study and go to school. She liked school and she also liked all the things she could buy with the money she earned. She had to make a difficult choice between her studies and the money she could earn.
8. a. Bhagya decided not to accept the offer of more work as a domestic helper so that she would have time to study in the afternoon.

b. Individual responses.

Suggested response: Her choice was remarkable because the money she could earn for the extra work was a big amount for her. To refuse such an offer was very difficult for a poor girl like her. It was a remarkable choice because she made it after thinking very clearly about her goals, and about what was more important to her – education or money.

17.3 LET US LEARN GRAMMAR

1. a. after
b. before
c. After
d. while
e. when

2. Individual responses.

Suggested responses:

- a. They go to their daughter's school when they are called for a meeting.
- b. Bhavna shifted to Mumbai after she took up a job.
- c. I had arrived at the platform before the train arrived.



- d. The doctor comes whenever he is called for.
- e. They were asked to wait till the signal was red.

17.4 LET US WRITE

Exercise

Individual responses. Students will frame their own questions.

Suggested responses: Some sample questions are given below.

- How did you think of setting up Ananda Bharati School?
- What are your objectives for your students?
- You do not have funds to employ teachers. How do you manage this problem?
- Do you ever feel that you are alone and the responsibilities are big?

TERMINAL QUESTIONS

- I. 1. ‘delicate’ - suggests that the bangles may be made of glass which can break easily.
‘bright’ - suggests that the colours are bright.
‘rainbow tinted circles of light’ - the colours are a mix of seven colours of the rainbow. The bangles are round so they are called circles.
2. a. Rainbows refer to beautiful moments.
b. Rainy days refer to difficult moments.
- II. 1. Mother Teresa looked after her patients. She made them feel wanted. She made them feel that they were not alone. She made them feel that there were people who loved and cared for them.
2. Ananda Bharati is a unique school because although it is a non formal school, it is very serious about education. It is flexible like a non formal institution yet its students write public examinations and even go on for higher studies like the students of a formal school. It shares the problems of its students and tries to solve them. It builds their trust and confidence in themselves and supports them throughout their stay in the school.
3. Individual responses.
4. Sprightly, soft spoken, unassuming are three words the writer uses to describe Janki Iyer.
Individual responses.
5. Individual responses.



18



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THE LITTLE GIRL

All fathers are not alike. Some show their love and affection for their children and play with them. Others also love and care for their children but they show it by working hard for them and giving them instructions and advice. Read the story and find out what the little girl's father was like.



OBJECTIVES

After completing this lesson you will be able to:

- describe the kind of relationship between Kezia and her parents;
- comment on Kezia's father's attitude towards her and analyse its impact on her personality;
- analyse your own relationship with your parents in terms of mutual communication and expectations;
- suggest ways to promote a healthy relationship between parents and children;
- write short and consistent paragraphs;
- use simple past tense, and
- improve your vocabulary.



18.1 LET US READ THE TEXT

To the little girl he was a figure to be feared and avoided. Every morning before going to work he came into her room and gave her a casual kiss, to which she responded with "Goodbye, father". And oh, the glad sense of relief when she heard the noise of the carriage growing fainter and fainter down the long road!

fainter and fainter:
Sound becoming low
gradually



Notes



The Little Girl

In the evening when he came home she stood near the staircase and heard his loud voice in the hall. “Bring my tea into the drawing-room...Hasn't the paper come yet? Mother, go and see if my paper's out there-and bring me my slippers.”

“Kezia”, mother would call her, “if you are a good girl you can come down and take off father’s boots.” Slowly the girl would slip down the stairs, more slowly still, across the hall, and push open the drawing-room door.

By that time he had his spectacles on and looked at her over them in a way that was terrifying to the little girl.

“Well, Kezia, hurry up and pull off these boots and take them outside. Have you been a good girl today?”

“Id-d-don’t know, father.”

“You d-d-don’t know? If you stutter like that mother will have to take you to the doctor.”

She never stuttered with other people—had quite given it up – but only with father, because then she was trying so hard to say the words properly.

“What's the matter? What are you looking so wretched about? Mother, I wish you teach this child not to appear on the brink of suicide . . . Here, Kezia, carry my tea cup back to the table carefully.”

He was so big – his hand and his neck, especially his mouth when he yawned. Thinking about him alone was like thinking about a giant.

On Sunday afternoons grandmother sent her down to the drawing – room to have a “nice talk with father and mother”. But the little girl always found mother reading and father stretched out on the sofa, his handkerchief on his face, his feet on one of the best cushions, sleeping soundly and snoring.

She sat on a stool, gravely watched him until he woke and stretched, and asked the time – then looked at her.

“Don’t stare so, Kezia. You look like a little brown owl.”

One day, when she was kept indoors with a cold, the grandmother told her that father’s birthday was next week, and suggested she should make him a pin-cushion for a gift out of a beautiful piece of yellow silk.

to pull off: remove

to stutter: not to speak normally due to a speech problem

wretched: miserable, very sad

brink of suicide: extremely dejected and frustrated

nice talk: here means polite and informal talk/ interaction

stretch out: to keep legs straight on the sofa or bed

gravely: seriously

The Little Girl



Laboriously with double cotton, the little girl stitched three sides. But what to fill it with? That was the question. The grandmother was out in the garden, and she wandered into mother's bedroom to look for 'scraps'. On the bed table she discovered, a great many sheets of fine paper, gathered them up, tore them into tiny pieces, and stuffed her case, then sewed up the fourth side.

That night there was a hue and cry in the house. Father's great speech for the Port Authority had been lost. Rooms were searched-servants questioned. Finally mother came into Kezia's room.

"Kezia, I suppose you didn't see some papers on a table in our room?"

"Oh yes," she said, "I tore them up for my surprise."

"What" screamed mother "Come straight down to the dining-room this instant."

And she was dragged down to where father was pacing to and fro, hand behind his back.

"Well?" he said sharply.

Mother explained.

He stopped and stared at the child.

"Did you do that?"

"N-n-no," she whispered.

"Mother, go up to her room and fetch down the damned thing-see that the child's put to bed this instant."

Crying too much to explain, she lay in the shadowed room watching the evening light make a sad little pattern on the floor.

Then father came into the room with a ruler in his hands.

"I am going to beat you for this," he said.

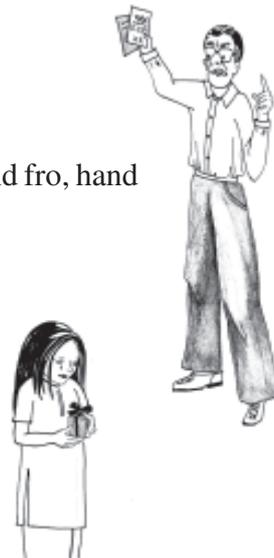
"Oh, no, no", she screamed, hiding under the bed clothes.

He pulled them aside.

"Sit up," he ordered, "and hold out your hands. You must be taught once and for all not to touch what does not belong to you."



Notes



to stuff: to push in a something into a small space in a careless way

stared: looked angrily

to fetch down: to bring down

screamed: shouted/cried fiercely due to fear



Notes

“But it was for your b-b-birthday.”

Down came the ruler on her little, pink palms.

Hours later, when the grandmother had wrapped her in a shawl and rocked her in the rocking-chair, the child clung to her soft body.

“What did God make fathers for?” she sobbed.

“Here’s a clean hanky, darling. Blow your nose. Go to sleep, pet; you’ll forget all about it in the morning. I tried to explain to Father but he was too upset to listen tonight.”

But the child never forgot. Next time she saw him she quickly put both hands behind her back and a red colour flew into the cheeks.

The MacDonalds lived next door. They had five children. Looking through a hole in the fence the little girl saw them playing ‘tag’ in the evening. The father with the baby Mao on his shoulders, two little girls hanging on to his coat pockets ran round and round the flower beds, shaking with laughter. Once she saw the boys turn the hose on him—turn the hose on him—and tried to catch them laughing all the time.

Then it was she decided there were different sorts of fathers.

Suddenly, one day, mother became ill, and she and grandmother went to hospital.



The little girl was left alone in the house with Alice the cook. That was all right in the daytime, but while Alice was putting her to bed she grew suddenly afraid.

“What’ll I do if I have a nightmare?” she asked. “I often have nightmares and then Grannie takes me into her bed—I can’t stay in the dark—It all gets ‘whispery’”

“You just go to sleep, child,” said Alice, pulling off her socks, “and don’t you scream and wake your poor Pa.”

But the same old nightmare came—the butcher with a knife and a rope, who came nearer and nearer, smiling that dreadful smile, while she could not move, could only stand still, crying out, “Grandma! Grandma!” She woke shivering to see father beside her bed, a candle in his hand.



The Little Girl

“What’s the matter?” he said.

“Oh, a butcher—a knife—I want Grannie.” He blew out the candle, bent down and caught up the child in his arms, carrying her along the passage to the big bedroom. A newspaper was on the bed—a half-smoked cigar was near his reading-lamp. He put away the paper, threw the cigar into the fire-place, then carefully tucked up the child. He lay down beside her. Half asleep still, still with the butcher’s smile all about her it seemed she crept close to him, snuggled her head under his arm, held tightly to his shirt.

Then the dark did not matter; she lay still.

Tired out, he slept before the little girl. A funny feeling came over her. Poor father, not so big, after all—and with no one to look after him. And everyday he had to work and was too tired to be a Mr. Macdonald. She had torn up all his beautiful writing... She stirred suddenly, and sighed.

“What’s the matter?” he asked her. “Another dream?”

“Oh,” said the little girl, “my head’s on your heart. I can hear it going. What a big heart you’ve got, father dear.”



– Katherine Mansfield
(an adaptation)

18.2 LET US UNDERSTAND THE TEXT

18.2.1 PART 1

To the little girllittle brown and owl.

Unit -1 tells you about the relationship between Kezia and her father and how Kezia is affected. Lets read and find out what Kezias father expects from her and how she responds to it. The expression ‘to be feared and avoided’ indicates that she was afraid of her father. He would always give her instructions or orders but never made an effort to know what she expected from him. She wanted his love and company. He only wanted her to be obedient, disciplined, organized and a perfect person. He expected her to accept the things as they are and not to question anything. As a result she couldn’t build up self confidence and didn’t feel free to talk. If she tried to talk she would end up stuttering. Her father never tried to find out what was going wrong on in her life. He never gave her time to open her mind to him.





Notes



LET US DO 18.1

Your father is back home from his place of work. You have told him about your programme of going to a movie with your friends and have demanded money for it. He is not happy at your decision and does not approve of it. You have objected to his disapproval by saying, “Papa, I don’t expect this of you!” In this connection your father has asked you to share your expectations from him. He also tells you about his expectations from you. Write three expectations you think your parents should fulfil and three which they would want you to consider. One example is given for you. Write two more.

Children’s expectations		Parents’ expectations	
1.	Parents should not force their likes and dislikes on their children	1.	Children should give due respect to their parents.
2.		2.	
3.		3.	



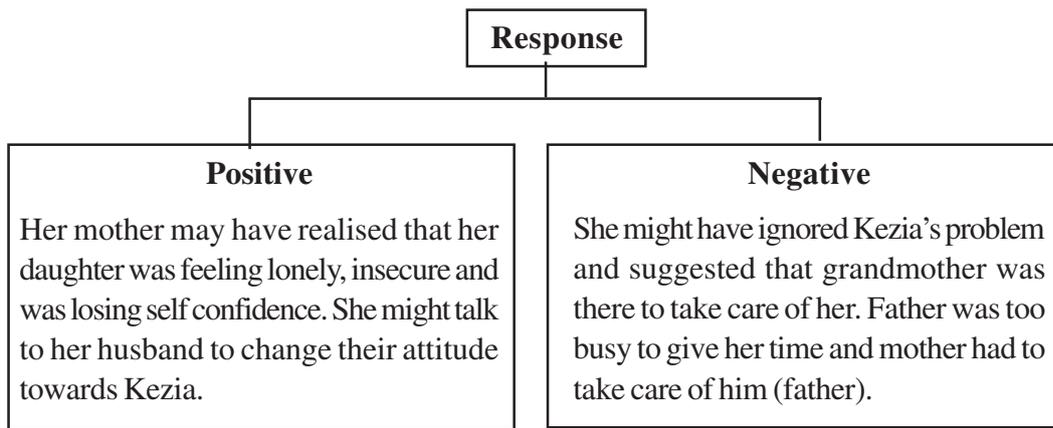
INTEXT QUESTIONS 18.1

Answer the following questions.

- 1 (i) Write Kezia's feelings about her father. Pick out the expressions/phrases from the text to support your answer.
- (ii) What was the real reason behind Kezia’s stuttering?
- (iii) Kezia’s parents never encouraged her to have an open conversation with them. Give an example from the text.
- (iv) Kezia did not object to her parents’ attitude towards her. Describe at least two options she could have considered in order to make them understand her view point, also mention one positive and one negative consequence of her efforts. One example is given for you.

Example :

Option: Kezia could have expressed her feelings to her mother that she wanted to have a more open relationship with them.



2. Why do you think Kezia was more attached to her grandmother than to her mother?
3. Kezia's mother is passive in her attitude towards her. If you were in her mother's place what would you have done to promote a more positive relationship between Kezia and her father?
4. Read the following statements and write 'True', 'False', or 'Not sure' against each one.
 - a. Kezia was scared of her father.
 - b. Her father did not like her.
 - c. Her father did not love her.
 - d. Her grandmother always showed interest in her.
 - e. Kezia's mother was careless about her daughter.
 - f. Her father always disapproved of every move of hers.
5. Tick the right option to complete the following statement
 Kezia's grandmother sent her to have a nice talk with her parents so that
 - she could get over the feeling of fear of her father.
 - she could tell her father how deeply she missed his love and company.
 - her mother comes to understand her daughter's feelings and takes interest in her.
 - the communication gap that was harming her personality development could be overcome.
 - all the above reasons.



LET US LEARN NEW WORDS 18.1

Pick out the words from the passage which are similar in meaning to the following:

- seriously _____
- very unhappy _____



Notes



LET US DO 18.2

What makes us give gifts to our parents? How do we expect them to respond to our token of affection?

Tick your choice

- (i) Take it and put it among other gifts.
- (ii) Give us a return gift.
- (iii) Appreciate our feelings behind it.

Kezia gives a gift to her father on his birthday. Let us read and find out how he responds to her.

18.2.2 PART 2

One day when she was kept indoors..... red colour flew in to the cheeks.

On the suggestion of her grandmother Kezia makes a beautiful pin cushion for her father's birthday. She thought he would appreciate her feelings behind it. Out of ignorance she stuffed it with papers which were very important to her father. He was furious when he came to know about this. She pleaded that it was for his birthday. Instead of being soft to her he punished her by hitting her palms with a ruler. She screamed but her father believed this was the only way to teach her not to touch what did not belong to her. Kezia was deeply hurt at heart. Her question to her grandmother 'What did God make fathers for?' shows the intensity of her feelings. Her grandmother believed that she would forget the incident but she did not. She was hurt emotionally. Physical wounds heal but emotional ones don't.



INTEXT QUESTIONS 18.2

Let us answer the questions:

1. Tick the correct answers to complete the statements:
 - A Kezia made a pin cushion for her father because
 - a. she loved him and wanted to give him a surprise.
 - b. he needed it for his study table.
 - c. her grandmother gave her the idea.
 - B. Kezia's father punished her because
 - a. he didn't love her.



- b. he already had a pin cushion.
 - c. Kezia had accidentally destroyed father's speech and punishment was his way of teaching her a lesson.
2. Kezia's grandmother believed that Kezia would forget the pain by next morning. Was she right? Pick out the words from the text to support your answer.
 3. Kezia told the truth to her mother about the missing sheets of paper. Her mother handed her over to her father. Do you think it was right on her part? If you were in her mother's place, what would you have done?
 4. Kezia clung to her grandmother and sobbed, "What did God make fathers for"? Why do you think she said so? Choose the correct option:
 - a. She found her father to be harsh and angry all the time.
 - b. She wanted to be with her grandmother only.
 - c. She wanted her father to spend more time at home with her.
 5. You are Kezia. Express your feelings about your father's behaviour when you gave him a birthday gift. Write your answer in 50-60 words.



LET US LEARN NEW WORDS 18.2

1. Pick out the words from the passage which are similar in meaning to the following:
 - a. small pieces of something _____
 - b. shouting with anger _____
2. Fill in the blanks in each of the following sets of sentences with suitable words from the bracket.
 - a. (planned, suggested, advised)
 - (i) My brother _____ me to see the doctor without delay.
 - (ii) My friend _____ that we should go for evening walk together.
 - b. (preparing, making, doing)
 - (i) My sister is _____ a beautiful sweater for me.
 - (ii) Sooraj will not accompany us as he is _____ for exams.
 - c. (gazed, stared, glanced)
 - (i) She became self conscious when her teacher _____ at her.
 - (ii) Both father and daughter _____ at the stars as they sat by the lake.



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18.2.3 PART 3

The McDonaldsWhat a big heart you have, father dear.

Let us read and find out what Kezia's choice is: Kezia never got an opportunity to enjoy the company of her parents. She did not have an open relationship with them. In this unit we shall read what she thought when she found the McDonalds playing and enjoying together. She could see the thrill and joy on their faces. She wondered if it could be the same with her family. Her father had never been friendly with her, never encouraged her to feel free with him. She realized that all fathers are not alike. Her father was of a different sort. However, she wanted to enjoy her parents' company.

Another incident happened which made Kezia realise something new about her father. Kezia was left alone at night when her mother was hospitalized and her grandmother accompanied her (mother). She had a nightmare. She screamed calling out for grandmother. Her father came and comforted her. She had an opportunity to be close to him. The way he cared for her, comforted her, gave her a sense of security by taking her under his arms and made her realise that her father had indeed a big heart. He was not able to spend time with her because he was busy during the day. She says, "You have got a big heart, father dear."



LET US DO 18.3

On Sunday your father gives you a choice: spend the day with your parents or go with your friends. What will you choose? Give at least two reasons for your choice.



INTEXT QUESTIONS 18.3

A. Let us answer the following questions:

1. On the basis of your reading of the unit fill in the blanks in the following passage. The first letter of the word is given as a hint.

Kezia observed in the McDonalds family, that their father was d_____ from her father. He spent _t_____ in the _c_____ of his five children. All of them were _f_____ with their father and their life was _h_____ and _i_____. She thought perhaps all fathers are not _s_____.

2. Write short answers to the following:

- (i) Why was Kezia scared of being alone in the dark?
- (ii) Why did Kezia cry out for her grandmother? Who attended to her?

The Little Girl



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- (iii) What did Kezia's father do when he found that she was frightened?
- (iv) Kezia found her father soft and caring. What did she think about her father after the incident of the nightmare?
- 3 Tick the right choice to complete the following statement:
- On the night when Kezia was alone her father was very caring and warm in his behaviour towards her because
- (i) Kezia's grandmother had instructed him to be so.
- (ii) Kezia had called out for him.
- (iii) he cared for her though he had never expressed it.



LET US LEARN NEW WORDS 18.3

1. Pick out the words from the passage which mean the opposite of the following:
- Soft _____
 - Light _____
2. Fill in the blanks using appropriate words from the ones given in the box.

asked, shouted, screamed, trembling, shivering and shaking

- (i) My teacher found me _____ with cold in the examination hall. She gave me her shawl. I felt warm and comfortable.
- (ii) During our visit to a zoo a Cheeta broke out of its cage and ran about. We stood _____ under the tree fearing its attack.
- (iii) The mother _____ for help when her child fell into the ditch.
- (iv) Sagar _____ at the worker when he dropped the hammer on the glass table top.



18.3 LET US LEARN GRAMMAR

Exercise 1

1. Read the following sentences and underline the verbs.
- (i) Raman wanted to continue his studies after schooling but his father wanted him to join the family business. Raman discussed it with him and ultimately convinced him that he would help him as well as continue his studies through NIOS.



- (ii) Yesterday I called my manager and expressed my desire to be allowed to handle the new machinery.

Note-These verbs are in their past form and are the example of simple past tense. Simple past tense refers to the action which took place in the past and the verbs (action words) are used in their second form.

Simple past is some times indicated by the past signals such as 'yesterday', 'last Sunday', 'previously' etc.

2. Fill in the following blanks with the correct form of the verbs given in brackets.

Last Monday we _____ (go) to attend parents' day in my daughter's Aanganwadi school. The teacher _____ (tell) me that she _____ (want) to participate in sports as well as cultural activities in the *Aanganwadi* but due to her poor health she _____ (allow) her to take part only in one activity.

Exercise 2

1. Read the following sentences carefully and notice the structure of each sentence.
- Why did he give up his studies after schooling?
 - He gave up studies because his father wanted him to help him in his family business.
 - Didn't you advise him to join NIOS and appear for his examination?
 - Yes, I told him about NIOS. He said that he would think over it.

- Sentence (a) begins with interrogative word 'Why' and a question has been asked. The structure of the sentence is: 'interrogative word + did + subject + verb in its root form'.
- e.g., why + did + he + give up?
- Sentence (c) is also a question beginning with didn't (negative) + subject + verb in its root form + object. These questions are in the simple past tense.
- Sentence (b) and (d) are statements in the past tense, and their structures are sub + verb + object.

Note: Statements (positive) in simple past take the 2nd form of the verb but Interrogative sentences begin with interrogative words - (when, why, where) followed by did/didn't and subject, and the verb is used in its root form.

- Read the following statements and write appropriate questions against each one keeping the underlined words in focus. One has been done for you:

Example:

Statement: Last Sunday he went to Chennai.



Q. When did he go to Chennai?

- (i) He joined his office last month.

Q. _____ ?

- (ii) They built their office in Badli Village, after shifting from Badarpur.

Q. _____ ?

- (iii) They sold their old house in order to buy a new one.

Q. _____ ?



18.4 LET US WRITE

1. Write about Kezia's father's attitude towards her in 50-60 words.
2. Think of a situation when someone did not listen to you. How did you feel at that time? Express yourself in 100 words.
3. Imagine that you are Kezia's father. The incident of the nightmare has brought about a change in your feelings/attitude towards Kezia. Write your experience, in about 80 words.
4. 'The dark didn't matter, she lay still.' Explain the significance of the statement with reference to Kezia's relationship with her father.
5. Describe any incident where you misunderstood a person, but later realised the truth.



WHAT YOU HAVE LEARNT

In this lesson you have learnt the importance of inter-personal relationships between parents and their children, siblings and elders in a family for a smooth and successful life and a congenial atmosphere in the family.

For better relationship the first and foremost factor is mutual interaction and regular communication among the members of a family because through communication only we can understand each other's aspirations, expectations, desires, strengths and weaknesses in a better way.

It is essential that parents should spend time with their children. They should give them freedom and opportunities to express themselves. Parents should give them respect and due attention to boost their self esteem and self confidence. Children don't like when parents/elders thrust their view point and decision on them. This attitude curbs their free thinking, creativity, independent decision making ability, in other words the spontaneous development of personality gets hampered. Another important factor affecting relationship



Notes

is that each member- child or parents should feel the necessity of fulfilling responsibilities towards one another. Otherwise things don't work and there cannot be mutual understanding and comfortable atmosphere in the family.



TERMINAL QUESTIONS

1. Answer the following questions in about 100 words each.
 - (i) Comment on the role of grandmother in trying to make the family atmosphere warm and friendly.
 - (ii) Why do you think people give gifts to their loved ones?
 - (iii) Do you think Kezia's father was a cruel man who didn't love his daughter? Give reasons.
2. You are Seema /Arjun. You have got an appointment with Kezia's mother for an interview. Complete the following conversation you had with Kezia's mother using the words/phrases given in the box at the end:

Arjun: Good morning Madam.

Mother: Good morning, please, come in.

Arjun: Madam your daughter Kezia is a sweet girl. It seems she is very scared of her father. Is she scared of you too?

Mother: She is very shy and sensitive. She takes her father's comments to heart. I don't think she is scared of me.

Arjun: That's good. I hope you _____ with her.

Mother: Not much, because the _____ keeps me busy. In addition I work for a _____ from home. Her grandmother is there to give her _____

Arjun: Why is her father always so _____ with her? Doesn't he _____ for her?

Mother: He does. But he doesn't _____ it.

Arjun: Why don't you support her when her father scolds/punishes her? Don't you care for her feelings?

Mother: Her father doesn't _____ to me because he believes he is always _____.

angry, company, spend time, care, listen, right, household work, show, firm



3. Given below are the extracts from the personal diaries of three students about their relationship with their parents. Go through them and write briefly about your relationship with your parents.

A. My parents are very strict about my daily routine, such as studies, food habits, choice of clothes, hobbies, friends etc. They think they are always right.

They expect me to obey them, help them, follow their orders, then everything will be smooth in our life. How shall I learn to meet the challenges of the changing world? I don't understand.

B. I am free to pursue my routine, have my likes and dislikes. My parents guide me when and where I need. I discuss and argue with them. But the decision is my own. They are my friends rather than my bosses. I am really fortunate. I feel it is my responsibility to share their problems and support them in their hour of need.

C. My parents are very liberal in providing me a comfortable life and freedom, but they have no time for me. They don't bother to spend time with us. I wish I could share my experiences and problems with them and feel a family bond.

Now write about your relationship with your parents in your diary.

**ANSWERS****18.2.1 PART 1****INTEXT QUESTION 18.1**

1. (i) Kezia was scared of her father and therefore did not feel free with him. It is evident from the expressions in the text. 'He was a figure to be feared and avoided'.
- (ii) Lack of confidence in the presence of her father. She never stuttered in the presence of others.
- (iii) Kezia's parents never encouraged her to have a free and informal interaction with them. On Sunday noons her grandmother sent her to the drawing room to have a nice talk with them. She always found her father stretching on the sofa with his handkerchief on his face and her mother reading. She sat on a stool watching them and waiting for their attention until he woke up, looked at her. Instead of giving a welcome smile and calling her affectionately to him, he remarked 'Don't stare so, Kezia, you look like a brown owl'. Such remarks would certainly work as a blow to the child's desire to get closer to her parents.



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(iv) You will give your own expectation. You can start with '*I would expect ...*

2. Hint

- spend time with her
- pay attention to her
- take interest in her
- guide her, wherever necessary

3. You shall give your own expectation. You can start with '*I would expect ..*

4. a) True, b) Not sure, c) Not sure, d) True, e) Not sure, f) True

5. All the above reasons

LET US LEARN NEW WORDS 18.1

gravely

wretched

18.2.2 PART 2

INTEXT QUESTION 18.2

1. (c)
2. (c)
3. No, she was not right because Kezia didn't forget it. Whenever she saw her father she put her hands behind her.
4. Put yourself in mother's place, think over the situation and write your own answer.
5. (a)

LET US LEARN NEW WORDS 18.2

1 (a) scraps

(b) hue and cry

2 a (i) advised (ii) suggested b (i) making (ii) preparing

c (i) stared (ii) gazed

18.2.3 PART 3

INTEXT QUESTION 18.3

1. different, time, company, free, happy, interesting, similar

The Little Girl



Notes

2. (i) She had nightmares when she was alone in the dark.
(ii) Because she had a nightmare, her father attended her.
(iii) He carefully tucked up the child and lay down beside her, snuggled her head under his arm.
(iv) She realized that her father was a soft hearted man. He could not spend time with her because he was busy in business matters.
- 3 (iii)

LET US LEARN NEW WORDS 18.3

1. hard, dark
- 2 (i) shivering (ii) trembling (iii) screamed, (iv) shouted

18.3 LET US LEARN GRAMMAR

Exercise 1

- (i) Raman wanted to continue his studies, after schooling but his father wanted him to join the family business. Raman discussed with him and ultimately convinced him that he would help him as well as continue his studies through NIOS.
 - (ii) Yesterday I phoned my manager and expressed my desire to be allowed to handle the new machinery.
2. went, reported, wanted, allowed

Exercise 2

- (i) When did he join his office?
- (ii) Where did they build their office after shifting from Badarpur?
- (iii) Why did they sell their old office?

18.4 LET US WRITE

To answer this questions you can consider the following words and expressions

Always gave instructions/advice, disapproved every action of hers , didn't give her time, never encouraged her for interaction, harsh in his behaviour, used unpleasant words for her.

TERMINAL QUESTIONS

1.
 - (i) She played the role of an elderly and caring person in the family, spent time with Kezia and took interest in her matters, encouraged her to have a nice talk with her parents,



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The Little Girl

advised her to make a pin cushion for her father with the intention to bridge the communication gap between the two.

- (ii) We exchange gifts as a token of love and regard and to enhance our relationship, and to show that we care for their likes, tastes and needs. It provides an opportunity to spend time with them, to have communication and interaction with them.
 - (iii) No, he wasn't cruel. He was a father of a different sort. He advised her to be nice, disciplined and an obedient girl. It shows that he wanted to see these qualities in Kezia. When her mother and grandmother were in the hospital she was alone at home at night and when she screamed and called for grandmother her father immediately came to her and remained with her throughout.
2. Spend time, household work, firm, company, angry, care, show, listen, right.



19



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A PRAYER FOR HEALING

From ancient times, people across the world, belonging to different cultures and different religions, have prayed to various objects of nature – the sun, moon, stars, earth, wind, water bodies, plants, and animals. This is because man has recognised their importance from the very beginning. The earth is our home, our only home. But have we been good to it? Do we think of protecting it? Do we think of taking care of it? ‘A Prayer for Healing’ is a poem about the earth and about us. It is an appeal to all the people around the globe to make a collective effort to heal the earth. Let us read it.



OBJECTIVES

After completing this lesson you will be able to:

- recognise the importance of planet earth and related environmental issues;
- spread awareness about environmental issues by writing letters, slogans, and through discussions;
- read and enjoy a poem;
- explain the central idea in the poem;
- justify the choice of words in the poem;
- identify the refrain in a poem/song;
- write a letter to the editor of a newspaper, and
- enhance your vocabulary.



Notes



19.1 LET US READ THE TEXT

A Prayer for Healing

A PRAYER FOR HEALING

We join with the earth and with each other
 To bring new life to the land
 To restore the waters
 To refresh the air

We join with the earth and with each other
 To renew the forests
 To care for the plants
 To protect the creatures



We join with the earth and with each other
 To celebrate the seas
 To rejoice the sunlight
 To sing the song of the stars

We join with the earth and with each other
 To recreate the human community
 To promote justice and peace
 To remember our children

We join with the earth and with each other
 We join together as many and diverse expressions

Of one loving mystery, for the healing of earth and the renewal of all life.

restore: to bring back (something) to its original or former condition

refresh: to make fresh and pure again

renew the forests: to make the forests grow back (as if new)

celebrate: to show that we value and appreciate something

rejoice: to express happiness

recreate: to make it better

community: group of people living in a particular area or place

promote: to help to develop

diverse: different

mystery: something not understood

healing: making whole and healthy again

renewal: making new again



19.2 LET US UNDERSTAND THE TEXT

19.2.1 PART 1 (Stanzas 1, 2 and 3)

We join with the earth and with each other..... To sing the song of the stars.

We all need air, water and food to live. The earth and its atmosphere give us all these. If we want fresh air and water in the future, we must take care of our land, the air around us and the water sources, by not polluting them and by preventing people who try to do so.

Earth is our home and also the home of many plants, trees, animals, birds and insects. When trees are cut down and water bodies are polluted, many creatures lose their homes. Some species from the animal and plant world are already extinct and some are in danger of becoming extinct. We must protect them and take care of them. Forests, the green cover of the earth, must be looked after too.

Can you imagine the night sky without stars? Do you like looking at the shimmering waters of the oceans and seas? On a cold, winter day, have you ever wished for the sun to come out and warm you? We feel happy because we get to enjoy these wonderful gifts of nature. They are not only beautiful but they also sustain (preserve, protect and support) life.



INTEXT QUESTIONS 19.1

1. Tick the correct option.
‘We join with the earth and with each other’ means that
 - a. we are related to each other.
 - b. we agree to work together.
 - c. we should hold each other’s hands.
 - d. we live on the earth.
2. What do the words/phrases ‘to bring to new life’, ‘to restore’, ‘to refresh’ and ‘to renew’ suggest?
3. What ‘creatures’ are being referred to in this unit? Tick the correct option.
 - a. ghosts and spirits
 - b. all types of animals, birds and insects
 - c. human beings who are dependent upon others
4. The words ‘celebrate’ and ‘rejoice’ are expressions of joy.
We celebrate the birth of a child because we are happy. We rejoice in the fact that free and compulsory education is the right of every child now.
But why have these words been used in the context of the sea, sunlight and stars?



LET US LISTEN 19.1

We have only one earth, so we must do our bit to protect it and keep it clean. Environmental slogans help to create awareness about environmental issues.

Form a buddy group. One by one, read aloud the slogans given below.

Let's go green to get our globe clean	When you refuse to reuse, it's our earth you abuse	Air is nothing but life, if polluted how can we survive?
Earth isn't disposable	Earth Day Every Day	Heal the world! Make it a better place
Give earth a chance	When the earth dies, where will you live?	Save forests. Save wildlife
Living beings are equal, protect wildlife to preserve equality	To sit in the shade, you have to save paper first	Reuse the past, recycle the present, save the future
Say NO to crackers	Crackers are of no use, they are just environment abuse	Better earth, better life, better tomorrow...
Save Your Planet, Save Yourself		Your Planet Needs You— Unite to Combat Climate Change

Now make at least two slogans on your own.

A Prayer for Healing



LET US DO 19.1

Take a shopping bag made of cloth or jute. Using fabric colours, write the slogan you liked best in bold letters on the bag. If anyone asks you about it, explain to him/her the importance of the slogan.



LET US TALK 19.1

In your 'buddy group', read aloud *A Prayer for Healing*.

Ask your friends to come up with ideas to preserve the environment (for example, plants, animals, forests, water, air and others)

Write them down in your notebook.

Which ones do you already follow in your day-to-day life? Which two would you like to follow?

If you and your friends have difficulty in coming up with ideas, re-read the slogans given in the section **Let Us Listen** to help to think of ideas.



DO YOU KNOW



- Almost 24 trees are cut down to produce 1 ton of newspaper.
- Recycling 1 ton of paper saves about 17 mature trees, 7,000 gallons of water, 3 cubic yards of landfill space, and 2 barrels of oil.
- Recycling one aluminum can save enough energy to run a 100-watt bulb for 20 hours, a computer for 3 hours, or a TV for 2 hours.
- Plastic takes up to 500 years to decompose.
- Glass is 100% recyclable and can be used innumerable times.



LET US DO 19.2

A. i. Find a poem or song that is related to the environment in any language.

and/or

Compose a short poem (of at least eight lines) related to the environment.



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ii. Share it with your buddy group.

B. Different festivals are celebrated for different reasons.

- Do you know of any festival in which the sun, stars, water bodies, animals or plants are worshipped (especially in the area/state in which you live)?
- Talk to your elders and neighbours to find out.
- On a sheet of paper, write down the name of the festival, the reason it is celebrated and how it is celebrated.
- Also find out if there is a folk tale associated with it and narrate it your family or friends.

19.2.2 PART 2 (Stanzas 4 and 5)

We join with the earth and with each other.....and the renewal of all life.

The first three stanzas talk about caring for the land, air, water, plants, animals and other natural objects. In this unit, the focus is on the human world. The poet suggests that we should work together to make the human world a better place to live in. We should try to leave the earth in a good condition for the future generations. Don't you think so too? All human beings differ from each other in some way, but we share the same home – the earth, and must work collectively to protect and preserve it.



INTEXT QUESTIONS 19.2

1. What do you think the poet means by 'recreate the human community'?
2. Tick the correct option.
 'To remember our children' means that.....
 - a. children will be adults in future.
 - b. parents love their children.
 - c. we should leave behind for our children a better world.
 - d. naughty children can destroy peace.
3. What two things does the poet want us to promote? (Answer in 30 words.)
4. What does the poet mean by the phrase 'many and diverse expressions of one loving mystery'?



? DO YOU KNOW

To spread awareness about issues related to the earth and its environment, various initiatives have been taken up worldwide. Some important days that are celebrated internationally are:

EARTH DAY – 22 APRIL

Earth Day is celebrated to make people appreciate the earth’s natural environment and raise awareness about its condition. It was first held on April 22, **1970**. It is now celebrated in more than 175 countries every year.



WORLD WATER DAY – 22 MARCH

Water is a basic requirement for all forms of life. It’s very important to utilise and manage this resource in a sustainable manner. In order to create awareness about it, in **1993**, March 22 was declared as World Day for Water.



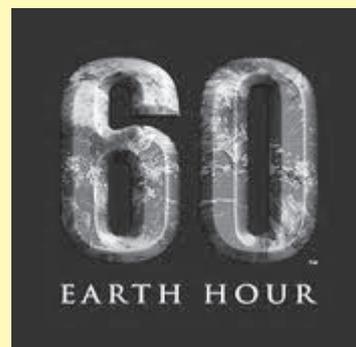
WORLD ENVIRONMENT DAY-- 5 JUNE

World Environment Day (WED) was first observed in **1972** to mark the opening of the Stockholm Conference on Human Environment. It is commemorated every year on June 5 to stimulate awareness of the environment and to encourage political attention and action.



EARTH HOUR – Last Saturday of March

Earth Hour is a global event organised by the World Wide Fund for Nature (WWF). It is held every year on the last Saturday of March. It asks households and businesses to turn off their non-essential lights and other electrical appliances for one hour, to raise awareness of the need to take action on climate change. Earth Hour was jointly initiated by the WWF and the *Sydney Morning Herald* in **2007**, when 2.2 million residents of Sydney (Australia) participated by turning off all non-essential lights.





Notes

19.3 APPRECIATION

Refrain

When a line is repeated several times in a poem, it is called a refrain. A lot of songs (which are often a form of poetry) contain a refrain. A refrain usually conveys the central idea of the song/poem.

Read the song given below.

WE SHALL OVERCOME

We shall overcome, we shall overcome,
 We shall overcome some day
 Oh, deep in my heart,
 I do believe that we shall overcome some day

We shall all be free, we shall all be free,
 We shall all be free some day
 Oh, deep in my heart,
 I do believe that we shall overcome some day

We shall live in peace, we shall live in peace,
 We shall live in peace some day
 Oh, deep in my heart,
 I do believe that we shall overcome some day

The refrain in this song is: *I do believe that we shall overcome some day*

Exercise

- a) Read aloud *A Prayer for Healing*.
- b) Identify the refrain.



LET US DO 19.3

Given below are the names of some organisations working for the protection of the environment:

INTERNATIONAL

- Intergovernmental Panel on Climate Change (IPCC)
- United Nations Environment Programme (UNEP)
- Friends of the Earth

A Prayer for Healing

- Green Cross International
- Greenpeace
- International Union for Conservation of Nature (IUCN)
- World Wide Fund for Nature (WWF)

NATIONAL

- Ministry of Environment and Forests, Government of India
- Forest Survey of India (FSI)
- Central Pollution Control Board (CPCB)
- Forest Research Institute (FRI)
- The Energy and Resources Institute (TERI)
- Bombay Natural History Society (BNHS)
- Wildlife Protection Society of India (WPI)

Task: Find out about the objectives and activities of any two of the organisations mentioned above.



LET US LEARN NEW WORDS 19.1

In this lesson you have learnt about the importance of protecting and preserving the environment.

Given below are the meanings of some words/terms that are often used in this context:

- **pollution:** the release of harmful and/or poisonous substances in the environment
- **deforestation:** clearing of forests by cutting of trees
- **conservation:** protection of a resource from harm, destruction, wastage and overuse
- **biodegradable material:** material that can be decomposed by bacteria or other living organisms. Examples: vegetable peels, paper, cloth.
- **non-biodegradable material:** materials that do not biodegrade or do not biodegrade easily. Examples:
 - a) Glass bottles – take a million years to biodegrade
 - b) Aluminium cans – take 80-100 years to biodegrade
 - c) Styrofoam glasses – take 500 years - forever to biodegrade

Now that you have understood the meanings of these words, select the appropriate word from the box and fill in the blanks to complete the sentences given below.

biodegradable, conservation, pollution, non-biodegradable, deforestation

- 1) _____ waste should be put in green dustbins and _____ waste in blue dustbins.



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- 2) Almost seventy per cent of the earth's land animals and plants live in forests, and many cannot survive the _____ that destroys their homes.
- 3) Different activities of man have caused different kinds of air and water _____.
- 4) People all over the world need to work for the _____ of natural resources.



LET US DO 19.4

After reading *A Prayer for Healing*, you have developed awareness about the need for environmental protection. Now look at the advertisement given below.



(published in the *Hindustan Times* on 25 March 2011)

- a. Who has issued this advertisement?
- b. What does the advertisement ask the people to do?
- c. Show this advertisement to your buddy group. Discuss Earth Hour in the group. Tell your buddies (friends) to talk about the advertisement to at least 5 people.
- d. Cut more such advertisements that are issued to create awareness about environmental protection and paste them in a scrap book.



19.4 LET US WRITE

Formal Letter to the Editor of a Newspaper

It is said that the pen is mightier than the sword. By writing a letter to the editor of a

A Prayer for Healing

newspaper, you can share your views about important issues with a large audience. A well-written and timely letter can create awareness about environmental protection, and influence readers and even government policy.

Tips on Writing a Letter to the Editor

- A letter to the editor of a newspaper may be a response to an article in the newspaper, or it may be written to express your views and thoughts on important issues.
- When responding to an article in the paper, begin your letter by mentioning the heading and date of the original article, along with the name of the correspondent (journalist, writer).
- Always keep your letter to the editor brief, to-the-point and interesting.
- Support your letter with accurate facts and statistics.
- Open your letter with a strong statement.
- Close the letter with possible solutions/thoughts for the readers to remember.

Exercise

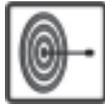
Write a letter to the Editor of a news paper discussing any two environmental issues that concern you the most. Outline the consequences of what might happen if no action is taken. Also give probable solutions to the problems. Use the format given below.

Format of a Formal Letter

Sender's address: _____ _____
Date: _____
The Editor The _____ _____
New Delhi-110001
Respected Sir/Madam, Subject: _____
Body of the letter
Yours sincerely/Yours truly _____ your name



Notes

**WHAT YOU HAVE LEARNT**

For our health and happiness, we need a healthy environment — everything that surrounds us including the air, water, land, plants, animals and man-made things.

A Prayer for Healing creates awareness about the need for environmental protection. There is an urgent need to make global and united efforts to control and stop environmental damage. We should live respectfully on earth; we have no other home; earth is our only home.

**TERMINAL QUESTIONS**

1. What is the main idea of the poem *A Prayer for Healing*?
2. Can you think of another title for this poem?
3. Earth is our home. It is the home of many other creatures too. Imagine that you are a bird living in a nest on a tree. Suddenly you find that the tree has been cut. How would you feel and what would you do? (Answer in about 50-75 words.)
4. Which aspect of your natural environment (water bodies, trees, mountains, birds, animals, etc.) appeals to you the most? Why? Suggest two ways in which you would take care of it.
5. This poem is an appeal for the healing of the earth. Do you think the earth needs healing (making healthy again)? Why/Why not?
6. Which stanza/s of the poem do you like the most? Why?
7. How can you contribute towards healing the earth? Read the following suggestions and tick the ones that you already follow or want to follow in the future.
 - a. Spreading awareness about environmental issues
 - b. Joining an NGO/organisation working in the field of environmental protection
 - c. Adopting environment-friendly measures in day-to-day life
 - d. Stopping people who are polluting the environment
 - e. Following some other ways _____

**ANSWERS****19.2.1 PART 1****INTEXT QUESTIONS 19.1**

1. b. we agree to work together.

A Prayer for Healing

2. They suggest that life, air, water and forests should be brought back to their old condition—when the air was pure, the water was clean and plentiful, and forests were thick and full of trees, resources were not overused, animals and birds were safe in their natural habitat and not hunted by human beings.
3. b. all types of animals, birds and insects
4. The sea, the sun and the stars are wonderful gifts of nature. They are beautiful and sustain (protect, preserve and support) life. We feel happy to see them. The words ‘celebrate’, ‘rejoice’ and ‘sing’ are all used to express our happiness, and hence have been used in context of the sea, sun and stars.

LET US TALK 19.1

Suggested responses:

- Turn off all lights that don't need to be on.
- Buy energy-efficient bulbs and appliances.
- Try to use solar water heaters.
- Water the plants in the evening.
- Use recycled products, especially paper. (Use grey paper registers instead of white)
- Re-use envelopes, jars, paper bags, scrap paper, etc.
- Take a print-out only when absolutely necessary.
- Avoid using anything made of plastic foam.
- Join a car pool or use public transport to commute if travelling long distances.
- Enjoy sports and recreational activities that use your muscles rather than petrol and/or electricity.
- Try to compost kitchen and garden waste.
- Participate in events such as the Earth Hour.
- Volunteer to support the initiatives launched by the government and NGOs for environment protection.

19.2.2 PART 2

INTEXT QUESTIONS 19.2

1. It means that we should try and create a community where people live in harmony with each other and with their surroundings, where justice is valued, where all living things – animals, birds, plants and human beings are respected and cared for.
2. c. we should leave behind for our children a better world.



Notes



Notes

3. Justice and peace
4. Individual responses.

Suggested response: No two human beings on this planet are exactly the same. They are different from each other due to their looks, temperament, culture, beliefs or religion. Yet there are many things that all human beings have in common. We need to live in harmony with each other and with nature.

19.3 APPRECIATION

Refrain: *We join with the earth and with each other*

LET US LEARN NEW WORDS/PHRASES 19.1

1. Biodegradable, non-biodegradable
2. Deforestation
3. Pollution
4. Conservation

LET US DO 19.4

- a) Department of Environment & Forests, Government of NCT of Delhi
- b) The advertisement asks people to save power for one hour on a specific date and at a specific time.

19.4 LET US WRITE

Individual responses.

TERMINAL QUESTIONS

1. This poem is an appeal to everyone to work together to bring the earth back to its old healthy state, to protect it and leave it in a good condition for the future generations.
2. Individual responses
Accept all responses
3. Individual responses
Accept all responses
4. Individual responses
Accept all responses

A Prayer for Healing

5. Individual responses

Suggested response

There is a need to heal the earth because over a period of time many harmful substances have been, and are being added to the environment. This has caused air, water and land pollution. Also, the earth's resources are limited but the needs of human beings are many. As a result there is a shortage of resources. Therefore resources should be conserved, especially those resources which cannot be renewed. If the earth and its resources are safe then mankind will be safe, because mankind depends on the earth's resources for all its needs.

6. Individual responses

Accept all responses

7. Individual responses

Accept all responses

8. Individual responses

Accept all responses



Notes



202en20

20

NEW GOOD THINGS FROM RUBBISH

‘We do not own the Earth, we hold it in trust for the future generations.’ With increasing population and consumption, and changing **life style** and technology, the needs of people are also increasing. We need more paper for books, notebooks and newspapers, more metal for making vehicles, more plastic for day to day life and so on. If we make new materials every time we need new things, it will result in a gradual **decline** of our natural resources. Waste materials will keep collecting and our beautiful earth will start to look like a garbage bin. Hence it is important to control our wasteful habits. We must understand that old metal or plastic utensils, old books, newspapers, and other waste can either be reused or recycled. But is it possible to recycle all our rubbish in an equally profitable way? Or should we recycle a few of the waste materials and leave the rest? Let’s read to find out more about recycling.



OBJECTIVES

After completing this lesson you will be able to:

- develop self awareness about your actions in relation to the wastage/conservation of Earth’s resources;
- suggest different methods of recycling in everyday life;
- recognize the importance of preventing the wastage of Earth’s resources;
- express your views on saving resources;
- justify the need for recycling;
- identify words associated with natural resources;
- develop a dialogue;
- identify and use conjunctions, and
- describe a process using the passive voice.

life style -way of living that reflects our attitudes and values

decline – gradual reduction

bin - a container for putting rubbish

recycle -transform old or waste material into new, useful things

reuse - use the same object over and over without changing its form



20.1 LET US READ THE TEXT

Recycling rubbish not only helps save money-it also helps the environment. We **lessen** the pollution that is created by burning rubbish and we save valuable **resources**. Western countries waste a great deal of the earth's resources. For example, in the USA about 75,000 trees are **felled** every week just for printing the Sunday edition of the New York Times. Recycling used paper would easily save these trees.

Many countries encourage recycling and new technology allows more waste to be reused. Most of the world's rubbish can be reused-paper, metals, glass, and even some plastics.

Plastic is one of the most difficult substances to recycle, because it comes in so many varieties. Some plastic bottles, for example, consist of six layers of different types of plastic, each designed to give the bottles certain qualities - shape, strength, flexibility. And as yet there is no simple way to turn an old plastic bottle into a new one.

Plastic scrap can only be turned into a product of lower quality - a plastic might be cleaned, cut into very very tiny pieces and used to stuff seat cushions, a mixture of plastic waste can be recycled into plastic 'timber' and used to make durable fencing. But a lot of plastic waste still has to be thrown away.

Metals are different. Any car on the road today will consist, in part, of earlier cars that have been scrapped and recycled into new steel and other metals.

The more valuable the metal, like gold and silver, the more it pays to recycle it. Aluminum is worth recycling because **extracting** it from Bauxite consumes a huge amount of electricity. Since most Aluminum today is recycled, the energy used to make Aluminum has fallen by a quarter since the early 1970's.

Glass is also worth recovering. The most sensible method is to use glass bottles as often as possible. In countries which still use milk bottles, the average bottle makes about 30 trips to and from the dairy.

Broken glass known as 'cullet' can also be recycled, and many western countries have bottle banks into which used bottles can be thrown. Usually there are payments. Bottle banks depend on people's goodwill. The success of bottle banks varies widely from country to country. The **Swiss** and **Dutch** recover 50 percent of their glass, while in Britain only 12 percent is recovered. In India of course, we sell our bottles which are then reused.

Glass is best separated by colour, since cullet of mixed colours can be used only to make green glass. Broken glass can be remelted in furnaces and then it can easily be shaped into new bottles or other objects.



Notes

lessen – reduce

felled – cut down

resources-materials required to produce things we need

extracting- taking out

Swiss - the people of Switzerland

Dutch – the people of the Netherlands/ Holland



Notes

Half the world’s waste consists of paper. Many countries import waste paper rather than new **pulp** for their paper mills. The waste is pulped, cleaned and bleached to remove most of the ink and dirt, before it is turned into new paper in the same way as wood pulp or rags, Japan now makes half its paper by recycling.

It is true that in India we generally avoid waste. However, as we enter the twenty-first century, we are beginning to **imitate** some of the wasteful habits of the western countries. This is something that all of us need to think about.

20.2 LET US UNDERSTAND THE TEXT

20.2.1 PART 1

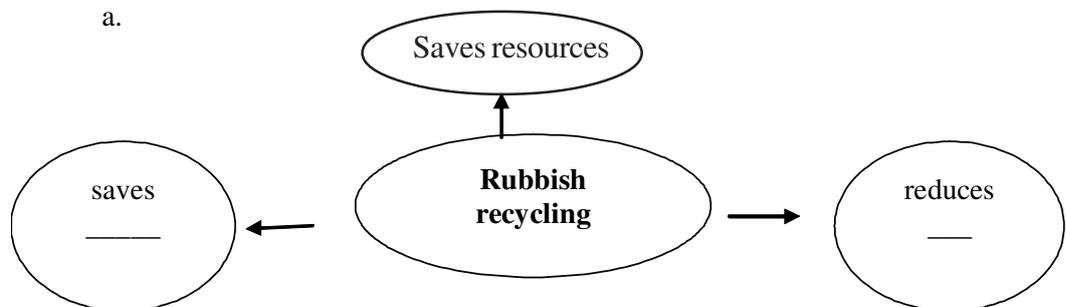
Recycling rubbisheven some plastics.

Reusing rubbish is one of the important ways of reducing pollution. Rubbish which is not reused is disposed of by burning. This leads to pollution. The cutting down of thousands of trees for the purpose of printing newspapers leads to a waste of the earth’s resources. Instead, if we reuse the most commonly used paper, metal, glass and plastic objects, it will help us save natural resources and our environment.



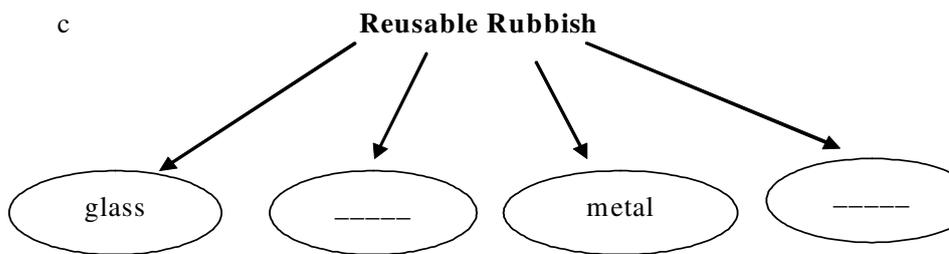
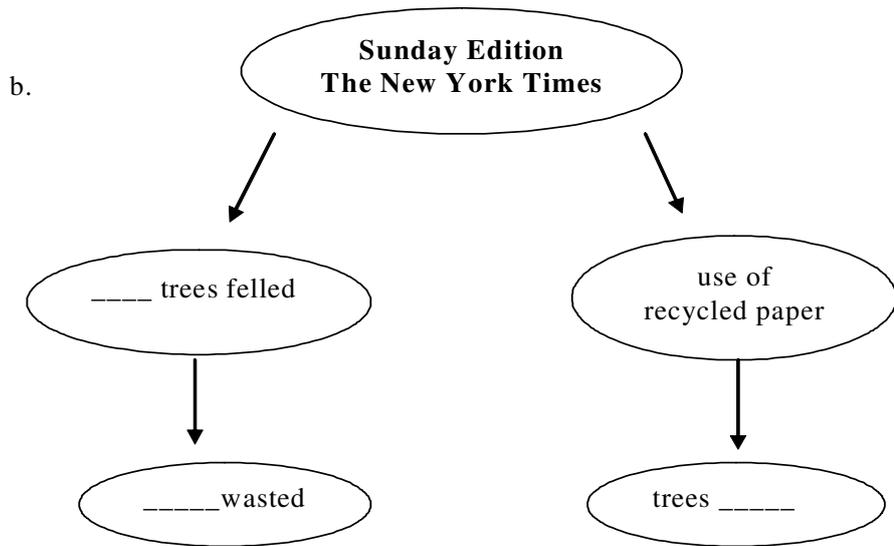
INTEXT QUESTIONS 20.1

- I. State which of the following statements are false and why.
 - a. Recycling is the need of the hour.
 - b. We should burn our rubbish.
 - c. Recycling means reusing waste material.
 - d. Thousands of trees are felled to print the Sunday edition of the New York Times.
- II. How is the reusing of waste beneficial? Explain.
- III. Summarise the passage by completing the following web:



pulp- soft, thick, shapeless mass

imitate- copy action (s)



? DO YOU KNOW

RECYCLING SAVES

energy

equal to energy
generated by eight
nuclear power plants

material

equal to the weight
of a 1650 mile long fully
loaded train



LET US DO 20.1

When a gift is presented on a birthday, at a wedding, or on a festival, it is wrapped in a beautiful paper. This paper is thrown away later.



Fig. 20.1

Task 1. Think about and write down three more ways in which paper is often wasted.

Task 2. What can we do to put a check on such wastage? Suggest any two ways.

20.2.2 PART 2

Plastic is one.....since the early 1970's.

It is not easy to recycle plastic. It is also not possible to make good quality plastic products out of recycled plastic. But it does not mean that plastic is a complete waste after it has been used once. Some of the plastic we use can be reused for filling cushions or recycled for making fences. Metal products can be reused in many ways. Metal recycling not only saves natural resources, but also a lot of electricity and energy.



LET US DO 20.2

Try to find out about the Chipko Movement.

- Who started it?
- Where was the movement started?
- Why was it started?
- How did people participate in the movement?
- What was the outcome of the movement?



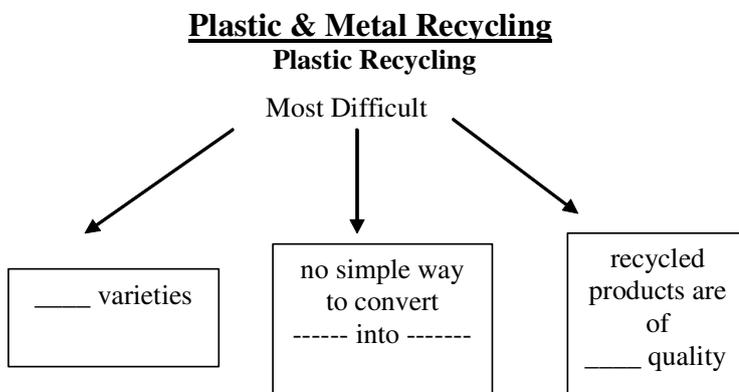
INTEXT QUESTIONS 20.2

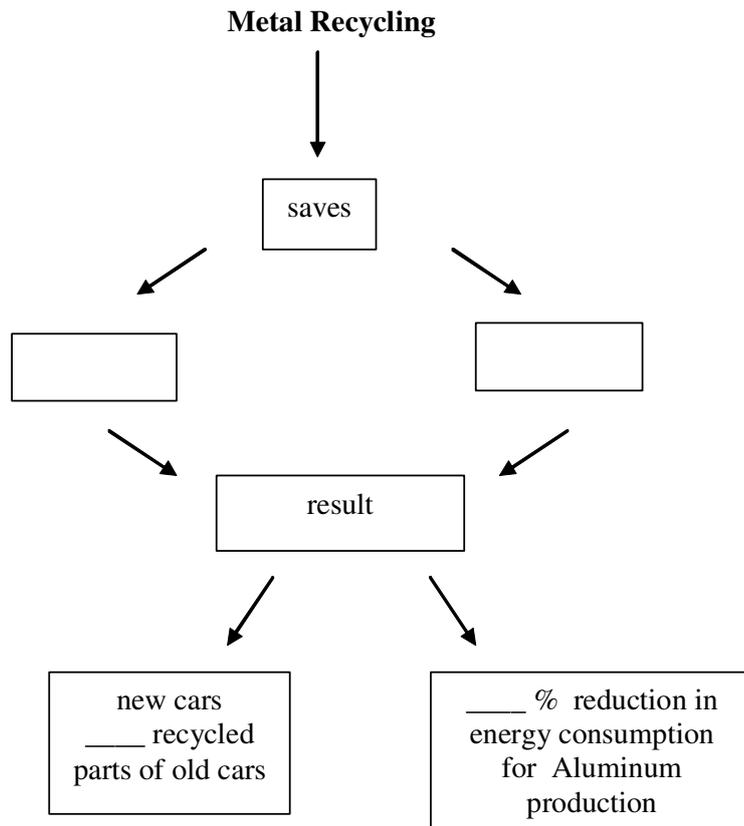
- I. State which of the following statements are false and why.
 - a. It is simple to recycle plastic.
 - b. We should avoid recycling Aluminum.
 - c. A new shining car has components of old cars.
 - d. It is always beneficial to recycle valuable metals.
- II. How is metal recycling different from plastic recycling? Explain.
- III. In the first line of the last para, the word **more** is used twice.
 Make a sentence using **more** in a similar way.
 Eg. The **more** respect you give the **more** you get.
- IV. Circle the objects which can be recycled from the given graphics:



Fig. 20.2

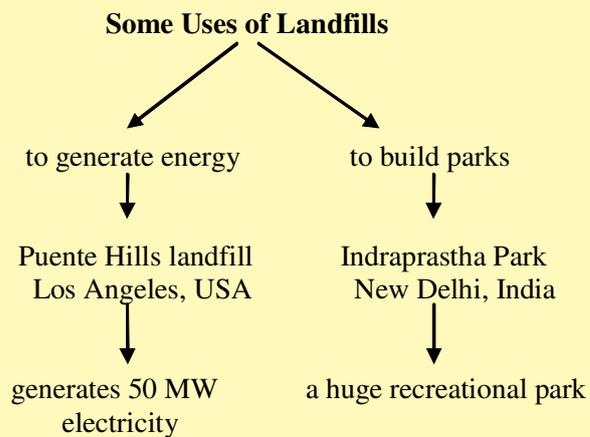
- V. Summarise the paragraphs in Part 2 by completing the following web:





? DO YOU KNOW

Landfills are large areas used for waste disposal. Waste collected from a city is dumped inside the landfill. This waste slowly decomposes. Later these landfills can be used for various purposes.





LET US DO 20.3

After reading the lesson so far, you feel deeply about the important issue of preserving nature and its resources. You want to raise awareness and concern for it.

Write a letter to your cousin suggesting various ways that may help him/her to become eco-friendly in day to day life.

A few ways are suggested below:

reuse plastic/glass bottles, use handkerchiefs instead of paper tissues, reuse gift papers, and so on. Suggest 4-5 more ways in your letter to your cousin.

Given below is a format for an informal letter.

Sender's Address

Date

Dear _____ ,

Body of the letter

Your loving friend,

Note: Section LET US WRITE in the lesson “A Birthday Letter” also contains the format for an informal letter

20.2.3 PART 3

Glass is best..... all of us need to think about.

The best way to save glass is to reuse glass bottles and other glass objects to the maximum. Glass can also be recycled to form new glass objects. Recycling broken glass of mixed colours only produces green coloured glass. Therefore, the best way to recycle glass is to separate broken glass by colour, and then remelt it to produce new glass objects. Another important material that should be recycled is paper, as half of the world’s waste is paper. In general in India we reuse a lot of things and avoid waste. But in the twenty first century we Indians copy some of the wasteful habits of people in western countries (such as using more and more disposable paper items for the sake of convenience). We should be aware of these changes in our habits and try to control them. All of us should try to check waste in any form.



INTEXT QUESTIONS 20.3

- I. State which of the following statements are false and why.
 - a. Glass bottles can be used over and over again.
 - b. Copying western habits may lead Indians towards wasting resources.
 - c. The British are more successful in recovering glass than the Dutch
 - d. Glass once broken is a waste material.
- II. Suggest two ways in which a student can avoid wastage of paper.
- III. In the sentence ‘Half the world’s **waste** consists of paper’, **waste** is used as a **noun**.
Make a sentence using **waste** as a **verb**.
e.g. If we **waste** time we can not get it back.
- IV Complete the following webs showing the processes of recycling various materials.

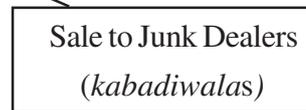
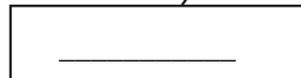
1. **Glass Recycling**

a. The most sensible way - Reuse

i. _____ used 30 times.

b.

Glass Recovery



British	Dutch	Swiss	_____
_____	_____	50%	

c.

Cullet Recycling

i.



new glass objects

ii.

different coloured glass





2. **Paper recycling involves**
- ↓
- a. pulping, _____, _____
- ↓
- b. removal of _____, _____
- ↓
- c. reusing _____



DO YOU KNOW



At left is the symbol that is stamped on recycled products. The three arrows put in clockwise movement reflect that a product or the material it is made of can be put to many uses again and again. Products bearing this logo/symbol are proud green environment products. The symbol indicates that the product stamped with this symbol can be used over and over, even though its form may change.



LET US DO 20.4

Prepare a box or dig a pit in a corner of your garden. Collect dry, fallen leaves or grass, and put these at the bottom of the box or pit. Throw leftover food, fruit and vegetable peels into it. Add more leaves or soil. Add a little water after every 6-7 days. Turn the contents in the box or pit every 12-15 days. In about five months this waste would get converted into manure.



Fig. 20.4

If you know of a Kisan Call Centre, call them and describe the colour/condition of the manure in your box/pit, and find out if it needs more time to convert into good quality manure. Or ask any gardener if the colour of your manure shows that it is ready to be used.

Try to find out about vermicomposting. Find out if vermicomposting will speed up the process of turning the contents of your box/pit into compost/manure.



LET US LEARN NEW WORDS 20.1

- Underline the words which do not constitute our natural resources:
air, water, earth, plastic, trees, paper, gold, glass
- Match the describing words with the nouns they describe:

Describing word	Noun
valuable	bottles
coloured	metals
western	glass
plastic	countries
precious	resources

Eg: plastic bottles



LET US TALK 20.1

- Ask two of your friends to read the following dialogue to you. The dialogue is a conversation between Binu, a TV reporter and Ms. Chhavi, an environmentalist. Assign the role of Binu to one friend and the role of Chhavi to the other. Listen carefully as they read it ...

Binu:	Good morning viewers. Today we have with us Ms. Chhavi a well known environmentalist. She is going to tell us why she does not want trees to be felled.
Ms.Chhavi:	Well, it is important to know why trees are felled. Most of the trees are cut down to make paper and furniture.
Binu:	But these things are also necessary.
Ms Chhavi:	Yes, but we do have alternatives. Furniture can also be made from steel or other material which can be easily recycled.
Binu:	And what about books and notebooks and other paper products?
Ms Chhavi:	First, people need to make judicious use of paper. Then the used paper should also not be wasted or thrown away. It should be recycled. Instead of paper bags we should use cloth bags. If we reduce our needs we can preserve our natural resources.
Binu:	Thank you Madam. Have a nice day.
Ms. Chhavi:	Thank you Binu. Have a Green Day.

New Good Things From Rubbish



Notes

- II. As you heard in the above listening exercise, nowadays there is a lot of talk about green cities, green buildings, and green products. There is a campaign for a clean and green environment, and various suggestions are given to preserve nature and save our natural resources.

Now imagine that you are having a discussion with a friend about the ways of keeping the environment clean and green. Use the clues in **Box A** and **Box B** below to develop a dialogue about your discussion. An example is given to show you how to make up the dialogue using the two boxes. Use the question and answer pattern as shown in exercise no. 1 to develop your dialogue. Practise speaking the dialogue with your friend.

Box A

Do not waste paper
Use lead-free petrol
Do not use plastic-use paper
Use public transport instead of private transport.

Box B

The advantage (of)
One reason (for)
Another disadvantage (of)
The main problem (with)
The only result (of)

Example:

You : Do not waste paper
Your Friend : Why should we not throw away used paper?
You : One reason is it can always be recycled.



LET US DO 20.5

Visit a local *kabadiwala* and find out:

1. the various types of waste products he collects from households
2. what he does with each type of waste that he collects, such as newspapers, metal scrap, glass, plastic and so on.



20.3 LET US LEARN GRAMMAR

Linking Words

You would have noticed that certain words in the text of the lesson are used to connect words or sentences. These are called **linking words** or **connectors** or **conjunctions**.



Notes

Read the following sentences from the text, in which ‘**and**’ and ‘**because**’ are linking words:

Sentence 1

- Any car on the road today will consist, in part, of earlier cars that have been scrapped **and** recycled into new steel and other metals.

In the above sentence, ‘**and**’ joins the two words **scrapped** and **recycled**.

Sentence 2

- Plastic is one of the most difficult substances to recycle **because** it comes in so many varieties.

In the above sentence ‘**because**’ joins the following two sentences:

Plastic is one of the most difficult substances to recycle.

It comes in so many varieties.

Linking words or conjunctions are broadly divided into two categories.

Category 1 consists of conjunctions that join two words, phrases or independent clauses. These conjunctions are called **coordinating conjunctions**.

Coordinating conjunctions appear in the middle of a sentence, without a comma for the same subject, and with a comma for different subjects, as seen in the examples given below:

- She sang **and** danced.
- She sang, **and** he danced.

The conjunction ‘**and**’ in Sentence 1 is a **coordinating conjunction**. It has been used without a comma.

A few other **coordinating conjunctions** are but, yet, but still, even, as well as, either – or.

Category 2 consists of words that link two sentences or clauses of unequal rank. These conjunctions are called subordinating conjunctions. They appear in a sentence in two ways.

They appear at the beginning of a sentence with a comma, as in the following example....

- **Though** I was tired, I kept working.

OR

New Good Things From Rubbish



Notes

They appear in the middle of a sentence with no comma, as in the example given below.

- I kept working **though** I was tired.

A few other **subordinating conjunctions** are when, where, though, because, since, if, until, till.

Now read the following sentences from the text.

- It is true that in India we generally avoid waste. **However**, as we enter the twenty-first century, we are beginning to imitate some of the wasteful habits of the western countries.
- A mixture of plastic waste can be recycled into plastic 'timber' and used to make durable fencing. **But** a lot of plastic waste still has to be thrown away.

In the above sentences '**however**' and '**but**' respectively, are the conjunctions used to introduce two contrasting ideas. '**But**' is generally used in informal contexts. Sometimes **but** can be replaced with **still** or **yet**. For example...

- The teacher was angry. **But** he did not punish the student.
- The teacher was angry. **Still** he did not punish the student.
- The teacher was angry. **Yet** he did not punish the student.

1. Fill in the blanks with appropriate conjunctions from the brackets.

- Make hay _____ the sun shines. (when, while)
- She must sleep _____ she will fall sick. (or, and)
- You reap _____ you sow. (as, so)
- The sky is neither cloudy _____ bright. (or, nor)
- She is poor _____ happy (but, though)

2. Find out one example each of coordinating and subordinating conjunctions in UNIT III of the lesson.

3. The following passage has not been edited. The conjunction in each line is incorrect. Underline the error and write the correct conjunction in the blank space alongside

Turmeric has sacred so well as medicinal value (a) _____

It is native to India yet it is now grown (b) _____

in many countries in Asia or Africa. (c) _____

Researches establish while it can be used (d) _____

for colouring paints but varnishes. (e) _____

It is used that as a medicine (f) _____

Yet also as an inexpensive beauty aid. (g) _____



20.4 LET US WRITE

Describing a Process

“The waste is pulped, cleaned and bleached to remove most of the ink and dirt, before it is turned into new paper in the same way as wood pulp or rags.”

What is the above description about? It describes the process of manufacturing paper by using waste substances. The process involves four stages. All these stages in the process can be shown as follows:

The waste — pulped — cleaned — bleached — manufactured into paper.

When we describe a process we describe a series of steps that are taken to achieve the desired result. The achievement of the result completes the process. In describing a process we describe the order in which the steps are taken in the process.

- **What are the main features involved in describing a process?**

To make the stages in the process more explicit, we use **time markers** such as ‘first’, ‘second’ and ‘next. For example, we can say “**First**, the waste is pulped, **next** it is cleaned and **after that** it is bleached. **Finally**, it is turned into paper”.

The **passive voice** is often used to describe the steps or stages involved in a process. In the passive voice there is often no reference to the agent or doer. This is because the actions that make up the process are of the utmost importance in describing a process.

Here are some examples of sentences in the active voice which have been converted into the passive voice:

No.	Active	Passive
1.	The man hit the boy.	The boy was hit by the man.
2.	Reema is reading a story book.	A story book is being read by Reema.
3.	Mr. Verma has taken the class.	The class has been taken by Mr. Verma.
4.	Place the glass on the table.	Let the glass be placed on the table.

- Given below are a few instructions to prepare a cup of hot tea.
 1. Put one cup of water into a pan.
 2. Put the pan on the stove.
 3. Let the water boil.
 4. Add ½ teaspoon tea leaves and some milk.
 5. Add sugar according to taste.
 6. Boil for some time.

New Good Things From Rubbish

7. Strain into a cup.
8. Serve hot

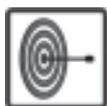
Exercise

Read the above instructions carefully and fill in the blanks to complete the paragraph below. Remember to use the passive voice when describing the process of making hot tea.

A cup of hot tea

First of all _____ is _____ into a pan. The pan is _____. The water is _____ to boil. Then $\frac{1}{2}$ a teaspoon of _____ and some _____ are added. Thereafter, sugar _____ according to taste. The decoction is _____ to boil. It is then _____ into cups and _____ hot.

- **Note:** Refer to the following for more inputs in doing the above exercise:
23.3 Let Us Learn Grammar – The Village Pharmacy – Active & Passive Voices
23.4 Let Us Write - Cooperate and Prosper – Describing a Process, Time/ Sequence Markers



WHAT YOU HAVE LEARNT

In order to save our non-renewable resources from getting completely used up, and to protect our Mother Earth from getting polluted, it is important for all of us to take definite steps today. The lesson tells us that 'Reuse' and 'Recycle' are two habits that we should all develop. We must use anything and everything to the maximum limit and not let it get wasted. Waste like empty cans, old books, notebooks, broken buckets, utensils should be recycled so as to save energy, electricity, money, manpower and resources. The way in which different waste products are recycled is different. It is easy and profitable to recycle some materials as compared to others. It is important to avoid some wasteful habits of Western countries in order to save Earth's resources.



TERMINAL QUESTIONS

- I. Complete the following using the correct alternatives:
 1. Recycling refers to
 - a. the conversion of waste materials into new and useful things.
 - b. the conversion of new and useful things into some other form.
 - c. the conversion of old useful things into a different form.



Notes



Notes

2. Rubbish burning should be avoided to
 - a. create pollution.
 - b. increase pollution.
 - c. reduce pollution.
3. Plastic recycling is the most difficult because of
 - a. its various colours.
 - b. its various varieties.
 - c. its various sizes.

II. Answer the following in no more than 50 words.

1. Why is it important to recycle waste?
2. How can recycling help in checking global warming?
3. Reduce, Reuse, Recycle shall be our motto.
 - a. Explain why this should be our motto.
 - b. Give one example of each action in daily life.
4. Think of an alternative title for the passage and justify it.
5. Imagine that no waste material is recycled. What would be the outcome? Write any three outcomes.
6. Complete the following slogans:

Recycle paper Save _____

Recycle metals Save _____

Recycle today Save _____



ANSWERS

20.2.1 PART 1

INTEXT QUESTIONS 20.1

- I b. We should burn our rubbish - False
 Burning actually increases pollution.
- II Reusing of waste is beneficial as it will help to save our natural resources which are limited in quantity. The reuse of waste will reduce the pollution caused by burning it.



21



202en21

THE VILLAGE PHARMACY

We have all seen neem trees growing near our houses, on roadsides, in parks, in gardens, in forests and even in our own courtyards. Some of us also know a few of its uses. But do you know that the neem is a wonder tree and that every part of it has several useful qualities? Don't you think, then, that it is correct to call it a village pharmacy (a place where medicines are prepared and given out)?



OBJECTIVES

After completing this lesson you will be able to

- identify ways to honour memory of your loved ones;
- appreciate the values of trees and other natural resources in our life;
- recognize the importance of applying traditional knowledge to modern life.
- relate words to situations and use them in context;
- use adjectives of quantity and quality in an appropriate manner;
- identify the active and passive voices and relate to real-life situations;
- write a message; and
- draft a notice.



21.1 LET US READ THE TEXT

Before you read, think:

- *How do you feel when you read about a tragedy in a newspaper?*
- *How would you like to pay your respect to the departed souls?*
- *What do you think about the idea of planting trees in the memory of those who have died?*
- *Have you observed the trees in your neighbourhood? Have you ever thought about their uses?*

THE VILLAGE PHARMACY

It was already six in the evening. Neema, a student of standard VIII, had not yet returned home from school. Iniyavan, her father, a paediatrician at the city hospital, her mother, Vembu and her grandparents who had come from the village were very much worried. Neema entered just then with a sapling in her hand.

All : What happened to you? Why are you so late from school?

Neema : It was a tearful homage that we paid at our school to the ninety four children who died under the most tragic circumstances in Kumbakonam*.

***TRAGEDY AT SCHOOL**

G. SRINIVSAN in Kumbakonam

A school in Kumbakonam, Tamil Nadu, in which 94 children died, raises serious questions about the state of basic education in schools.

Classes were on as usual at the Sri Krishna High School in Kumbakonam in Thanjavour district in Tamil Nadu. In the school kitchen preparations were on to cook the mass noon meal – *rice, sambar*, a side dish and a boiled egg per child. No one noticed a small fire in one corner of the kitchen.

But a strong wind, normal in the month of Aadi (July-August) in the State, seemed to breathe new life into the flames and suddenly they leapt to catch the thatched roof.

Soon smoke filled the rooms and the children ran to the door screaming for help. There was no other escape route as the flames spread. And then the burning thatch fell. Seventy-five children were burnt alive. Of the other 30 who suffered severe burns, 18 died in the hospital.

(Front line Cover Story 13th August 2004, issue 16th July to Aug 13, 2004, frontlineconnect.com)

Vembu : It was a terrible accident!

Grandma : Neema, how did your school children pay homage?



Neema : Grandma, we have planted 94 *neem* saplings in our school campus in memory of the departed souls. We see in the saplings the images of the children whose lives were mercilessly nipped in the bud. I have brought home one sapling to be planted in our garden.



Figure 21.1

Vembu : That's a fitting gesture on the part of your school.

Iniyavan : Yes, I agree. By the way, Neema, do you know that *neem* has a lot of medicinal values?

Neema : No, I don't. I would certainly like to know.

Grandma : I think your grandpa will be the right person to tell you about it. He has lived in the village all his life, and he knows better than anybody else, that it is the "village pharmacy."

Neema : Grandpa, do tell me about the medicinal value of the *neem*. In fact we have a Science exhibition in our school next week. May be our class could prepare something on the '*Neem*.'

Grandpa : It's true that we villagers call the neem tree our 'village pharmacy.' To begin with, look at my teeth. I am eighty. Can you believe? This is thanks to the *neem* twigs that I use to clean my teeth every morning. Look at my skin—still blemish less as a child's. Thanks again to the *neem* paste that I apply regularly. I'm hale and hearty even at eighty. Thanks once again to the *neem* juice that I drink. It purifies the blood and cures all ailments. Do you know what motivated your father to become a doctor? Well, he used to watch my father preparing medicines

paediatrician: a child specialist
 tragic: sad
 homage: honour, respect
 departed: gone away, or dead
 mercilessly: cruelly, without showing any kindness
 sapling: a baby plant
 gesture: (here) an action that expresses something
 medicinal: something which can cure like a medicine
 ailments: sicknesses, diseases, health problems
 blemish: stain or scar
 motivated: created interest



Notes

inflammation: a kind of swelling, sometimes painful

combat: fight

incurable: which can't be treated

panacea: a remedy for all diseases

excavated: dug out

conducted: carried out

eco-friendly: not harmful to the environment

insect repellent: a substance which drives away insects

pesticide: a substance which destroys pests

litter: an untidy collection of objects that lie scattered around

ag r o - f r i e n d l y : something which helps in farming and agriculture

manure: chemical free fertilizer

surrounding: nearby

perennial trees: trees that retain their leaves all the year round, trees that do not shed their leaves

The Village Pharmacy



Figure 21.2

from various parts of the *neem*—its bark, seeds and leaves. That created an interest in 'medicine'.

Traditionally, in India, the *neem* has been used widely as a medicine, for many centuries. It can fight inflammation, hypertension and ulcers. It can combat diabetes and malaria. Boils, rashes and wounds disappear in no time. You name it and the *neem* cures it. It is a panacea for many ailments. Even as early as 4000-4500 years ago, various parts of the *neem* tree were used in cosmetics and medicinal products by East Indian Harappans. Evidence of these uses exist in the remains excavated at the Harappan site. These days, even toothpaste, soap and shampoo are made from the *neem*.

And, here I must tell you something about Mahatma Gandhi. The prayer meetings at the Sabarmati ashram were conducted under a *Neem* tree and *neem* leaf chutney was a part of his everyday diet. And Neema, if you think that the *Neem* has medicinal properties alone, you are mistaken. It also increases the fertility of the soil. Thus it is eco-friendly. It is a good insect repellent. In fact research has proved that its chemical make-up is such that it is resistant to more than two hundred different types of insects. It has also proved to be a good pesticide. *Neem* is thus agro-friendly too. It protects crops from harmful insects, viruses and bacteria. The litter of its fallen leaves is rich in organic content and hence serves as good manure. The *neem* is also an ideal source of timber for carpentry, for it's wood is termite resistant. You would be surprised to know that during the hot summer months, the temperature under the *neem* tree is 10° C less than the surrounding temperature. In fact your air conditioners may not match the healthy cooling effect of the *neem*. Thus it is a 'free air-cooler service'! These evergreen, perennial trees can grow in any type of soil. They grow very fast. They can reach a height of 30 feet in 5 years. And if they escape your axe, they can survive for even 200 to 300 years. Is that all you want to know, or....

Neema : Oh, grandpa! How blessed I am to be named NEEMA!

Vembu : No wonder the *neem* is known as the 'wonder tree' and you're a wonder girl too!



21.2 LET US UNDERSTAND THE TEXT

21.2.2 PART 1

It was already sixpart of your school.

I'm sure there have been occasions when you have come home late from school and your parents have been worried for you. In the same way, in this lesson, one day Neema's parents and grandparents are worried because Neema is very late. When she finally comes home she tells her family that she and her classmates have planted 94 *neem* saplings in memory of the children who have died in a terrible fire accident in Kumbakonam. That is how she got late. Neema's school has decided to remember the 94 children by planting *neem* trees in their memory.



INTEXT QUESTIONS 21.1

1. Answer the following questions:

1. Fill in the blanks with appropriate words from the text
 - a. Neema was studying in the _____ standard.
 - b. Her father was a _____ by profession.
 - c. Neema came home with a _____ in her hand.
 - d. The fire accident took place in _____ in Tamil Nadu.
 - e. Neema's _____ were visiting her family from the village.
2. Circle the correct meaning of the underlined phrases in the following sentences from among the options given below each sentence.
 - a. The country is paying homage to the dead soldiers today.
 1. showing respect
 2. passing a comment
 3. giving a prize
 4. celebrating
 - b. Sometimes we have to face some tragic circumstances in life.
 1. surprising events
 2. sad events
 3. cause to be angry
 4. occasions.



- c. Her plans to start a business of her own were nipped in the bud when the bank, as well as her friends and relatives refused to give her a loan.
1. changed
 2. postponed
 3. plucked the flower while it was a bud
 4. destroyed at an early stage
- d. When a person dies we pray for the peace of the departed soul.
1. a missing person
 2. a person who has left home
 3. a person who has died
 4. a person who is alive
3. What do you think about the idea of paying homage to loved ones by planting a tree in their memory? Would you plant a tree in memory of a loved one? Why? Answer in about 30 words.

**DO YOU KNOW**

- In August 2005 a conservation project called *Smritivan* or Forest of Memories was started in Himachal Pradesh in memory of our late Prime Minister Shri Rajiv Gandhi. The motto of this project is to “*Plant a tree towards a memory you wish to cherish and help us grow it*”. Many people from Simla and tourists visiting Simla have donated saplings to *Smritivan* in fond memory of their departed loved ones.
- The conservation of biodiversity by planting as many varieties of trees as possible, the involvement and participation of people in development, and the increase of the green cover of Shimla are the main ideas on which *Smritivan* is based.

**LET US DO 21.1**

30th January is regarded as Martyrs’ Day in our country. On this day, our country pays homage to Mahatma Gandhi, the Father of the Nation and other Martyrs who died for the country. A two-minute silence is observed throughout the country at 11 a.m.

Mention some other ways in which people remember their loved ones.



21.2.2 PART 2

Yes, I agree created an interest in medicine.

In the previous unit Neema brings a *neem* sapling to plant in her garden. She shows it to her grandparents. How do Neema’s grandparents react?

Neema’s grandmother tells her that her grandfather has a lot of knowledge about the *neem* tree. Neema gets very excited and wants to know about it. She has a science exhibition in her school, the next week, and thinks that she can use the information to prepare for the exhibition.

Neema’s grandfather uses many *neem* products. He tells her about how good they are for his health and fitness. He also tells her that her father became interested in becoming a doctor because he often watched his grandfather prepare medicines out of the *neem* tree.



INTEXT QUESTIONS 21.2

Answer the following questions:

1. Answer in one or two words only.
 - (a) How old was Neema’s grandfather?
 - (b) What was about to happen in Neema’s school the following week?
 - (c) How did Neema’s grandfather brush his teeth?
 - (d) What did Neema’s grandfather apply on his face ?
2. How did Neema’s father get motivated to become a doctor?
3. Why did the villagers call the *neem* tree ‘the village pharmacy’?
4. In India medicines have traditionally been prepared from plants, herbs, spices and everyday kitchen ingredients. Our mothers and grandmothers know how to prepare some of these medicines at home. They often use such home remedies to cure small health problems and ailments.

Find out at least 2 such home-remedies and record in the table below. One example has been provided.

Remedy	Condition it believes	Whether tried (Y/N)	Whether found effective (Y/N)
1. Honey and ginger Juice	Cough and cold	Yes	Yes
2.			
3.			



DO YOU KNOW

- A lot of diseases have been mentioned in this unit of the lesson. Do you know that many of these diseases have become very common these days due to our modern lifestyle? That is why diseases like hypertension, diabetes, heart-related problems are called **lifestyle diseases**.
- Some other diseases like chicken-pox, malaria, jaundice and measles are **infectious diseases** that can be prevented by paying attention to proper hygiene, vaccination, and timely care.



LET US DO 21.2

The lesson says ‘these days even toothpaste, soap and shampoo are made from the *neem*.’ Look around in the market and try to find a few products in which *neem* is used. Name atleast three such products and paste their pictures on a sheet of paper.

20.2.3 PART-3

Traditionally, in India.....and you’re a wonder girl too.

Neema’s grandfather tells her that *neem* is an insect repellent, a pesticide, an air cooler and a medicine for several diseases. Did you know that the temperature under a *neem* tree is 10 degrees lower than in the surrounding area? *Neem* trees grow very fast, they grow anywhere, in any kind of soil and last for hundreds of years. Neema’s grandfather also tells her how wonderful her name is and that she is a wonderful girl just like the *neem* tree. Let us now find out how *neem* has been used as a medicine for many centuries in India.



INTEXT QUESTIONS 21.3

- I. Answer the following questions:
 1. Say whether the following statements are true or false:
 - a) The *neem* tree can fight many diseases.
 - b) A *neem* tree takes very long to grow.
 - c) The *neem* tree provides a very cool shade.
 - d) Neem leaf chutney was part of Gandhiji's diet.
 - e) The *neem* tree reduces the fertility of the soil.
 - f) *Neem* is an evergreen, perennial tree.

The Village Pharmacy

2. The lesson says that the *neem* tree and its leaves are effective as an insecticide and fertilizer. Why is this important? Why do you think it is important to use plant-based products as insecticides and fertilizers. Answer in around 50 words.
3. Neema says, “How blessed I am to be named after the *neem* tree”. Why do you think Neema said that?



LET US TALK 21.1

A construction company wants to cut down some large and old trees for the purpose of setting up a factory outside your village. The village panchayat is unhappy with this proposal and wants to suggest another site for the factory which has no trees. As a member of the village panchayat deliver a talk on ‘Save the Trees in our Neighbourhood’ in the panchayat meeting to convince the village people about why the trees should be saved. Develop your talk with the help of the given points:

- names of the trees
- age of the trees
- special qualities of the trees
- how little resources or efforts are required to maintain and grow the trees
- parts of these trees that are useful to us
- other benefits of keeping the trees
- negative impact or effects of cutting the trees
- both trees and the factory can co-exist.



LET US DO 21.3

Given below is a simple crossword which has to be filled with the names of 8 common trees you often see in India. The first letter of each tree has already been filled in for you. Some clues are also given below to help you in finding out the name of each tree.

1. M _ _ _ _ - This is a tree on which a delicious, yellow, summer fruit grows. The fruit that grows on this tree is a favourite in India, where it is sometimes called the King of Fruits.
2. J _ _ _ _ - This tree bears a sweet, purple, oval shaped fruit.
3. P _ _ _ _ _ - This tree is also called the *Bodhi* tree. It is the tree under which the Buddha became enlightened.
4. P _ _ _ - Dates and coconuts grow on this kind of tree.



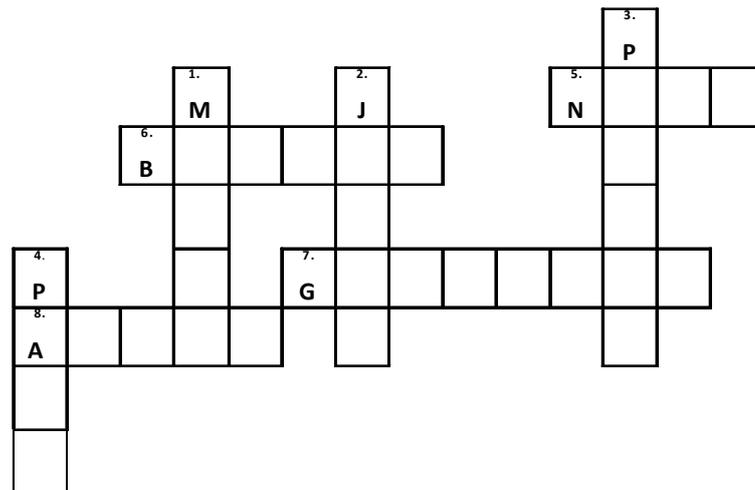
Notes



Notes

The Village Pharmacy

5. N _ _ _ - The lesson “The Village Pharmacy” is about this tree.
6. B _ _ _ _ - This tree is called the *Vat* or *Bargad* in India. Its roots grow down from its branches into the soil to form additional trunks.
7. G _ _ _ _ _ - This tree has bright orange-red flowers. It blooms in April-May all over India.
8. A _ _ _ _ - This tree has the same name as a very famous emperor. This emperor became a Buddhist after the Battle of Kalinga and helped to spread Buddhism in India and abroad.



21.3 LET US LEARN GRAMMAR

A. The Active Voice and the Passive Voice

Read the following sentence.

Anita planted a tree.

- This sentence is in the active voice. In the active voice the doer of an action is prominent and important. In this sentence Anita, the doer of the action (planted) is important.

This sentence can be written in the following way as well:

A tree was planted by Anita.

- The above sentence is in the passive voice because here the action (planting) and the object (the tree) are more important than the subject, doer or the person (Anita) who has done it.

Let us look at another sentence.

We have planted 94 saplings in our school. (Active Voice)



94 saplings have been planted in our school. (Passive Voice)

- In the passive voice, the action (have been planted) in the above example is more important than the subject or doer, who is not mentioned. So now we know that in the passive voice the object and the action are important, and the subject may not be mentioned at all.

Let us study the following table to understand the changes that take place while changing active voice into passive voice.

	ACTIVE	PASSIVE
Present Simple	We grow vegetables here	Vegetables are grown by us here.
Present Continuous	We are growing vegetables.	Vegetables are being grown by us.
Present Perfect	We have grown vegetables.	Vegetables have been grown by us.
Past Simple	We grew vegetables.	Vegetables were grown by us.
Past Continuous	We were growing vegetables.	Vegetables were being grown by us.
Past Perfect	We had grown vegetables.	Vegetables had been grown by us.

Now let us look at a paragraph about the *peepal* tree.

Peepal is a large, fast growing tree. It has heart shaped leaves. It sheds its leaves in the months of March and April. It is found in large numbers all over India. The bark of the tree is used for treating a swelling of the neck. The roots are chewed to prevent gum diseases. The powdered fruit is used for treating asthma.

As you can see, the underlined verbs in the paragraph above indicate the passive voice of the sentence. Remember that the passive voice always uses the third form of the verb – hidden, found, used, chewed.

The passive voice is frequently used in notices, newspaper reports, experiments, procedures or processes because in all of these situations the action is important and needs to be highlighted.

Let us read the following newspaper report about the conservation measures taken by the government to protect trees and forests. Since the measures are more important than the doer, the passive voice has been used to highlight them. Since the doer (the government) is understood or taken for granted, it is not mentioned.

Indore

16th Jan 2011

Conservation measures **are being taken** to save the forests of Madhya Pradesh. Local people **are asked** about which trees to plant. Sometimes saplings **are taken** from nurseries and **planted** by the community members. Regular cutting of small branches, twigs and leaves **is done** to make them grow faster. People **are told** about the importance of trees.



Notes

Exercise 1

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

- a. The teacher gave a *neem* sapling to Neema.
- b. Her grandmother opened the door.
- c. Neema showed the sapling to everybody.
- d. She planted it in her garden.
- e. She waters it every day.
- f. Neema uses its twigs to clean her teeth.
- g. Her grandfather makes manure from its fallen leaves.
- h. Neema is taking care of the tree.

B. Adjectives

- An adjective is a word which describes something. It may describe a person, a feeling or emotion, a place, an object, an activity, or a situation. It shows the qualities or quantity of a noun or a pronoun.

Adjectives of Quality

Let us now look at adjectives of quality. Read the following sentences and study the highlighted words.

- Spring is a **magical** season. Trees and bushes offer their **tender** leaves to the **fresh** air and many **delicate** flowers open out into the **warm** sun.

All the highlighted words above are **adjectives of quality**. They are used to describe the spring season. **Adjectives of quality** answer the question 'of what kind'.

Exercise 1

Identify the **adjectives of quality** in the following paragraph by underlining them.

The apple is one of the most loved fruit trees and it has a lot of friends in birds and children who like to eat its fruits. During the spring the apple tree gets covered in delicate pink flowers which fill everyone's heart with a promise. In the autumn the branches are laden with many red apples. Children and birds come looking for the juicy fruits. Apples can be eaten raw or cooked and made into sweet desserts. Whatever way you choose to eat it, an apple is always good for you.



Adjectives of Quantity

Let us now look at **adjectives of quantity**. Adjectives of quantity are used to describe the number or quantity of something.

Read the following passage and study the highlighted words:

All trees have **many** leaves. The purpose of **most** leaves is to produce food through photosynthesis. Trees live for **hundreds** of years. The oldest tree in the world is more than **five thousand** years old. Trees take a long time to grow but sadly **millions** of trees in the world have been cut for development.

Adjectives of quantity are used to show how much or how many of an item or an object are being talked about. Words like some, little, few, many, half, enough are some examples of adjectives of quantity.

Exercise 2

Fill in the blanks with suitable options from the words given below. Do not forget to capitalize the first letter of every sentence.

enough, any, some, no, half, all

- _____ the trees in my garden have been planted by my grandfather, and the other half by my grandmother.
- _____ of my friends don't like to eat fruits, but I love them.
- There has not been _____ rain this year.
- There are _____ mistakes in your maths paper. You scored 100% in maths.
- _____ the apples I bought at that shop were rotten. I will never go there again to buy anything.
- These days we don't eat _____ healthy food.



21.4 LET US WRITE

A. Writing a Notice

A notice is meant to give information to a large number of people. The members of a colony, school children as well as their parents can all be informed through notices. A notice is generally put up on the notice-board of a community hall, school building, library or a public space. Let us read the following notice:

**NIOS Study Centre, Chennai**Notice
Science Exhibition

5 August 20XX

Students of Secondary Classes are hereby informed that a Science Exhibition is being held on 20th August 2011 from 10.00 a.m. to 4.00 p.m. at the study centre. The theme is *Trees of India*. Working models, charts, projects are all welcome. All entries should be submitted to the undersigned by 17th August at the science club.

Shanthi

Science Club Secretary

The main features of a notice are:

- name of the school/organization
- heading
- date
- who is being informed
- what is the event
- details of the event (where and when)
- what the participants are expected to do
- signature of issuing authority
- the passive voice

Let us now write a notice on the following topic.

Exercise 1

Your colony is holding a 'Polio Awareness Campaign' on the occasion of Independence Day. Write a notice to be put up at the local community centre informing people about it. They may bring their children aged five years or below for the polio vaccination.

B. Message Writing

Sometimes when we have to convey something important to a person who may not be there, we may leave a written message for him/her. Messages should be short, and should convey all the important information clearly.

The Village Pharmacy



Notes

Let us look at an example of a message.

1st July 20XX

Dear Mother,

I will be late in coming home from the study centre today. I have an extra science class from 2 p.m to 4 p.m. Do not worry about me, I will come home with Suresh.

Name

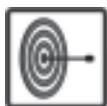
Exercise 2

Now let us write a message with the help of the following inputs:

Message from Sanjay to Sana

- Sana absent from school today
- Science test to be held the next day
- The teacher wants to check the notebook also

Note: For more tips on **Message Writing** refer to **Let Us Write** in the lesson ‘Stealing and Atonement’.



WHAT YOU HAVE LEARNT

In this lesson, you learnt how useful *neem* trees are. The message of this lesson is that we should be aware of the treasure house of Nature around us. If we are aware of it then we can use trees like the *neem* for several purposes. We can even plant trees around us in the memory of our loved ones. Nature and the environment are very useful for us in many different ways and we should respect and protect them.



TERMINAL QUESTIONS

1. This lesson is titled ‘The Village Pharmacy’. Do you think this is an appropriate title? Why?
2. Neema’s grandfather had a lot of knowledge about the *neem* tree. List at least 10 things that he told Neema about the *neem* tree.
3. You have read about the many uses of *Neem*. Would you like to start using *neem* products? Are you inspired to use more natural products like *neem*? Give reasons for your answer.



Notes

4. Do you know that besides *neem*, there are many other trees around us which are very useful? Find out about two more such trees and write at least 3 ways in which each of them can be used.

5. Match the parts of a *neem* tree with their uses given below.

Parts of a *neem* tree

- bark, seeds, leaves
- twigs
- fallen leaves/litter
- neem wood/timber
- neem* juice

Uses

- organic manures
- medicines
- blood purifier
- to clean the teeth
- carpentry

6. Choose the correct word/ phrase from the given options to fill in the blanks.

agro friendly, eco friendly, organic content, termite resistant, air cooler, insect repellent

- a) If you mix neem oil in paint, the wood becomes.....
- b) In the summers, wet khus curtains or blinds serve as an
- c) These days, there are severalproducts available in the market.
- d) Decayed vegetable matter increases the fertility and of the soil.
- e) Cow dung, ash are all products and can be safely used for protecting plants from pests.
- f) Rubbing mustard oil mixed with *neem* oil on the body works like an.....



ANSWERS

21.2.1 PART 1

INTEXT QUESTIONS 21.1

- I. 1. (a) VIII (b) doctor/paediatrician (c) *neem* sapling
- (d) Kumbakonam (e) grandparents
- 2. (a)1 (b)2 (c)4 (d) 3
- 3. Individual responses

Suggested response:

Yes it is a good idea .When we grow a tree in someone’s memory, it always reminds us of that person. It also helps in growing more trees, which is useful for us and for the environment.



Notes

- (b) The door was opened by her grandmother.
- (c) The sapling was shown to everybody by Neema.
- (d) It was planted by her in her garden.
- (e) It is watered everyday.
- (f) Its twigs are used by Neema to clean her teeth .
- (g) Manure is made from its fallen leaves by her grandfather.
- (h) The tree is being taken care of by Neema.

B. Exercise 1

most loved, delicate pink, red, juicy, raw, cooked, sweet, good

Exercise 2

- (a) Half (b) Some (c) any (d) no (e) All (f) enough

TERMINAL QUESTIONS

1. It is an appropriate title because a pharmacy is a place where one gets medicines of various kinds. In the same way the *neem* tree provides cures for several kinds of diseases. For the village people it is the safe and easy answer to several of their common health problems.
2. It is a medicine for several diseases.

It has been used since ancient times for several purposes .It is used to purify the blood and clear the skin. It purifies the air around it. Its wood is termite resistant. It is an insect repellent; it is eco-friendly as well. It is being used to make soaps, shampoos, and oils.
3. Individual responses.
4. Individual responses.
5. bark, seeds, leaves - medicines

twigs - to clean teeth

fallen leaves/litter - organic manure

neem wood/timber – carpentry

neem juice – blood purifier
6. (a) termite resistant (b) air cooler (c) eco-friendly (d) organic content (e) agro friendly (f) insect repellent



22



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THE TRUTH

Our Holy Scriptures, reformers and preachers have always emphasised the need for controlling strong emotions and ambitions, in order to maintain a calm and peaceful attitude. Strong negative emotions like anger, jealousy etc., if uncontrolled, are destructive in life.

Read a few lines from the ‘Atharva Veda’ below and think over them.

Words can confer strength
They can drown it off
Words can gain friends
They can turn them
Into enemies



Figure 22.1



Figure 22.2

Words can elevate or
Lower the individual
One must learn the habit
Of making one’s words
Sweet, soft and pleasant

What kind of ‘words’ are being recommended in the above lines?

**DO YOU KNOW**

The Atharva Veda is one of the four Vedas, which are the Hindu scriptures. The four Vedas are the Rig Veda, the Yajur Veda, the Sam Veda and the Atharva Veda. The Hindus believe that the origin of all knowledge and wisdom lies in these Vedas.

**OBJECTIVES**

After completing this lesson, you will be able to:

- enjoy reading the poem;
- explain the central idea of the poem;
- state the effect of harsh and impolite words on our mind and heart;
- justify the need for effective communication for problem solving and positive relationships;
- identify the comparisons used to relate certain ideas in the poem;
- explain the literary devices used in the poem to create an impact on the reader;
- explain the significance of the title of the poem, and
- analyse your own behaviour in reaction to a particular situation.

**22.1 LET US READ THE TEXT**

Have you ever been hurt by what someone said to you? Did the pain last for a long time? Did you think at that time that the other person could have said the same thing in a less hurtful manner. Read the poem 'Truth' and find out what the poet has to say.

TRUTH

Sticks and stones may break my bones
 But words can also hurt me.
 Stones and sticks break only skin
 While words are ghosts that haunt me.

Slant and curved the word swords fall
 To pierce and stick inside me.
 Bats and bricks may ache through bones
 But words can mortify me.

haunt: (here) come to the mind continually to create a disturbing effect.

mortify: to make someone feel extremely embarrassed or ashamed.

scar: permanent mark on body due to a wound.

bruise: discoloration of the skin due to an injury.



Pain from words has left its scar
On mind and heart that's tender.
Cuts and bruises now have healed;
It's words that I remember.

- Barrie Wade

22.2 LET US UNDERSTAND THE TEXT

22.2.1 PART 1 (Stanza I)

Sticks and stones that haunt me.

Read the above stanza and answer the questions that follow. The brief explanation below would help you understand the poem better.

As you know when we are physically hurt people see our wounds and express sympathy for us. But can people see our suffering when we go through emotional or mental pain? No, they cannot. So we suffer alone. In this stanza the poet speaks about the pain caused by weapons and the hurt caused by unkind language. Sticks and stones hurt us physically. But we get hurt emotionally by rude and harsh language. We feel mentally upset and disturbed. The wounds caused to our body heal up fast but the insult caused by words disturbs our mind for a long period of time.



INTEXT QUESTIONS 22.1

Answer the following questions

1. Which objects mentioned in the stanza can cause physical injury?
2. What have “words” in the poem been compared with?
3. Complete the following statement in your own words.
Words are called ghosts that haunt us because _____
 - (i) they trouble our mind for a long time.
 - (ii) they are invisible.
 - (iii) we cannot fight them or overcome them.
4. Words, sticks and stones hurt us. In what way do they differ in their impact? Write your answer in about 50-60 words.
5. Your sister takes your pen without your permission to write her examination. This causes inconvenience for you. Hence, you are angry with her. How would you react to her action?



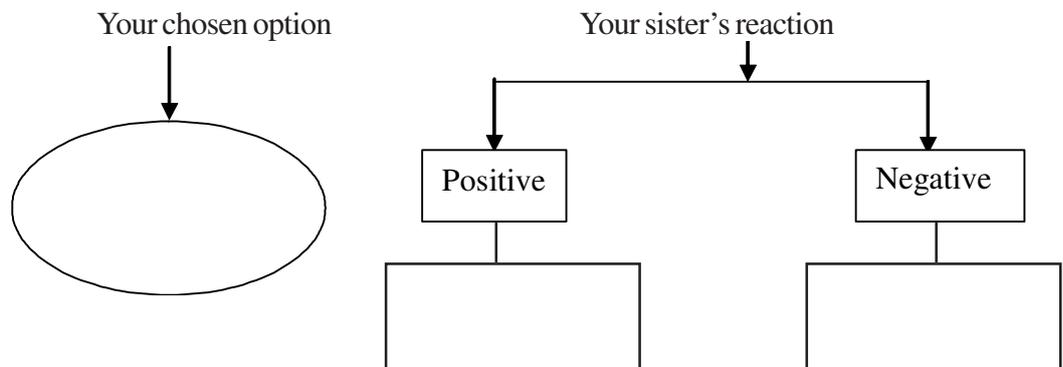
Notes

(a) Given below are four options. Choose one out of them to complete the sentence.

You will...

- (i) scold her in strong words.
- (ii) forgive her but make her understand that it is a bad habit.
- (iii) punish her so that she does not repeat it in future.
- (iv) not talk to her for three days.

(b) Now based on your chosen option write one positive and one negative reaction you might expect from your sister in the spaces provided below.



22.2.2 PART 2 (Stanza II)

Slant and curved _____ *mortify me.*

You have been treated unfairly by someone. How do you feel? Do you think being intolerant and aggressive is always an effective way of dealing with people? Read what Gandhiji has to say about this:

“Keep your thoughts
 Positive because your
 Thoughts become your
 Words, keep your words
 Positive because your
 Words become your,
 Behavior _____
 – M.K Gandhi

The stanza describes the intense pain caused by bitter words. Read the explanation below to find out how painful it was for the poet when he was humiliated by bitter words.

The poet says that objects like swords injure our bodies deeply. But don't you think that angry and harsh words can also hurt equally? Don't you think that such words can



humiliate us and make our life miserable? You must have experienced this in your day to day life.



INTEXT QUESTIONS 22.2

Answer the following questions:

1. Words have been called ‘swords’ in Stanza II. Why?
2. Which two words describe the ‘swords’?
3. Select the meaning out of the ones given below that best explains the line ‘pierce and stick inside’ in Stanza II.
 - (a) The impact of bitter words is deep and long lasting.
 - (b) Swords injure sharply.
 - (c) The wound caused by a sword doesn’t heal up.
4. Identify the word from Stanza II that describes the effect of ‘words’ on the poet.



Your friend Anand is unhappy and dejected because his father has objected in very strong words to his decision to go abroad. Now his father is upset to see him dejected. How do you think his father can help him to overcome his dejection?

Three options are given below. Which of the three options would you choose if you were the father?

- a. Empathize with him and try to convince him that he did not mean to hurt him.
- b. Accept his decision and allow him pursue his plans.
- c. Remain indifferent and unconcerned thinking that time is a great healer.

22.2.3 PART 3 (Stanza III)

Pain from words that I remember.

Think of a physical injury you have suffered in the past. Think of some unkind words someone said to you and which hurt you badly. Which experience did you forget earlier? In this stanza the poet explains that the damage caused by harsh language is more than the damage caused by physical injury. Both leave scars - one on the body and the other on the mind and heart. But the scars on the mind and heart do not let us forget the experience. Find out if the poet could overcome the pain caused by bitter words.



INTEXT QUESTIONS 22.3

Answer the following questions.

1. Where has the pain left the scar?
 2. What happened to the poet's physical injury?
 3. Why could he not forget the words?
 4. Why do words hurt more than weapons?
-

22.3 APPRECIATION

In this poem the poet says a lot in a few words. He does this by using literary devices such as metaphor, alliteration and repetition. These literary devices create an impact, and help the readers to infer the meaning on their own.

Literary devices used by the poet:

Metaphor : It compares two things that are not very similar. It describes two things in terms of a single quality or feature that they both share.

Example: The road was a ribbon of light.

Maharaja Ranjit Singh was the Lion of Punjab.

Alliteration : It is the repetition of the initial sounds in words to create an emphasis and a pleasing and musical effect. It helps the reader to appreciate & enjoy the poem.

Example: Seema's seven sisters slept soundly by the sea.

Lovely lilies in lush lawns send out the sweet sound of songs.

Repetition : It is the repetition of words that emphasizes important ideas.

Example: Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall



LET US DO 22.2

Now you know what metaphor, alliteration, and repetition are. Read the poem and identify the literary devices used in it.

**Literary Devices**

Metaphor	Stanza No.

Alliteration	Stanza No.

Repetition	Stanza No.

**WHAT YOU HAVE LEARNT**

Our choice of words in day to day communication is extremely important. It can make or mar (break) our relationships. By using harsh, rude and impolite words we hurt others mentally and emotionally. The pain caused by unpleasant words is much stronger and lasts longer than the physical injury caused by weapons. Hence we should control our language and negative emotions such as anger and hatred.

**TERMINAL QUESTIONS**

1. State the theme or central idea of the poem in 50-60 words.
2. Why do you think the poet has titled this poem “Truth”? Write your answer in 50-60 words.
3. Which word has been repeated? How many times has it been repeated in the poem. Why has the poet repeated it?
4. What literary devices has the poet used? How have the literary devices in the poem helped you to understand and enjoy the poem?
5. What do you think is the strong emotion that prompts us to be aggressive and intolerant? Tick one of the four emotions below. Give reasons for your choice in 50-60 words:
Anger Ambition Hatred Jealousy
6. Think of a situation in which your relationship with your friend becomes unpleasant. You want to maintain your friendship. What would you do to be good friends again? Write your answer in 50 - 60 words.



Notes

- 7. Describe in 50-60 words how would you feel if someone used harsh and hurtful words to you.
- 8. (a) Given below is a list of emotions and values. Put them in appropriate columns in the space provided below. Refer to the dictionary if necessary to understand the meaning of each word before doing the exercise.

- | | |
|--------------------|------------------------|
| greed | respect for others |
| lust | abusive language |
| jealousy | compassion |
| empathy | pleasant communication |
| sharing and caring | violence |
| revenge | gratitude |
| forgiveness | selflessness |
| tolerance | kindness |
| selfishness | |

Qualities

- (b) Which one of the above positive qualities would you like to develop in yourself and which negative quality would you like to give up
- 9. Read the following dialogue between a student passenger and the bus conductor. Rewrite it to make it an effective communication.
 Student Passenger: Give me a ticket for the Red Fort.
 (gives a 50 rupee note)
 Conductor: Give me Rs 15 only.
 Student Passenger: I have a 50 rupee note only.



Conductor: Didn't you know that you need coins to pay?

Student Passenger: You already have so many coins in your pouch. You want to harass me.

Conductor: Give me the change or else get down from the bus.

Student Passenger: Why should I get down? I have to reach there on time.

Conductor: I'll throw you out.

Student Passenger: How dare you! You are a public servant. Don't forget it.

**ANSWERS****22.2.1 PART 1****INTEXT QUESTIONS 22.1**

1. sticks and stones
2. ghosts
3. The words have been called 'ghosts that haunt us' because they trouble our mind for a long time.
4. Words hurt our mind and heart while sticks and stones cause physical injury. (explain 50-60 words)
5. Individual response.

22.2.2 PART 2**INTEXT QUESTIONS 22.2**

1. Both swords and unkind words are sharp and hurt deeply.
2. slant and curved
3. a. The impact of bitter words is deep and lasts long.
4. mortify

22.2.3 PART 3**INTEXT QUESTIONS 22.3**

1. on his mind and tender heart
2. It got healed.
3. They were painful.



Notes

4. Physical injuries caused by weapons heal up, but pain caused by words does not go away.

TERMINAL QUESTIONS

- (1) Individual responses.

Suggested response: The impact of words on the mind is powerful. Unkind words are more painful than wounds caused by weapons. Physical wounds heal up but emotional injury lasts long because words linger and haunt us, and never allow us to be at peace.

- (2) Individual responses

Suggested response: Being truthful in our lives is very important. But if a truth is conveyed in ugly words it leaves a scar on the heart and becomes painful. It is important to be truthful but also to be kind.

- (3) The word 'words' has been repeated six times. It has been repeated to emphasize its importance and significance. The effect of words on us is the focal point in the poem.

- (4) The poet has used:

metaphors

Metaphors help to feel the intensity of pain caused by words by comparing words with a sword..

alliteration

Alliteration contributes the sound effect.

repetition

Repetition helps to emphasize the central idea.

- (5) Individual responses.

Suggested response if **anger** is the selected option: It is usually the underlying emotion of our negative attitude & intolerance. We use unkind, strong and bitter language to express our anger. Anger may be due to many reasons but its expression is always painful for others.

- (6) Individual responses

Suggested response: Show empathy, be understanding of the reason for his /her behaviour, communicate the desire to normalize relations.

- (7) Individual responses

- (8) (a) Qualities

The Truth



Notes

Positive	Negative
empathy	lust
sharing and caring	greed
forgiveness	jealousy
tolerance	revenge
respect for age	abusive language
soft and pleasant communication	comparison
spirit of sacrifice	selfishness.
gratitude	
selflessness	
kindness	

8 (b) Individual Responses

9. Individual Responses



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23

THE RETURN OF THE LION

Have you heard of the brave king Shivaji, who led his Maratha warriors to fight many battles against the Moghul army and defeated them? Well, after one battle Aurangzeb, the Moghul King, captured and imprisoned him. What do you think happened to him? How do you think Shivaji's family felt when that happened? How did this news affect his brave soldiers?



OBJECTIVES

After completing this lesson you will be able to:

- read and enjoy a play;
- assess how war affects ordinary people;
- conclude that a good leader is responsible for his people and state;
- value the sacrifices a mother makes for her child;
- write a diary entry;
- list the characteristics of a good administrator, and
- recognise the adverbs of manner, time and place.



23.1 LET US READ THE TEXT

Characters

- Shivaji : The ruler of the Marathas
Jijabai : Shivaji's mother

The Return of the Lion

- Mantri : Shivaji's chronicler
Sachiv : The secretary
Ram Das : A poet, Shivaji's teacher and companion
Soyabai : Shivaji's wife and Sambhaji's mother
Pandit Rao : Sambhaji's foster mother

The setting

Officers of Shivaji's court

An attendant in Maratha uniform

(A room in the fort of Rajgarh near Poona. Jijabai, Shivaji's mother, is sitting on a small throne. She is surrounded by officers of the court. Among them are the Mantri, the Sachiv, Pandit Rao, and the poet, Ram Das, who has an open letter on his knee. In a corner, Soyabai, Shivaji's wife and Sambhaji's mother, is sitting quietly; and by her side is Sambhaji's foster-mother who is an older woman. The two of them are talking softly.)

- Jijabai : I can't believe that my son is dead. The letter is a hoax.
- Ram Das : But the letter is from Agra.
- Jijabai : And therefore it is a hoax. When did Aurangzeb ever tell the truth? Did he not make false promises to my son?
- Ram Das : It was Jai Singh who made those promises to our Raja.
- Jijabai : I know that. Can Jai Singh ever make a promise on his own? Surely, the slave spoke for the master.
- Mantri : Spoke in a terribly bad way. Aurangzeb has laid traps for us everywhere. Bijapur is about to strike. Discontent is spreading among our own men.
- They may revolt any day. And there is no news about Shivaji. We don't know what to do.
- Sachiv (sadly) : The letter says that Shivaji is dead, but it doesn't say how he died.
- Jijabai (sternly) : Listen! I, your Raja's mother and your Regent, say the letter is a hoax. Don't speak about it any more.
- Soyabai : Does the letter say anything about my dear boy, Sambhaji?
- Jijabai : Keep quiet, girl. You are not the only mother here. I say the lion and his cub will soon return to their kingdom. They can't stay long in the fox's den. Mantriji, listen to me. Raise the pay and increase the rations



Notes

chronicler = record keeper

foster mother = one who looks after a child like a mother

discontent = unhappiness

revolt = rise up against

Regent = a ruler in place of the king



Notes

of the soldiers. Send useful gifts to their wives and sweets and toys to their children. I'll pay for everything out of my private purse. And please tell them that the Raja is at Varanasi and will return before long. Tell them also that all the great astrologers at Varanasi have studied Shivaji's horoscope and they all say that nothing can stop him from becoming the lord of the whole of Maharashtra. Keep the soldiers and the priests contented and happy, and they will believe your words.

(addressing all those present there in a changed voice)

Friends! I have grown old and weak. I haven't many years to live. Help me to live till my brave boy returns to me. Don't say he is dead.

All Men : Our Raja's mother will live. The Queen Regent will live! Our Raja will return to us. We'll pray for his safe return.

Jijabai : Well said, my brave friends. Tomorrow, I'll say my special prayers to our family goddess, Bhawani. She gave him to me, and I'm sure she'll bring him back to me. (turning to Soyabai).

Soyabai, my child, don't worry. Your son, as well as mine, is going to return to us.

SECTION II

(footsteps and a slight noise outside)

Sachiv : What's that?

Ram Das : Perhaps someone wants to see us. (An attendant, who is a tall Maratha in uniform, enters and bows three times to Jijabai).

Attendant : Rani Saheba, there are three holy men at the gate outside. They want to see you.

Jijabai : Where do they come from?

Attendant : I think they are from the north. They say they are bairagi sadhus.

Jijabai : What can their business be?

Attendant : Perhaps they have come to beg from you. They must have heard of your charity. They are poor men in rags. Their heads are shaven and their arms and faces are painted grey with ashes.

Jijabai : They are holy men, and they have come from a far-off place. I cannot say no to them. I need their blessings. Let them come in.

The Return of the Lion



Notes

(The attendant bows three times again and goes out. Soyabai and Sambhaji's foster mother move up nearer to the throne).

Sachiv : May I leave now, Rani Saheba? My secretary must be waiting for me.

Jijabai : Please stay awhile. These holy men have come from the north. Perhaps they have news for us about the Raja. Ah, my heart beats.

(The attendant enters again with three sadhus who seem to be poor, humble men dressed in rags. Two of them are tall and the third, is a small man, who does not look up).

Ram Das : (rising and joining the palms of his hands). Welcome, holy men.

First Sadhu : God bless you, holy guru!

Second Sadhu : God bless this house!

(The third sadhu joins the palms of his hands in greeting but says nothing. He keeps his eyes fixed to the ground.)

Jijabai : (to the third sadhu) Have you no words to bless us with, holy man? Why don't you say something?

First Sadhu : He has taken a vow of silence, noble lady.

Jijabai : I see. (thinks)

First Sadhu : Stories of your wisdom and your kindness to the poor have reached distant places. We've travelled a long way to see you.

Jijabai : You are welcome to this house and to stay here as long as you wish.

Second Sadhu: At Varanasi we met a Brahman who told us that your son, Shivaji had gone to Agra and that you were ruling for him.

Jijabai : What else did you hear about Shivaji?

Second Sadhu : One day we met a band of horsemen. They said the Raja had been put in prison by Aurangzeb.

Jijabai : The lion won't stay long in that dirty den. What else did you hear? Tell me.

First Sadhu : That's all we heard, noble lady. We wish we knew more, but we don't. We're men of peace and spend most of our time in temples and lonely places.



Notes

Jijabai : True. Holy men have nothing to do with war and fighting. Come, give me your blessings. I need them badly. I'm dying to see my son.

(The first and second sadhus bless her. The third does nothing)

Jijabai : (To the third sadhu) If you don't want to bless me, you may curse me and I'll die cheerfully. I can't live without my son. (He falls at her feet. she passes her hand gently over his face, utters a cry and draws his head to her breast.)

It's my son! It's my son! My son has come back to me! Shivaji has come back! The Lord of Maharashtra has come back! The lion has come back from the fox's den.

All : Long live Shivaji! Long live the Lord of Maharashtra!

Shivaji : (rising) Yes, Shivaji has escaped from the fox's den and the vulture's claws. I've come back to my mother, my friends and my people.

Soysbai : (nervously) Dear husband, have you left my son behind in the hands of the enemy?

Shivaji : No, I haven't. He's quite safe with friends. Don't worry about him. He'll be with you in a few days. (looks around and sees Ram Das.) Sir, your pupil has returned to you. Won't you advise and guide him as you've always done? (turning to others) Friends, come closer. Your Raja has come back safe from the spider's web. Be happy and rejoice. Today we'll give a feast to the poor. Light the torches on the hill-tops and illuminate the palace. Fire the guns and shout that the Raja has returned to his people.

All : We'll do all this; and we'll feast and sing and dance. Long live Shivaji! Long live Jijabai! Long live Maharashtra!

23.2 LET US UNDERSTAND THE TEXT

23.2.1 PART 1

Officers of Shivaji's court is going to return to us.

A King's crown is never without thorns. Being head of any mission, be it an army, a state, a country or a project is always full of challenges, opportunities, ups and downs, friends and adversaries. But a true leader is always committed to his mission. Come what may, the goal keeps good leaders trying their best till the end.

The Return of the Lion

In Part 1 of the play the 'Return of the Lion', the situation is extremely tense. Jeejabai the Regent of Marathas in the absence of Shivaji has received a letter from Agra containing the news that Shivaji was dead. Jeeja bai despite of being a mother receives this news as a responsible Regent and doesn't want it to be disclosed.



Notes



INTEXT QUESTIONS 23.1

1. Tick the most suitable answer:
 - A. Jijabai told her Mantri to
 - a) get the soldiers ready for war by giving them guns
 - b) send sweets to the soldiers
 - c) give the soldiers' wives gifts and keep them happy
 - B. Where was Shivaji?
 - a) He had gone hunting with Sambaji
 - b) He had been taken prisoner by Aurangzeb
 - c) He had gone to Varanasi to consult astrologers
 - C. Jijabai believed that the letter was a hoax because
 - a) she did not trust Aurangzeb
 - b) Jai Singh had said so
 - c) the soldiers were unhappy
 - D. Ram Das was
 - a) Shivaji's minister and leader of the army
 - b) Sambaji's teacher and companion
 - c) a court poet and Shivaji's teacher and companion
2. The Mantri believes that the soldiers will revolt. His anxiety shows the soldiers' feeling of uncertainty and fear about their future. Discuss in 30 words only.
3. Jeejabai orders the raise in salary and ration of the soldiers, send gifts and sweets to their families from her private finances. What these gestures show about Jeejabai as a person and as a Regent.

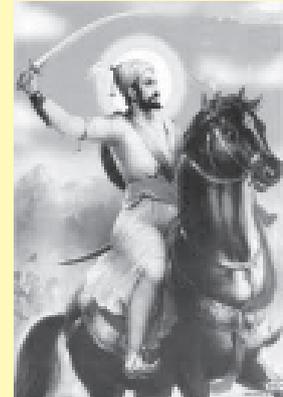


DO YOU KNOW

Shivaji was a great warrior and just ruler who consolidated the Maratha kingdom. He is honoured till date because he protected the vulnerable people. Although he fought many battles against the Moghul emperor Aurangzeb, he practised religious tolerance, protected Muslim women, mosques and tombs.

Today, the 14th Battalion of the Maratha Light Infantry Regiment traces its origin to Shivaji's army of the 18th century. Their battle cry is, "Bol Shri Chatrapati Shivaji Maharaj ki Jai!"

In Mumbai, the railway terminus and airport have been named Chatrapati Shivaji Maharaj Terminus and Chatrapati Shivaji Maharaj Airport respectively, in his memory.



LET US DO 23.1

Shivaji is considered a hero even today. Identify any man or woman from your neighbourhood or state, whom you admire. He /she may be living today or may have lived some years ago. Make a list of all the reasons why you admire him/her. Now, using this list write a paragraph describing him/her.

23.2.2 PART 2

Footsteps and a slight noise outside Long live Maharashtra.

A mother, even though a ruler or strong personality is always a mother first. Love and care for her children is natural for her. Emotionally she is always attached to them.

In part 2 you'll learn that Jijabai, Shivaji's mother is very keen to see him safe and sound with her. The news of his death has upset her, though, she strongly believes it to be a hoax. She is very anxious about her son and grandson's well being. Yet, she announces gifts for soldiers and their families in order to keep their morale high. She agrees to welcome sadhus because they are from the North. They may have some news about her son. But at the same time she is fully aware of her responsibility towards the Maratha people. She is a totally committed and earnest Regent. Her interaction with Sayabai and Sadhus makes it obvious that she keeps her emotions under control and believes Shivaji will return

The Return of the Lion

for the sake of the Marathas. Shivaji also, like a seasoned ruler keeps his excitement subdued and makes his appearance in disguise. Read the unit to find out what happens in the end.



Notes



INTEXT QUESTIONS 23.2

- Match the following to complete the sentences:
 - Jijabai agreed to see the three sadhus
 - The sadhus told her that
 - The third sadhu
 - Jijabai asked the sadhus
 - Soyabai was sad because
 - Shivaji was captured by Aurangzeb
 - to bless her
 - she could not see her son Sambaji
 - because they had come from far off places
 - remained silent
- Why did Jijabai agree to meet the sadhus? Give three reasons.
- Jeejabai could recognise her son among the Sadhus. How? What does it shows about Jeejabai as mother. Write in 50 words.



LET US DO 23.2

Have you ever faced a situation where you lost something or somebody you loved? How did you feel when that happened? Write a diary entry describing your feelings.



DO YOU KNOW

When Aurangzeb arrested Shivaji in Raja Jai Singh's house, Shivaji realised that Aurangzeb was planning to kill him.

Shivaji struck upon an idea and said that he wanted to make peace with God by sending fruit and sweetmeats to Brahmins and holy men. Aurangzeb agreed to this. One fine day Shivaji and his son Sambhaji hid themselves in two large baskets in which fruits and sweetmeats were packed everyday and escaped from Aurnagzeb's custody.



23.3 LET US LEARN GRAMMAR

Adverbs

Adverbs are words which add meaning to a verb, an adjective or another adverb. There are different kinds of adverbs.

1. Adverbs of Manner (which show how)
 - eg. He laughed 'loudly'.
 - The Marathas fought 'bravely'.
 - She spoke 'cheerfully'.
2. Adverbs of Place (which show where)
 - eg. Stand 'here'.
 - Your Raja has come 'back'.
 - There are three holy men 'outside'.
3. Adverbs of Time (which show when)
 - eg. He comes here 'daily'.
 - We will give a feast 'today'.
 - They arrived a few minutes 'ago'.

Exercise 1

Choose a suitable word from the brackets and use it in the correct form to complete the sentences.

- eg. She laughed _____(happy/slow)
She laughed happily.
1. Seema looked _____ at her art work.(happy/sad)
 2. The man stared _____ at the boy who broke the window.(kind/stern)
 3. Salim looked _____ (anxious/rude) out of the window to see whether the police was there for his protection.
 4. I like to write _____ (neat/untidy) so that my work is legible.
 5. He is popular because he always speaks _____ (polite/rude).

Exercise 2

Adverbial Antonyms (opposites)

Tick the correct antonym (opposite).

The Return of the Lion

eg. Happily – sadly/seriously

1. timidly - honestly/boldly
2. sternly - shyly/kindly
3. softly - bravely/loudly
4. weakly - strongly/tidily
5. safely - dangerously/prettily
6. cheerfully - sorrowfully/cruelly
7. loosely - tightly/gracefully
8. slowly - bravely/quickly
9. gently - roughly/greatly
10. strictly - meanly/leniently

Exercise 3

In the following sentences

(1) Pick out the adverbs and (2) classify each as an adverb of time, place or manner.

1. Try again.
2. We woke up early.
3. The railway station is far away from his house.
4. She was dressed smartly on her birthday party.
5. The policewoman walked fast to reach the site of accident.
6. The bus is parked in front of the school gate.
7. The animals were received kindly by the zoo authorities.
8. The holy men met the queen immediately after they got permission from the mantri.



WHAT YOU HAVE LEARNT

In this lesson you have learnt that you need to be calm in the face of difficulties. When ever there are problems, it is important to set aside fears and worries and try to find solutions.

You also understood the responsibilities of a leader/ruler towards his/her people. Jijabai demonstrated this by looking after the soldiers and their families even though she was very sad and worried about Shivaji.



Notes



TERMINAL QUESTIONS

1. As Regent how did Jijabai take care of the Maratha soldiers?
2. Why do you think Shivaji was in disguise when he came to meet his mother?
3. Why did Jijabai refuse to believe that Shivaji was dead?
4. Vijaya was twelve years old. She was travelling with her parents and younger sister. Suddenly the train in which they were travelling met with an accident. Vijaya saw that many people including his family members were hurt and crying for help. How would you feel if you were Vijaya? What would you do?



ANSWERS

23.2.1 PART 1

INTEXT QUESTIONS 23.1

1.
 - A c. to give the soldiers' wives gifts and keep them happy
 - B b. he had been taken prisoner by Aurangzeb
 - C a. she did not trust Aurangzeb
 - D c. a court poet and Shivaji's teacher and companion
2. The Mantri felt that the soldiers would revolt because they were discontented and there was also no news of Shivaji, their ruler.
3. a) She asked the Mantri to raise the salary of the soldiers and to look after their families. She told him to keep the priests and soldiers happy.
 - b) Accept all relevant answers. For example: She was a caring ruler and knew her responsibilities as a Regent.

23.2.1 PART 2

INTEXT QUESTIONS 23.2

1.
 - i d. because they had come from far off places
 - ii a. Shivaji was captured by Aurangzeb



- iii e. remained silent
 - iv b. to bless her
 - v c. she could not see her son, Sambhaji
2. Jijabai agreed to meet the sadhus because they had come from far and she thought that they may have news about her son. She also wanted their blessings.
 3. Jijabai realises that the third sadhu is her son when he falls at her feet when she asks him to bless her.

23.3 LET US LEARN GRAMMAR

Exercise 1

1. happily
2. sternly
3. anxiously
4. neatly
5. politely

Exercise 2

1. boldly
2. kindly
3. loudly
4. strongly
5. dangerously
6. sorrowfully
7. tightly
8. quickly
9. roughly
10. leniently

Exercise 3

1. again – adverb of time
2. early - adverb of time
3. far away – adverb of place
4. smartly – adverb of manner
5. fast – adverb of manner
6. in front – adverb of place
7. kindly – adverb of manner
8. immediately- adverb of time
9. lengthwise – adverb of manner
10. tomorrow – adverb of time

TERMINAL QUESTIONS

1. As Regent, in Shivaji's absence, Jijabai took care of the Maratha soldiers by raising their pay and increasing their monthly rations with her private finances.
2. Shivaji had escaped from Aurangzeb's captivity and travelled from Agra in disguise to meet his mother so that he could escape recapture and because he wanted to know whether he was safe in his own kingdom.
3. Jijabai did not believe what was written in the letter since she did not trust Aurangzeb. She also believed that her son was a brave and strong man and that Aurangzeb could not kill him easily.
4. Individual responses.

Suggested response:



Notes

If I were Vijay I would be afraid and worried about my family. I would be upset and sad to see people suffering. I would try and help my family and then help those who needed my immediate help. If there were people more seriously injured than members of my family I would help them first .I would also try and help people get out of the train.



24



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CO-OPERATE AND PROSPER

India is one of the largest producers of milk today. Yet, in the past the farmers who reared cattle and produced this huge amount of milk in the country remained poor though they worked very hard. This story is about how Sardar Vallabhbhai Patel, a freedom fighter and the first Deputy Prime Minister of India, helped to improve the lives of the cattle farmers of Gujarat by organising them into a co-operative called the Amul Dairy.

Is there anyone in India who has not seen this advertisement? This little girl has created history by being the longest running mascot (icon, symbol) for Amul Butter. Some famous

advertisement lines for Amul are: “Utterly Butterly Delicious—Amul” and “Amul—The Taste of India”



We all know that butter and many other products are made from milk. Can you think of some more interesting jingles or catchy slogans or advertisement lines for milk, butter, ghee or curds (*dahi*). Write them down. You can even try sending them to the Chairman/ President, Amul Dairy by e-mail.



OBJECTIVES

After completing this lesson you will be able to:

- explain the main idea of the text;
- realise the advantages of forming a co-operative;



Notes

- learn the value of self governance and co-operative living;
- develop awareness of some military and civilian awards, and
- identify, value and recognise positive qualities in others.
- deduce the meaning of difficult words and phrases and use them effectively;
- use homophones correctly in written sentences;
- enhance your vocabulary of phrases;
- use different types of pronouns effectively;
- use infinitives both with and without 'to';
- learn to make nouns from verbs and adjectives;
- write a process;
- interpret the information in a factual table and complete a written description;



24.1 LET US READ THE TEXT

(With Sardar Vallabhbhai Patel's strong support, the cattle farmers of Gujarat were brought together in a co-operative group. This not only improved their lives a lot, but also led to the setting up of one of India's most successful industries. It also made Gujarat one of the richest and most developed states of India. What is a co-operative? How does it work? Read the story to find out ...)

The people of Gujarat were mostly farmers. They reared cattle but remained poor. Despite their hard work, they always remained in want. The poor plight of these farmers moved the heart of the Iron Man of India, Sardar Vallabhbhai Patel. He was determined to bring prosperity into their lives. So, he decided to organise them into a co-operative force and provide them with a steady source of income. This task was assigned to Mr. Tribhuvandas Patel. He united the disorganised farmers and started a co-operative dairy unit. This system of co-operative effort eliminated the middlemen who harassed and exploited the ignorant farmers. But Tribhuvandas Patel found it difficult to compete with a British dairy in Mumbai.

At this point of time it was kind providence that brought a young energetic, intelligent and ambitious Indian engineer, trained in America, to work at the dairy research institute, Anand. Tribhuvandas sought this clever young man's assistance. This young man was none other than Verghese Kurien. He helped Tribhuvandas to set up a processing plant. This marked the birth of Amul and the rest is history. Shall we trace the history and the man who made this history? It tells how he strove incessantly in order to expand Amul milk unit. It also tells us about how through his relentless efforts, the dream of Vallabhbhai Patel was fulfilled.

reared: to look after
determined: to take a firm decision
assistance: help
plight: condition
strove incessantly: worked hard continuously
relentlessly: tirelessly/ unyielding
prosperity: good fortune, wealth
steady: continuous
harassed: caused mental pain by creating problems for someone
exploited: oppressed



Dr. Verghese Kurien was born in Calicut on 26th November 1921. He got his first degree in physics and he studied B.E. Mechanical Engineering at the University of Madras. He went on a scholarship to the USA and passed M.S degree with distinction. He was also very good at cricket, tennis and boxing.

When he returned to India, he joined the Government Dairy at Anand in Gujarat as a Dairy Engineer. But he felt it was not a challenging job for him. So he agreed to help Mr. Tribhuvandas Patel in setting up a milk processing plant. This was how the Amul Dairy came into existence in Gujarat.

Dr. Verghese Kurien developed the Amul Dairy Unit into the largest co-operative dairy in India. As a result of Dr. Kurien’s relentless efforts, the poor milk producers were protected from being exploited. The farmers came to appreciate the spirit of co-operation in addition to acquiring marketing skills. He introduced various reforms in the administration of Amul Dairy. He proposed to distribute half of its profits to the milk producers as dividend. Dr. Kurien’s reforms improved the rural economy considerably. This proves the saying, “The woman who owns a buffalo celebrates Diwali every day.”

Dr. Kurien made India the largest milk producer of the world. Dr. Kurien established the National Dairy Development Board (NDDDB) and designed the “**Operation Flood Programme**.” Dr. Kurien may rightly be called the “Architect of Modern Dairy Industry” and the “**Father of the White Revolution**”. He has been honoured with very high civilian awards such as Padmashri and Padmabhushan. His achievements were recognised internationally and he was awarded the prestigious Ramon Magasaysay Award for community leadership.

Dr. Kurien has succeeded in keeping the wolf from the doors of our farmers. His efforts have made the Indian farmer healthy, wealthy, cheerful and wise.

Thanks to Dr. Kurien that our children today are blessed with quality milk, butter and cheese, not to forget the chocolates and ice cream.



LET US DO 24.1

- 1. Given in the box below are the names of some of the awards given to people for excellence in different areas. Arrange them in the correct order in the columns in the given table. Start with the highest honour in each column. There will be fewer names in some columns. Some awards have been entered into the correct columns for you.

administration: management
dividend: a share of the profits
the woman who keeps a buffalo celebrates Diwali every day: by keeping the middlemen away
cattle owners are no longer poor. Selling milk has proved to be profitable
prestigious: very important, impressive
keep the wolf from the doors: keep hunger and poverty away



Notes

Maha Vir Chakra	Bharat Ratna	Dronacharya Award
Rajiv Gandhi Khel Ratna Award	Param Vir Chakra	Jnanpith Award
Dada Saheb Phalke Award	Padma Vibhushan	Padma Bhushan
Arjuna Award	Dhyanchand Award	Padma Shri
Shourya Chakra	Sahitya Academy Award	

Military Awards	Civilian Awards	Sports Awards	Film Awards	Literary Awards
Param Vir Chakra				
		Dronacharya Award		Sahitya Academy Award
	Padma Shri			

Now try to conduct a quiz on this with your friends.

2. Look at the picture of the medal given to the Param Vir Chakra awardee.



Param Vir Chakra

Activity for you to do:

- Form a club of like-minded people. Give it a name.
- Design a medal. (Note: the medal must have a design on both sides)
- Arrange an event or ceremony where you could honour people who have achieved excellence in different fields such as bravery or extraordinary courage, sports, helping others, planting trees, keeping the environment clean, waste recycling and so on.
- Make a medal for each field of excellence.
- Lay down guidelines for the selection of awardees in each category based on:
 - what special deeds or acts the persons have done
 - how these acts benefitted a person or people in your society /community/ neighbourhood

Co-Operate and Prosper

- Make the people of your neighbourhood aware of your decision by putting up posters, making announcements, talking to people or visiting houses to inform and explain.
- Decide the date on which the club will confer the medals (awards). If possible invite an important person or a senior citizen of the neighbourhood to present the medals.
- Read out the achievements of the person or persons who receive the medal.



Notes

24.2 LET US UNDERSTAND THE TEXT

24.2.1 PART 1

The people of Gujarat came into existence in Gujarat.

Do you know of anyone who was once unhappy for some reason, but is now a happy person because a well meaning, wise and intelligent person had a great idea and showed the way to improve his or her life? In this unit Sardar Vallabhbhai Patel feels sad to see the unhappy condition of the poor cattle-owning farmers of Gujarat who work hard but remain poor because they are cheated by middle-men. In this part of the story you will read how Sardar Vallabhbhai Patel formed Co-operatives.



INTEXT QUESTIONS 24.1

- I. Complete the following statements by ticking the correct choice.
1. The chief means of livelihood of the farmers discussed in the above passage was:
 - a. weaving cloth.
 - b. cattle rearing.
 - c. growing food crops.
 - d. trading in sheep and other cattle.
 2. The narrator says the farmers in Gujarat worked very hard but they were always in want. The phrase 'always in want' means that:
 - a. they could not make both ends meet (the money they earned was not enough to meet even their basic needs).
 - b. their demands were never ending.
 - c. they were greedy.
 - d. they wanted to work harder and harder.



Notes

3. Sardar Vallabhbhai Patel wanted to bring prosperity into their lives. He planned to do so by:
 - a. beautifying their villages.
 - b. giving them modern facilities.
 - c. opening more schools.
 - d. organising them into a collective group which would do business collectively and share the profits.
 4. Tribhuvandas was employed by Sardar Vallabhbhai Patel to:
 - a. train the villagers to preserve and market milk.
 - b. check that they were not being cheated by middlemen.
 - c. organise them into a co-operative.
 - d. to ensure that no one exploited or harassed anyone.
 5. By saying “This marked the birth of Amul Dairy and the rest is history” the narrator means that
 - a. the Amul Dairy plant was the first one to be set up in India.
 - b. the Amul Dairy was set up and its success story afterwards is so well known to everyone that it does not need to be told or stated.
 - c. the people of Gujarat took part in the historical Freedom Movement of India.
 - d. after the dairy started functioning with the help of the farmers’ co-operative, they were no longer poor.
 6. The farmers were disorganised because
 - a. they were poor.
 - b. they were uneducated and simple minded.
 - c. they were always fighting amongst themselves.
 - d. they were lazy.
- II. Answer the following questions in one or two sentences each.
1. What is the role of middlemen?
 2. Why did Sardar Vallabhbhai Patel want to eliminate ‘middlemen’?
 3. What difficulty did Tribhuvandas face?
 4. Why did Dr Kurien give up his government job?
- III. Read the sentences given below. They are from the text. What do the underlined words mean? Tick the word that you think is correct. You may refer to a dictionary if necessary.
1. This task was assigned to Mr. Tribhuvandas Patel.
 - a) to sign on a paper
 - b) to select someone
 - c) to give a responsibility to someone
 - d) some sort of work



Notes

	Column A		Column B
1.	to have a change of heart	a.	to not feel interested in doing something
2.	to have one's heart in one's mouth	b.	to pick up courage
3.	to take heart	c.	to change one's feelings towards someone
4.	to break someone's heart	d.	to be extremely nervous
5.	not to have one's heart in something	e.	to make someone sad

? DO YOU KNOW

The idea of the Co-operative Movement is 200 years old. A co-operative movement is a voluntary and collective movement of the people, in which the people pool in their resources with the aim of achieving something which they could not have achieved individually.

Today India has the largest co-operatives in the world. These co-operatives are committed to securing an improvement in the lives of a vast majority of Indian people.

Some of the well known co-operatives in India are: NCDC (National Co-operative Development Corporation), IFFCO (Indian Farmers Fertilizer Co-operative) and NAFED (National Agricultural Co-operative Marketing Federation).

24.2.2 PART 2

Dr Verghese Kurien developed chocolates and ice cream.

In this part of the story you will understand how Amul Dairy Unit became one of the biggest milk producers' co-operative and how this movement empowered the farmers.



INTEXT QUESTIONS 24.2

I. State whether the following statements are true or false. Give reasons in support of false statement. One example has been done for you.

Example

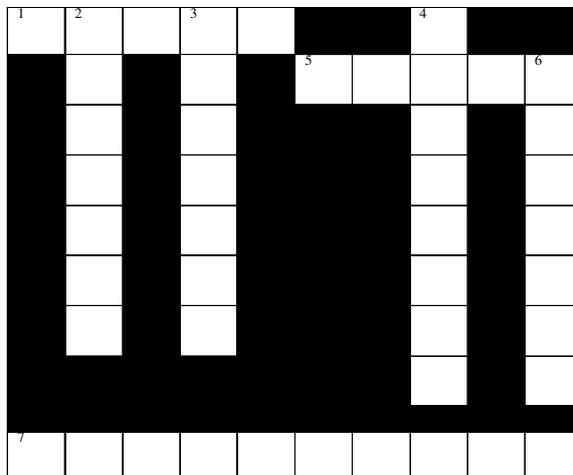
- Kurien was an ordinary farmer living in one of the villages of Gujarat. **(false)**

Kurien was not a farmer. He was an engineer from Calicut.



1. Dr. Kurien was able to find a way to challenge his competitor in Bombay.
2. Dr. Kurien ushered the Operation Flood Programme in India.
3. Dr. Kurien showed farmers how to increase their crop production using newer techniques. That is why he is called ‘Father of the Green Revolution’.
4. Dr. Kurien kept a large part of the profit for himself as payment for his work, with the result that the farmers’ condition never improved.
5. It is due to Dr. Kurien’s vision and management that our countrymen can get good quality milk to drink.

II. Complete the following crossword with the help of the given clues. All the answers to the clues are words that are taken from the text.



Clues

Across

1. another word for a prize
5. a special ability to do something
7. a big and complete change in a system

Down

2. another word for being rich
3. improvements in a system
4. a part of the profit which is distributed to shareholders in a company
6. the superlative of the adjective ‘large’



LET US LEARN NEW WORDS 24.2

Homophones

Study the two words written in bold print below. The two words have the same pronunciation but different meanings.

For instance, a **‘pear’** is a fruit which is light green in colour, but a **‘pair’** refers to two people or two things that belong together or go together.



Notes

Exercise

Study the following pairs of sentences. Fill in the blanks with appropriate words given in brackets. One example has been done for you.

- I went to the market to buy some apples, oranges and pears.

I also bought a pair of shoes for myself. (pair/pears)

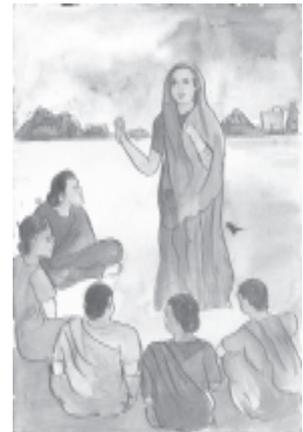
1. There was so much noise at the station that I could not _____ the announcements.
Come _____, I'll explain what has to be done. (here/hear)
2. Look out! _____ is a snake under the mango tree in the garden.
The students will be given _____ report cards tomorrow. (their/there)
3. My sister and her friends were going to watch a movie. I wanted to go _____.
There were _____ books lying on the desk. (two/too)
4. In the olden days pens were made out of _____.
Her handwriting is difficult to _____. (reeds/read)
5. Apple _____ is healthy. It should not be removed.
The audience broke into a _____ of laughter when they heard the joke. (peal/peel)

**LET US DO 24.2**

Read the stories of three individuals who worked for the good of their community.

ASHA DEVI

Asha Devi lives in a small village near Ghaziabad. She is a typical village woman who covers her face when she sits amongst village elders. Asha Devi realised that people spent too much money on their daughters' weddings and dowries (*dahej*). Because of this many parents felt that their daughters were a burden. Asha Devi worked hard for almost a year to make the villagers agree to reduce all wasteful spending. Finally the villagers realised that her suggestions would be for their own good. They convinced the Panchayat to support their decision that in the future all weddings would be simple and only small gifts would be allowed. Asha Devi also succeeded in banning fireworks, loud music and firearms during social ceremonies. She felt that loud music and fireworks caused pollution and carrying firearms was dangerous for society. Today the people of this little village are happy because they can save money and use it for other necessities.





THE GARBAGE GIRL

Jodie Underhill is a British girl who is known as the 'Garbage Girl'. She received the 'Green Hero Award' on 2nd July 2010 for her selfless work in the hills of Himachal Pradesh.

Once during her visit to Himachal Pradesh she realised that a lot of biodegradable rubbish was thrown carelessly in the mountains surrounding Mcleodganj.

Saddened by this carelessness of people she decided to do something about it. She and her group of volunteers started picking up all the trash. They collected about thirty-five sacks of garbage every week. Jodie says, "The damage that we have done to our planet cannot be reversed but we can surely bring positive changes by reducing, reusing and recycling. Let's leave our children a planet that is habitable not just for them but for future generations."



VILLAGE WOMEN START A BANK

In the late 1970's in Mhaswad village in Maharashtra, there was a terrible drought. There was no rain, the crops failed and there was no food for the people. The entire region became poverty stricken. The men of the village left their homes to look for jobs in the cities, and their women and children were left to look after themselves.

In the mid 1980's Chetna Gala Sinha came to Mhaswad. She started various schemes to help the villagers to support themselves so that they would stop moving to the cities. She created a Mann Vikas Samajik Sanstha and launched a General Credit Co-operative Society. It started as a weekly savings scheme for women. The women came together and each one contributed Rs. 5/- from her savings every week. With this money they went to the market and helped one woman to buy a goat. Soon they raised their contribution to Rs. 10/- per week. This was the beginning of a Self Help Group. Soon the Inter Credit business became popular. The women who borrowed and used other people's money returned it sincerely and honestly. Soon 126 villages joined the group and it became a Federation.



Notes

The women now realised that they needed a bank to give them loans. But they were illiterate, and no private or public bank was willing to give them loans. Sinha applied to the Reserve Bank of India for a licence to start a Women's Bank. Initially the bank refused but after two years of constant struggle the licence was given. Sinha believed that for hundreds of years simple women have managed their family finances excellently. Why could they not be trusted to manage the bank? Sinha believed that even the poorest of poor could help themselves and live better lives by creating a co-operative .



SINHA Self Help Group (Photo credit - MVSS)

Exercise

1. Asha Devi, Jodie Underhill, and Chetna Gala Sinha all worked successfully for the welfare of the community. What do these three success stories have in common? Why did the three women succeed in their efforts?
2. Which one of the three movements described above would you like to become involved in? Why?
3. We can't always expect the Government or others to do everything for us. We can bring in the change that we want with the help and participation of others who want the same change.
 - Is there anything you want to improve or change in your neighbourhood, town, or city? Make a list of things that you would like to do to improve the lives of people in your village, town, or neighbourhood.
 - Form a club of people who want to make changes. Decide the steps you will take to bring about the change.
 - What problems are you likely to face?
 - How will you overcome these?



24.3 LET US LEARN GRAMMAR



Notes

A. PRONOUNS

Words which are used in place of nouns are called pronouns.

I. Singular Personal Pronouns: he, she, it, I, me, him, her, you

Example 1 (the use of **he**)

Read the following passage.

- *Dr. Verghese was born in Calicut on 26th November 1921. Dr. Verghese got his first degree in physics and Dr. Verghese earned his BE in Mechanical Engineering at the University of Madras. Dr. Verghese went on a scholarship to the USA and passed the MS degree examination with distinction. Dr. Verghese was also very good at cricket, tennis and boxing.*

Did you notice that the repetition of the name Dr. Verghese made the passage boring for you to read?

Now read the passage given below. Note the changes that have been made to the original passage. The noun Dr. Verghese has been replaced by the pronoun 'he'.

- *Dr. Verghese was born in Calicut on 26th November 1921. **He** got his first degree in physics and **he** earned his BE in Mechanical Engineering at the University of Madras. **He** went on a scholarship to the USA and passed the MS degree examination with distinction. **He** was also very good at cricket, tennis and boxing.*

Example 2 (the use of **he, him, she** and **her**)

- *Ram went to the market. **Ram** wanted to buy some fruits and vegetables. When **Ram** was about to leave, **Ram's** wife, Shanti asked **Ram** to buy a few more things. **Shanti** reminded **Ram** to buy the medicines which the doctor had prescribed for **Shanti**.*

In the above passage the words Ram and Shanti are nouns (naming words). They are proper nouns (names of people).

These nouns have been used again and again. This makes the passage very boring to read.

Now read the following passage. Does it read and sound better? What changes have been made?

- *Ram went to the market. **He** wanted to buy some fruits and vegetables. When **he** was about to leave, **his** wife, Shanti asked **him** to buy a few more things. **She** reminded **him** to buy the medicines which the doctor had prescribed for **her**.*

In this passage the proper noun Ram (the name of a man) has been replaced by the pronouns 'he' and 'him' after the first sentence. The proper noun 'Shanti' (the



Notes

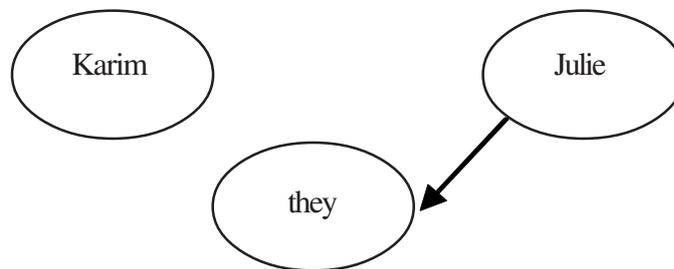
name of a woman) has been replaced by the pronouns 'she' and 'her' after the first introduction.

II. Plural Pronouns: we, us, you, them, they, their

Example (the use of **they, their, them**)

Read the following passage.

- ***Karim and Julie*** lived in a small village. ***Karim and Julie*** were good friends. ***Karim and Julie*** went to the same school. In the evening ***Karim and Julie*** would play for some time after which ***Karim and Julie*** would sit down to finish ***Karim and Julie's*** homework. Whenever, ***Karim and Julie*** faced any problems ***Karim and Julie*** would help each other. Sometimes ***Karim and Julie*** would ask ***Karim and Julie's*** parents to help ***Karim and Julie***.



Now read the passage given below.

- *Karim and Julie* lived in a small village. ***They*** were good friends. ***They*** went to the same school. In the evening ***they*** would play for some time, after which ***they*** would sit down to finish ***their*** homework. Whenever ***they*** had any problems ***they*** would help each other. Sometimes ***they*** would ask ***their*** parents to help ***them***.

What did you notice?

- After the first use, we replaced the names of Karim and Julie with the pronoun 'they'.
- We use the pronoun 'they' when there are two or more people being talked about.

Exercise 1

Rewrite the sentences using the pronouns **he, they, or them** in place of the underlined nouns.

1. Jannat unlocked the door of his house. **Jannat** was very tired so **Jannat** lay down on his bed to rest.
2. Hari and Babu work in the same company. **Hari and Babu** were deputed by their boss to buy some furniture for the office.
3. The students were very happy when the Principal told **the students** that the school had organised an excursion for **the students**.
4. Hussain, Ali and Gokul wanted to be in the school cricket team. **Hussain, Ali and Gokul** requested the team captain to take **Hussain, Ali and Gokul** in the team. The captain said he would give **Hussain, Ali and Gokul** a chance to play in his team.



5. The children made secret plans. **The children** did not want the others to know anything. If the others came to know **the children's** plans **the others** would not let **the children** go out.

III. Possessive Pronouns

Words such as **his, hers, mine, ours, theirs, and yours** show possession or ownership. They are called possessive pronouns. They are used alone as can be seen in the examples given below. They do not have a noun after them.

Examples

- These books are **theirs**.
- The torn shirt is not **his**.
- These trousers are **yours**, not **mine/ours**.
- This baby is **hers**.

Summary of Pronouns

Study the table below:

Form	Singular subject	Object	Possessive	Plural subject	Object	Possessive
1st person	I	me	mine	we	us	ours
2nd person	You	you	yours	you	you	yours
3rd person	he	him	his	they	them	theirs
	she	her	hers	-	-	-
	it	it	-	-	-	-

Words such as **my, his, her, its, your, their, and our** also show possession but need a singular or plural noun after them. For this reason they are sometimes called **possessive adjectives**.

Examples:

- His shirt is torn.
- Her baby is crying.
- My book is interesting.
- Their friends are coming to their house for dinner.
- Our train is late.
- The bird cannot fly. Its wing is broken.



Notes

Exercise 2

A group of friends are discussing plans for a party. Complete the following dialogue with suitable pronouns from the box given below. You will need to use some of these pronouns more than once.

him, it, he, our, mine, I, she, you, we, us, they, her

Do not forget to use a capital letter when writing a word that begins a sentence.

Nadia : Bhim, let's organise a birthday party for Geeta next Sunday. What do _____ think?

Bhim : I don't mind. But _____ was Raja who first suggested this, so, let us ask _____ if he is free on that day.

Nadia : Who all should _____ invite?

Bhim : Ravi won't be here. _____ is going to Lucknow to see his aunt.

Nadia : What about the food and drink? Should _____ bring cooked food from home or should we buy _____ from the market?

Bhim : I think buying the food would be too expensive. Let each one of _____ bring one item.

Nadia : Who do _____ think can arrange a music system for playing music ? I would have brought _____ but _____ has gone for repairs.

Bhim : Don't worry. My neighbours have one. _____ are nice people. If _____ request them , _____ would surely lend _____ to me .

Nadia : That's good. Now coming back to _____ list, who else should _____ invite?

Bhim : I think we can invite Rose who joined our school last week. _____ seems to be a friendly girl.

Nadia : OK, so _____ will invite _____. What about Sanjay? I think he gets along well with Geeta and with all of _____. He is good at organising games and is also good at cracking jokes. _____ will entertain _____ and make _____ laugh.

Bhim : Let's ask both Rose and Sanjay if _____ would like to join _____ party. It will be nice if _____ agree.

B. INFINITIVES

In English, infinitives are verbs that do not change with a change in the tense or form of the main verb.

Infinitives may be base verbs that need a 'to' along with them.



Some infinitives may not need a 'to' before them.

Infinitives can be used after a noun, pronoun, adjective or a main verb in statements as well as in question forms.

1. Verbs which need a 'to' before them - 'to' Infinitives

Example

- We are ready **to go** now.

Exercise 1

Complete the following sentences with a to + infinitive. Choose an appropriate verb from the box below.

wear, watch, buy, carry, reach

1. If you travel abroad, remember _____ your passport.
 2. I can't afford _____ the airport late.
 3. He wants _____ the new movie.
 4. He has gone to the market _____ vegetables.
 5. It will be very cold up in the hills. Don't forget _____ your woollen cap.
- ### 2. Verbs which do not need a 'to' before them

These infinitives are called bare infinitives. Bare infinitives often come after a modal verb, but not always. They also come after some other special verbs such as 'make' and 'let'.

Example

- I must **finish** my work immediately.
- My mother makes me **brush** my teeth every night before I go to bed.
- Let me **help** you.

Exercise 2

Complete each sentence with a suitable verb from the box. Do not use a 'to' before the verb.

borrow follow check practise visit complete

1. I had better _____ my presentation before going to bed.
2. You must _____ the school rules.
3. I might _____ my grandmother in September.



Notes

4. You should always _____ your spellings after you finish writing.
5. Our teacher made us _____ many sums before the mathematics examination.
6. My older sister sometimes lets me _____ her new badminton racket.

3. Adjectives which need a verb with a 'to' before it

Examples

- I am glad **to see** you.
- The cultural program put up by children was exciting **to watch**.
- He is not strong enough **to walk** ten miles.

4. Verbs which come after nouns and pronouns need a 'to' along with them

Examples

- Do you have a pencil **to lend** me?
- I have lots of work **to complete**.
- Can I have something **to eat**?

Given below is some information about Mr Jalani, a teacher who is popular with his students.

Use this information to write a complete sentence with or without 'to'. Study the examples first.

Examples

- They work very hard — Mr. Jalani makes them
Mr. Jalani **makes** them work very hard. (without 'to')
- They take their homework seriously — Mr. Jalani forces them
Mr. Jalani forces them **to take** their homework seriously. (with 'to')

Exercise 3

Now rewrite the following sentences on your own.

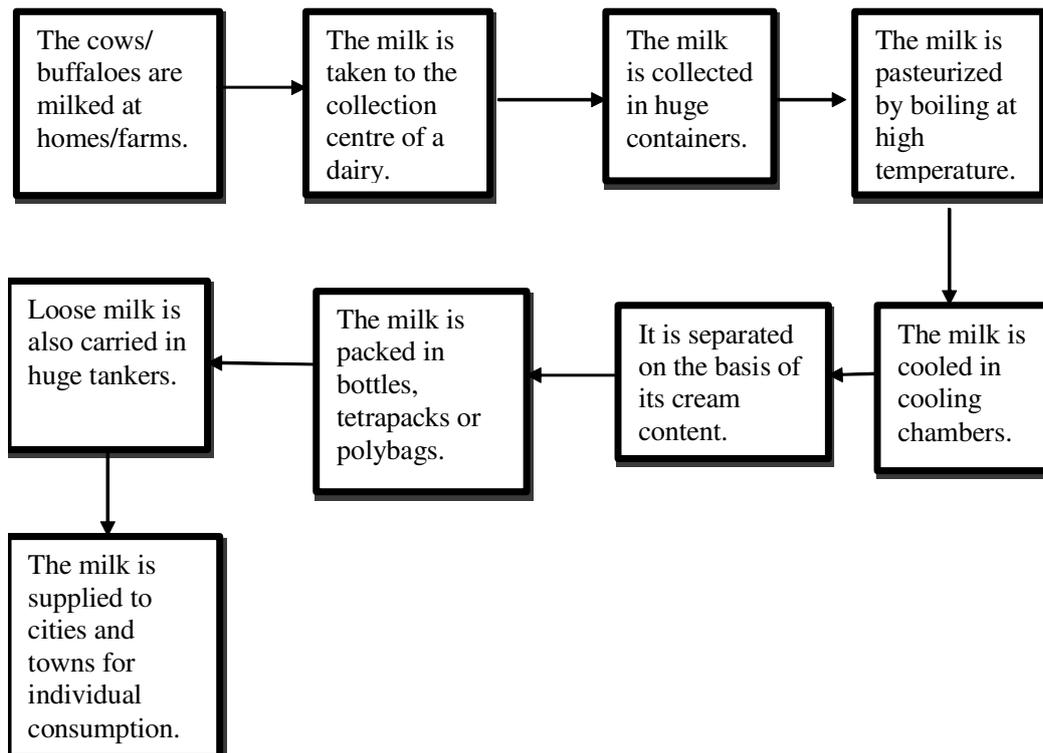
1. They do a lot of research on the internet - Mr. Jalani makes them.....
2. They make models and charts to explain concepts - Mr. Jalani wants them.....
3. They watch videos and movies about famous personalities - Mr. Jalani lets them
.....
4. They do well in their exams - Their parents want them
5. They have to behave properly - The school expects them



24.4 LET US WRITE

PROCESS WRITING

Given below is a flow chart showing the journey of milk from a farm /household to the factory/dairy, and from there to people in the cities and towns. Study the flow chart and the detailed description that follows.



Description of the process:

At first the cows /buffaloes *are milked* each day by the cattle owners. The milk *is carried* to the nearest dairy collection centres where it *is collected* in huge containers. The collected milk *is then put in boilers and boiled* at a high temperature. This process, also known as pasteurization helps to kill the harmful bacteria. **After** pasteurization, the milk *is cooled* in a cooling chamber. **Thereafter**, it *is separated* on the basis of its cream content into full cream milk, toned milk, double toned milk or skimmed milk. **Subsequently** the milk *is packed* in bottles, polybags or tetrapacks. **Finally** the packed milk *is transported* to different cities and towns to reach people like us for individual consumption.

In the above paragraph:

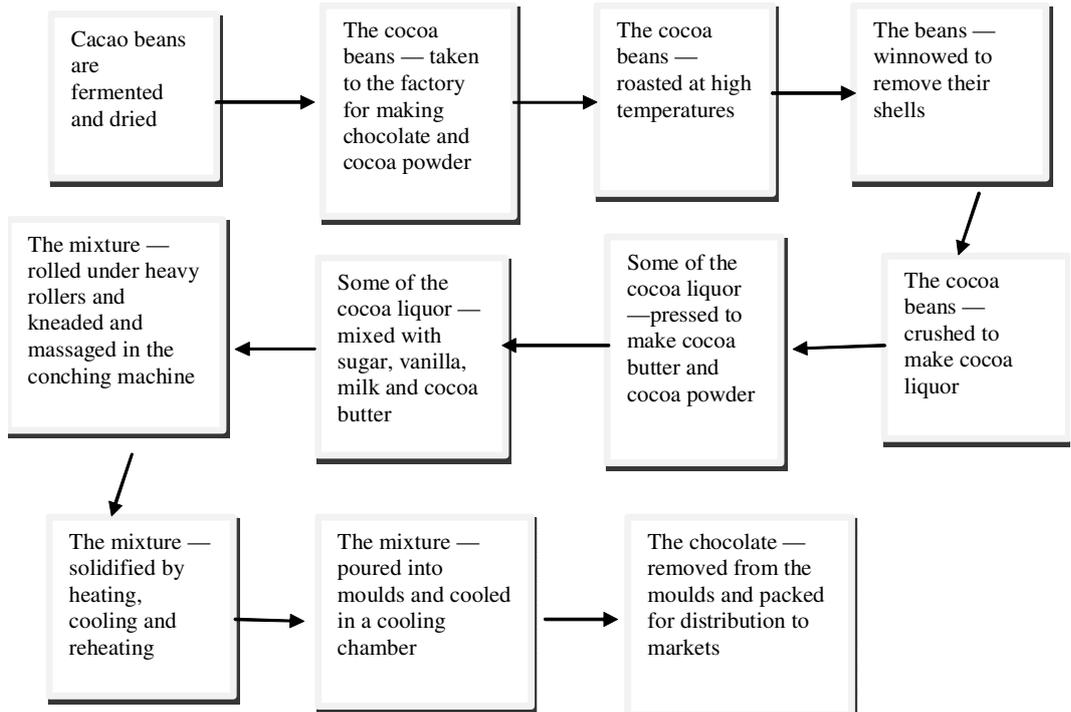


Notes

- the underlined words in italics are all in the passive voice.
- the words in bold print are sequence markers.

When we describe a **process** we generally use the **passive voice** and **sequence markers** to describe each step in the process.

Now study the following flow chart which shows the chocolate-making process.



Exercise

Write a paragraph describing the process of making chocolate.

Use the milk production flow chart given on page 157 (24.4) to guide you.

Remember to use different **sequence markers** and the **passive voice**.

Remember to **use pronouns** wherever possible instead of repeating the nouns.

Note: For tips on how to use the passive voice refer to Section 21.4 Let Us Learn Grammar in the lesson The Village Pharmacy.



Reading and Interpreting a Factual Table

Given below is a table showing the average milk production in India in the last ten years and the availability of milk per person.

Study the table carefully.

MILK PRODUCTION IN INDIA		
YEAR	Production of milk (in million tons)	Per capita availability of milk (gms per day)
1999-2000	78.3	217
2000-2001	80.6	220
2001-2002	84.4	225
2002-2003	86.2	230
2003-2004	88.1	231
2004-2005	92.5	233
2005-2006	97.1	241
2006-2007	100.9	246
2007-2008	104.8	252
2008-2009	108.5	258

Source: Department of Animal Husbandry, Dairying and Fishing, Ministry of Agriculture, Government of India

Exercise 1

Now use the information in the above table and complete the information by filling in the blanks.

- The increase in milk production in ten years was _____ million tons.
- Increase in per capita availability of milk rose from _____ gms per day to _____ gms per day in the same period.
- The smallest increase in production was in the year _____.
- The least per capita availability of milk was in the year _____.
- By 2008-2009 there has been an increase of _____ gms in the per capita availability of milk compared to the year 1999-2000.



Notes

Exercise 2

Now complete the paragraph given below by using suitable words /phrases from the box.

has increased substantially,	more than,	average per capita availability,
milk-producing countries,	were able to produce,	rate of increase,
increase of,	yield more,	methods of breeding
when we produced		

After the introduction of co-operative schemes, India has become one of the major (1)_____ of the world. Milk production in India (2)_____ in the last ten years. Along with the rise in production the (3)_____ of milk has also increased.

Compared to the year 1999-2000 (4)_____ only 78.3 million tons of milk, we (5)_____ 108.5 million tons of milk in the year 2008-2009, which was an (6)_____ 30.2 tons.

This (7)_____ is not sufficient because our population is also increasing substantially each year.

Milk is an essential component of everybody's diet. Babies and growing children need it (8)_____ adults . If we want our countrymen to be healthy we should find better (9)_____ healthy cattle and feed them healthy fodder so that they (10)_____ milk.



WHAT YOU HAVE LEARNT

Unity is strength. Prosperity can come when people decide to come together and take a collective decision to improve their lives. In this process they strengthen the country's economy too.

Amul Milk Dairy, set up by the Gujarat Co-operative Milk Marketing Federation is the largest food products marketing organisation in India. It aims to give the cattle-rearing farmers good dividends out of its profits and also ensures that the consumers get very good quality products.

Some of the popular products of Amul Dairy are milk (bottled, packaged), *dahi*/yoghurt, butter, icecreams, chocolates, processed cheese, *ghee*, cream.



TERMINAL QUESTIONS

Answer the following questions in your own words.

1. In this lesson you read about how and why the Amul Co-operative Dairy was set up and how it works. What are the main ideas on which this co-operative is based?
2. What was Sardar Vallabhai Patel’s dream? Who realised it finally?
3. How was Dr. Kurien instrumental in improving the farmers’ monetary condition?
4. What was Dr. Kurien’s biggest contribution towards his countrymen?
5. Why is he called the “Father of the White Revolution”?
6. How was he honoured nationally and internationally for his efforts?



ANSWERS

LET US DO

Military Awards	Civilian Awards	Sports Awards	Film Awards	Literary Awards
Param Vir Chakra	Bharat Ratna	Arjuna Award	Dada Saheb Phalke Award	Jnanpith award
Maha Vir Chakra	Padma Vibhushan	Dronacharya Award		Sahitya Academy Award
Vir Chakra	Padma Bhushan	Rajiv Gandhi Khel Ratna Award		
Shourya Chakra	Padma Shri	Dhyan Chand Award		

24.2.1 PART 1

INTEXT QUESTIONS 24.1

- I. 1. b. cattle rearing
2. a. they could not make both ends meet
3. d. organising them into a collective group which would do business collectively and share the profits
4. c. to organise them into a co-operative



Notes

5. b. the Amul Dairy was set up and its success story afterwards is so well known to everyone that it does not need to be told or stated.
 6. b. they were uneducated and simple minded
- II
1. Middlemen are people who go between the producers and consumers. They buy the produce from the poor farmers at very cheap rates and sell them in the market at a huge profit. They often harass the poor farmers to force them to sell at cheaper prices.
 2. Sardar Patel felt sorry to see the plight of the poor cattle-rearing farmers who remained poor even though they worked so hard.
 3. There was another British company which was producing dairy products in Mumbai (Bombay). It was well established and Tribhuvandas could not compete with it in any way.
 4. For a bright man like Dr. Kurien, there was nothing very challenging or interesting in the Government job. He wanted to do something which would make a difference to people's lives and create history.
- III.
1. c. to give a responsibility to someone
 2. b. to remove
 3. a. chance or luck
- IV.
1. a.
 2. b.
 3. a.

LET US LEARN NEW WORDS 24.1**Heart phrases**

1. c. to change one's feelings towards someone
2. d. to be extremely nervous
3. b. to pick up courage
4. e. to make someone sad
5. a. not to feel interested in something

24.2.2 PART 2**INTEXT QUESTIONS 24.2**

- I
1. True
 2. True
 3. False - He showed them how to organise themselves to form a co-operative and sell milk collectively. He is famous for ushering the White Revolution.



4. False - He shared the profits with the cattle farmers in the form of dividends.
5. True

II Crossword

Across

1. award
5. skill
7. revolution

Down

2. wealthy
3. reforms
4. dividend
6. largest

LET US LEARN NEW WORDS 24.2

Homophones

1. hear/here
2. There /their
3. too/two
4. reeds/read
5. peel/peal

LET US DO 24.2

1. All the three success stories have women leaders. All the three leaders convinced the people of the community to work in a cooperative way. In all three situations the community would not have been successful in achieving the three different aims if they had not agreed to work together and help each other.
2. Individual responses.
Accept all responses.

24.3 LET US LEARN GRAMMAR

A. PRONOUNS

Exercise 1

1. Jannat unlocked the door. She was very tired so, she lay down on her bed to rest.
2. Hari and Babu work in the same company. They were deputed by their boss to buy some furniture for the office.
3. The students were very happy when the Principal told them that the school had organised an excursion for them.



Notes

4. Hussain, Ali and Gokul wanted to be in the school cricket team. They requested the team captain to take them in the team. The captain said he would give them a chance to play in his team.
5. The children made secret plans. They did not want the others to know anything. If the others came to know their plans they would not let them go out .

Exercise 2

- Nadia : Bhim, let's organise a birthday party for Geeta next Sunday. What do you think?
- Bhim : I don't mind. But it was Raja who first suggested this. So, let us ask him if he is free on that day.
- Nadia : Who all should we invite?
- Bhim : Ravi won't be here. He is going to Lucknow to see his aunt.
- Nadia : What about the food and drinks? Should we bring cooked food from home or should we buy it from the market?
- Bhim : I think buying the food would be too expensive. Let each one of us bring one item.
- Nadia : Who do you think can arrange a music system for playing music ? I would have brought mine but it has gone for repairs.
- Bhim : Don't worry. My neighbours have one. They are nice people. If I request them, they would surely lend it to me.
- Nadia : That's good. Now coming back to our list, who else should we invite?
- Bhim : I think we can invite Rose who joined our school last week. She seems to be a friendly girl.
- Nadia : Ok , so we will invite her. What about Sanjay? I think he gets along well with Geeta and with all of us. He is good at organising games and is also good at cracking jokes. He will entertain us and make us laugh.
- Bhim : Let's ask both Rose and Sanjay if they would like to join our party. It will be nice if they agree.

B. INFINITIVES**Exercise 1**

1. If you travel abroad, remember to carry your passport.
2. I can't afford to reach the airport late.
3. He wants to watch the new movie.



4. He has gone to the market to buy vegetables.
5. It will be very cold up in the hills. Don't forget to wear your woolen cap.

Exercise 2

1. I had better complete my presentation before going to bed.
2. You must follow the school rules.
3. I might visit my grandmother in September.
4. You should always check your spellings after you finish writing.
5. Our teacher made us practice many sums before the mathematics examination.
6. My older sister sometimes lets me borrow her new badminton racket.

Exercise 3

1. Mr. Jalani makes them do a lot of research on the internet.
2. Mr. Jalani wants them to make models and charts to explain concepts.
3. Mr. Jalani lets them watch videos and movies about famous personalities.
4. Their parents want them to do well in their exams.
5. The school expects them to behave properly.

24.4 LET US WRITE

Process Writing

Exercise

Individual responses using the contents of the flow chart provided.

LET US DO 24.3

Reading and Interpreting a Table

Exercise 1

1. 30.2
2. 217 gms ——— 258 gms
3. 2002-2003
4. 1999-2000
5. 41 gms

Exercise 2

1. milk-producing countries
2. has substantially increased
3. average per capita availability



Notes

4. when we produced
5. were able to produce
6. increase of
7. rate of increase
8. more than
9. methods of breeding
10. yield more

TERMINAL QUESTIONS

1. Individual responses.

Suggested response: The Amul Co-operative is based on a common goal or aim which the members of the cooperative cannot achieve as individuals. In the co-operative some of the profits made by the organisation are shared equally by the members. The co-operative makes profits because its members get a better price for their product than they would get if they were not members. They get a better price as members of the co-operative because they agree not to sell to middlemen and sell directly to the consumers. They co-operate and remain united.

2. His dream was to bring the farmers together, to remove middlemen, to save the farmers from harassment and exploitation and to do something which would remove their poverty and give them a steady flow of income.

Dr. Verghese Kurien realised the dream eventually.

3. Dr. Kurien got the cattle-owning farmers together and set up the Amul Dairy. He ensured that the farmers got a higher price for their milk. He also ensured that the cattle farmers got a share of profits made by the Dairy.
4. He was able to bring the poor farmers together to form a co-operative. He set up the largest dairy in India. He improved the lives of the cattle farmers and ensured that all his countrymen could now get plenty of good quality milk, butter, cheese, and curds.
5. White is the colour of milk. He is called the 'Father of the White Revolution' because with his ideas he was able to ensure a very high production of milk in the country which was a remarkable change. Today India is ranked amongst the leading milk-producing countries of the world.
6. He was awarded the Padma Shri and Padma Vibhushan by the Indian Government. He was also awarded the Ramon Magsaysay award which is given internationally.



25



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ONCE UPON A TIME

Have you ever heard your grandmother or grandfather talking about how the world was very different when they were children? Have you heard them say that people had more time to talk to each other or meet each other in the olden days?

As children we are innocent, loving and honest about our feelings. But as time passes, many social and cultural factors and experiences change our personality and behaviour. These experiences often take away some of our honesty and innocence. In the same way, the old way of life was innocent like a child because in those days people were more honest and caring about each other than they are in the busy, modern-day world. When we meet people today we often do not mean what we say. We only say nice things to them because we don't want to seem rude.

The poet wishes that the modern world would once again become innocent and childlike. He also wishes that he could once again be as natural, honest, and innocent as when he was a child.



OBJECTIVES

After completing this lesson you will be able to:

- recognise the value of being genuine in a relationship;
- compare changing behaviour patterns with time;
- record actions that influence one to change one's behaviour;
- explain implied comparison, and
- identify the elements of satire.



25.1 LET US READ THE TEXT

Once Upon a Time

Once upon a time, son,
they used to laugh with their hearts
and laugh with their eyes:
but now they only laugh with their teeth,
while their ice-block-cold eyes
search behind my shadow.

There was a time indeed
they used to shake hands with their hearts:
but that's gone, son.
Now they shake hands without hearts:
while their left hands search
my empty pockets.

'Feel at home'! 'Come again':
they say, and when I come
again and feel
at home, once, twice,
there will be no thrice –
for then I find doors shut on me.

So I have learned many things, son.
I have learned to wear many faces
like dresses - homeface,
officeface, streetface, hostface,
cocktailface, with all their conforming smiles
like a fixed portrait smile.

cold eyes -emotionless eyes

search – look for something

indeed - something which does exist

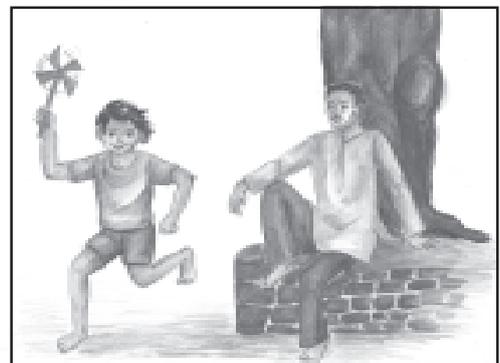
shut - closed

conforming - normally acceptable

portrait - picture

good – riddance - a feeling of relief when an unwanted person leaves

And I have learned too
to laugh with only my teeth
and shake hands without my heart.
I have also learned to say, 'Goodbye',
when I mean 'Good-riddance';
to say 'Glad to meet you',
without being glad; and to say 'It's been
nice talking to you', after being bored.





But believe me, son.
 I want to be what I used to be
 when I was like you. I want
 to unlearn all these muting things.
 Most of all, I want to relearn
 how to laugh, for my laugh in the mirror
 shows only my teeth like a snake’s bare fangs !

So show me, son,
 how to laugh; show me how
 I used to laugh and smile
 once upon a time when I was like you.

– Gabriel Okara

25.2 LET US UNDERSTAND THE TEXT

25.2.1 PART 1 (Stanzas 1, 2 and 3)

Once upon a time shut on me.



The poet tells his son about the behaviour of people in the past and in the present, in the olden days and in the modern world. He remembers a time when people had true feelings for one another. They would laugh from the heart and meet one another with genuine feeling. But today in the modern, busy world people often greet each other without any warmth in their handshake. They greet each other with a smile or a laugh that does not reach their eyes or warm their hearts. When they say ‘come again’ to a guest they don’t really mean it, they only say it to be polite. According to the poet, people these days are often interested

in meeting people only if they are rich, powerful, successful or famous, and do not value or respect those who have no wealth or position.



INTEXT QUESTIONS 25.1

I. Answer the following questions with reference to the lines in the following stanzas:

1. Stanza 1.

“Once upon a time _____ my shadow”

a. Who does the word ‘they’ refer to?

muting - expressionless / not expressed in speech

fangs - poisonous teeth of snake



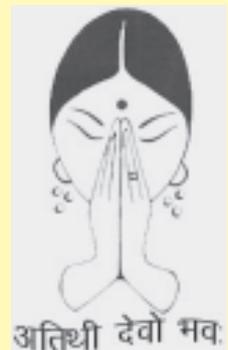
- b. What effect does the poet create by using the phrase ‘once upon a time’?
- c. How can a person laugh with his eyes and heart?
- d. What human behavior is being discussed in this stanza?
2. Stanza 2.
- “There was a time _____ my empty pockets.”
- a. What do the words “there was a time” refer to?
- b. What happened at that time?
- c. ‘...while their left hands search.....’. What do they search? What is the significance of this ‘search’?
- d. Based on the poem’s context what do you think will be the reaction of people who search the poet’s pockets and find them empty.
3. Stanza 3.
- “Feel at home _____ doors shut on me.”
- a. What does the expression ‘feel at home’ mean? Does the poet ‘feel at home’ in the situation he describes in this stanza?
- b. Which words or expressions are used by the poet to indicate that repeated visits are not welcome.
- c. Have you ever experienced a situation in which you believed completely in someone who offered to help you or promised something to you. Later you realized that he/she did not mean it? How did you feel when this happened to you? If this has not been your personal experience, imagine how would you feel if you were let down.

**DO YOU KNOW*****ATITHI DEVO BHAV***

Since times immemorial Indians have been well known for their hospitality (the way in which guests are served and taken care of).

Atithi Devo Bhava is a very old slogan. What does it mean?

In the olden days when the means of communication were limited and slower than they are today, it was not possible to be prepared for the arrival of a guest. The word *Atithi* means a





guest whose date of arrival is not known, or a person who arrives unexpectedly. Atithi is made up of A + tithi, in which ‘A’ stands for *not known* and ‘tithi’ means date. *Devo* means **God** and ‘*Bhav*’ stands for ‘is’.

Atithi Devo Bhava hence means that the arrival of a guest at any time is like the arrival of God and the guest shall be treated thus. This sentiment is deep-rooted in our culture even today.

In recent times the Government of India through the Ministry of Tourism has used this slogan to promote tourism in India.

25.2.2 PART 2 (Stanzas 4 and 5)

So I have learned after being bored.



Have you ever said something nice to someone without meaning it? Why do you think you said it? Was it because you were too busy and did not think about what you were saying? Was it because it was the correct thing to say in that situation? To be a part of the society we need to learn behaviour that is accepted in society. We begin to learn this as we grow up and behave according to the situation we are in. We learn this behaviour so well that our natural behaviour slowly disappears, and in each different situation we behave in the way that is considered appropriate for that situation. The poet says that he behaves very differently in the office, compared to the way he behaves at a party, or on the street. And none of these different faces that he puts on is his natural self or his real face. He says that he has also learnt to say things that he doesn't really mean, because they are the correct things to say in that situation. For example, when we are introduced to someone we are taught to say, "Glad to meet you." So the poet says that he too sometimes politely greets a person in this way even though he may not be interested in meeting him or her. The poet feels sad that like other adults in today's world he has forgotten how to be a natural person.



INTEXT QUESTIONS 25.2

I. Answer the following with reference to the lines mentioned in the following stanzas:

1. Stanza 4.

“So, I have learntlike a fixed portrait smile.”

- a. What has the father learnt?
- b. Explain “Like a fixed portrait smile.”



Notes

- c. What do the different faces stand for?
- 2. Stanza 5.
 - “And I have learned too after being bored.”
 - a. Mention the other things that the father has learnt.
 - b. Which learnings by the father refer to emotionless relationships?
 - c. Select any two phrases that show the contrast between intention and action.

II. Imagine the following situation:

Nisha’s friend, Sia has been sick and has missed a week of school. Nisha promises to share her notes with Sia and also to teach her whatever she cannot understand. But when Sia actually comes to ask her to explain something to her before the exam, Nisha makes an excuse and does not help her. Explain how this could affect Sia.



LET US DO 25.1

All of us need help at some point of time. Reflect on the fact how you would feel if someone committed to help you and then refused.

25.2.3 PART 3 (Stanzas 6 and 7)

But believe me when I was like you.



The poet has a deep desire to go back to the innocence of childhood. He is dissatisfied with his own changed self. He thinks that his son’s genuine laughter can teach him how to express his feelings honestly. He wants to relearn how to behave in a natural way. He wants to get rid of the falseness in his behaviour that makes his laugh unpleasant, because he laughs with his lips and teeth and not with his eyes and heart.



INTEXT QUESTIONS 25.3

- 1. What does the father wish for in stanza 6?
- 2. In stanza 6 the teeth have been compared to _____ .
- 3. What does the simile “like a snake’s bare fangs” bring to your mind? Explain what the poet means when he uses this simile in stanza 6.

Once Upon a Time

4. What does the father ask his son to do in stanza 7 and why?
5. The word 'relearn' has 're' as a prefix. Combine the prefixes in column A with the words in column B below to form new words. Make sure each prefix is used only once.

A	B
re	timely
de	literate
un	activate
i	form



25.3 LET US WRITE

Imagine you are the father in the poem. Think of one or two actions of your child that made you realise how your conduct differs from that of your child, and that made you admire him. These actions of your child inspire you to be like him. Record these actions in the form of a diary entry.

A page from the diary is given below with a few lines to help you begin your diary entry.

Monday, ___ 20XX

9:30 pm.

Dear Diary,

For the past few days Rahul's behaviour has been making me realise how I have changed with time. Just a week back _____

I pray to God to help me change my ways and be my true self again.

Kamal

Note: For tips on writing a diary entry refer to LET US WRITE in lesson no. 11 "My Elder Brother" and lesson no. 18 "The Little Girl".



WHAT YOU HAVE LEARNT

As we grow into adulthood, we lose some of the simplicity and truthfulness of our childhood. Similarly in our advanced, globalized world of e-mail, social networking sites and so on we have forgotten some simple and honest human feelings and relations. We have distanced ourselves from each other because we are too busy, or because we do not need to meet people in order



Notes



Notes

to talk to them or see them. Instead we have learned formal, polite, and correct but meaningless behaviour to interact with other human beings. But this does not mean that we have no hope of relearning how to be natural, simple and truthful again. This is possible only when we observe children and let their innocence and honesty be an example for us to follow.



TERMINAL QUESTIONS

I. Based on your understanding of the poem, match the following expressions/phrases with their meanings. Please note there are extra options in the meaning column.

Expression/Phrase	Meaning
1. laugh with their hearts	a. to feel comfortable.
2. laugh with their teeth	b. one is no longer welcome if he/she visits someone very often.
3. shake hands without their hearts	c. people can change their expressions to suit different occasions.
4. shake hands with heart	d. relationship are measured in terms of how much money/ power one has.
5. hands search my empty pockets	e. a handshake that conveys feelings.
6. feel at home	f. laughter that is natural.
7. there will be no thrice	g. laughter that is artificial.
8. learned to wear many faces like dresses	h. a handshake that does not show warmth but a routine formality.
9. like a fixed portrait smile	i. I am happy and content.
10. I want to unlearn all these muting things	j. I wish to forget modern trends and return to a more natural style of living.
	k. laughter resembles roar of a tiger.
	l. a smile which remains fixed, and does not change with personal feelings and moods.

II. Answer the following questions:

1. What has the poet forgotten and what is his desire?
2. In today's world it is often difficult to know what to believe and what not to believe. What you see is often not the reality. Explain.

Once Upon a Time

3. The father and son in the poem represent two different periods of time. Elaborate.
 4. Which time according to you is better? Why?
 5. By addressing his son who is the poet also addressing?
- III. When we use humour, irony, sarcasm or exaggeration to criticize someone or something, it is called satire. The poem is a satire on modern society. With the help of examples from the poem support this statement.



ANSWERS

25.2.1 PART 1

INTEXT QUESTIONS 25.1

- I. 1. a. The word ‘they’ refers to people in modern times.
 - b. By using the phrase ‘Once upon a time’ the poet indicates that he is talking about something that happened a long time ago. The phrase ‘Once upon a time’ also makes the beginning of the poem sound like the poet is telling his son a story.
 - c. When we laugh heartily and with true feelings, it gets reflected in our eyes.
 - d. Human behaviour which is false, formal, and artificial is being discussed in this stanza.
2. a. The words denote a time long past.
 - b. At that time people greeted each other with real pleasure and happiness because they had true feelings for one another.
 - c. The search signifies that when a person is introduced to the poet he/she shakes the poet’s hand in greeting, and at the same time he/she tries to find out if the poet is rich or poor.
 - d. Individual responses.
3. a. The expression ‘feel at home’ means to feel comfortable. No, the poet does not feel comfortable in the situation he describes in this stanza. He finds that he is not welcomed if he/she becomes a frequent visitor, even though he is told to ‘feel at home’ and to ‘come again’.
 - b. ‘I find doors shut on me.’
 - c. Individual responses.



Notes

**25.2.2 PART 2****INTEXT QUESTIONS 25.2**

- I. 1. a. The father has learnt to wear many faces. This means that he has learned to act or behave according to the need of each situation, and not according to his own natural feeling.
- b. According to the poet, when adults smile it is often as a formality. The smile is without any feelings or expression like the smile in a picture or a painting.
- c. The different faces stand for the different ways in which a person conducts himself/herself, dresses, behaves or speaks to suit the different situations he/she has to face.
2. a. The father has also learnt to say things which are the exact opposite of his real feelings and of what is in his heart. He has learnt to use pleasant words without meaning them at all, or with unpleasant and unkind thoughts going on in his mind.
- b. To laugh only with his teeth, to shake hands without his heart.
- c. i. to say 'goodbye' for 'good riddance'.
ii. to say 'glad to meet you' without being glad.
iii. to say 'it's been nice talking to you' after being bored.

II. Individual responses

25.2.3 PART 3**INTEXT QUESTIONS 25.3**

1. The father wishes he could once again be what he used to be. He wishes to be his true self again.
2. In Stanza 6 the teeth have been compared to a snake's bare fangs.
3. A laugh that shows the teeth like a snake's bare fangs brings to mind a laugh that is without real feeling. It brings to mind a person whose laugh is falsely pleasant and therefore dangerous and deceptive like a snake. The poet uses this simile to show that he has forgotten to laugh with real feeling and pleasure. When he laughs he does not laugh with his eyes and heart but only by showing his teeth.
4. The father asks his son to show him the way to be simple, honest, natural and innocent. He wants his son to help him to find his old self, because his son is a child and children are completely natural.
5. re-form, deactivate, untimely, illiterate.



25.3 LET US WRITE

Summarising

Individual responses

TERMINAL QUESTIONS

I.	Expressions	Meanings
	1.	f.
	2.	g.
	3.	h.
	4.	e.
	5.	d.
	6.	a.
	7.	b.
	8.	c.
	9.	l.
	10.	j.

- II. 1. The poet has forgotten his true, natural self. He wants to get back to his state of innocence when he was open and honest about expressing his feelings and thoughts.
2. People in modern society say and do whatever is necessary to achieve their goals and ambitions even if there is no genuine feeling in their actions and words. As a result the actions and words are often completely the opposite of the thoughts and feelings of the person doing the actions and saying the words. Hence it is difficult to know the reality and to know what to believe and what not to believe.
3. Individual responses.
Suggested response: The father as an adult stands for the modern period in which people are false and insincere and artificial. The son is a child and represents the old days when people were natural and honest and childlike.
4. Individual responses.
5. By addressing his son the poet is actually addressing all the adults of the modern world who have lost their innocence and are artificial and sometimes heartless in their behaviour. He is trying to tell them to relearn from their children how to be natural and honest and sincere.

**Notes****III. Individual responses.**

Suggested response: The poem is a satire on the falseness in modern society. The poet expresses this by using contradictions and interesting expressions such as people 'laugh only with their teeth', 'shake hands without hearts', 'their left hands search my empty pockets'. By using expressions such as 'wear many faces' to show that people behave differently and have different attitudes in different situations and with different people instead of being one's true self the poet brings out that people in modern society are like actors changing masks on a stage and acting in a play. There is no connection between their actions and their feelings. This is a serious problem in modern society but the poet criticizes it in the true style of a satire.



26



202en26

USTAD BISMILLAH KHAN

Have you ever heard a *shehnai* being played – at a marriage ceremony, during a religious procession, or maybe on television? The *shehnai* is a classical musical instrument and Ustad Bismillah Khan was a great exponent of the same. He was one of the finest Indian classical musicians that India ever produced. He played the *shehnai* for more than eight decades, and received national and international acclaim for his performances. This great man spread peace and love through music. Let's read about him.



OBJECTIVES

After completing this lesson you will be able to:

- read and enjoy a biographical text;
- infer that hard work is the key to success;
- recognise that music has no caste or boundaries;
- identify some Indian musical instruments;
- use affirmative and negative sentences in the simple present tense;
- use prepositions;
- use phrasal verbs;
- write a report for a newspaper;
- write a biographical sketch;
- improve your communication through spelling and pronunciation practice, and
- enhance your vocabulary.



Notes

undoubtedly: without doubt

maestro: a great musician, especially of classical music

civilian: relating to a person not belonging to the armed forces (army, navy, air force) or police

recipient: one who receives/gets

ancestors: those from whom one's father or mother has descended (come)

uttered: spoke

attained: reached/ accomplished

tutelage: guidance

religiously: with enthusiasm

inspire: to cause fine thoughts and feelings to grow in the mind

improvise: create and/ or perform without preparation

raga: a series of five or more musical notes upon which a melody is made. (Indian classical music is always set in a raga)

single-handedly: without help from anyone else

mainstream: belonging to current trend

limelight: focus of public attention

accumulated:

gathered/acquired

material possessions: property or belongings



26.1 LET US READ THE TEXT

Ustad Bismillah Khan was undoubtedly a gem that India is proud of. This *shehnai* maestro of India received the Bharat Ratna in 2001. He had earlier been awarded the Padma Shri, Padma Bhushan and Padma Vibhushan. He was thus the recipient of all the top-four civilian awards.

Born on March 21, 1916 in Dumraon, Bihar, he was the second son of Paigambar Khan and Mitthan. His family had a musical background; his ancestors were musicians in the court of the princely state of Bhojpur (now in Bihar).

Bismillah Khan was named Qamaruddin to sound like his elder brother's name – Shamsuddin. However, when his grandfather Rasool Baksh Khan saw him as a baby, he uttered the word 'Bismillah', and hence he came to be known as Bismillah Khan. His father was a musician in the court of Maharaja Keshav Prasad Singh of Dumraon.

At the age of six, Bismillah Khan moved to Varanasi (earlier known as Banaras), where his maternal uncle, Ali Baksh 'Vilayatu' was the official *shehnai* player at the famous Vishwanath Temple. Ali Baksh noticed that Bismillah was a keen music learner, so he took him under his tutelage. Thus, Bismillah Khan started learning to play the *shehnai* from his uncle. Ali Baksh played *shehnai* at the Vishwanath Temple and practised in one of the temple rooms at Balaji Ghat. Bismillah Khan's routine was to follow his uncle the whole day to both the temples, and practise for hours together – without any play time, school and sometimes even regular meals.

Bismillah Khan religiously practised the *shehnai* and attained perfection in a very short time. The flowing waters of the River Ganga inspired him to improvise and invent 'ragas' that were earlier considered to be beyond the range of *shehnai*. He often played the *shehnai* at the Vishwanath Temple on the banks of River Ganga. He was also a devotee of Saraswati, the Hindu goddess of wisdom and arts.

Ustad Bismillah Khan was perhaps single-handedly responsible for making the *shehnai* a famous and popular musical instrument and bringing it into the mainstream Indian classical music. His concert at the All India Music Conference (1937) in Calcutta brought *shehnai* into the limelight, and was hugely appreciated by music lovers.

Despite the fame that he got, Bismillah Khan always remained simple. He never accumulated wealth and other material possessions. He lived in humble surroundings in the holy city of



Fig. 26.1

Ustad Bismillah Khan

Varanasi. His favourite mode of transport was the cycle rickshaw. Such was his love for his city and motherland that he declined an offer of permanent citizenship for settling in the United States of America.

He monopolised *shehnai* recitals in the post-independence era and through them, kept the legacy of classical music alive. Ustad Bismillah Khan always believed that music would survive even if the world perished. He also believed in Hindu-Muslim unity and spread the message of brotherhood through his music. He often said, “Music has no caste.”

Bismillah Khan had the rare honour of playing the *shehnai* on the eve of India's independence in the year 1947. He performed at the Red Fort in Delhi and since that year, always played on 15th August, right after the Prime Minister's speech. Bismillah Khan played in many countries and has a huge fan following. He had performed in Afghanistan, USA, Canada, Bangladesh, Europe, Iran, Iraq, West Africa, Japan and Hong Kong. He shared a special bond with his *shehnai* and called it 'begum' after his wife died.

After a cardiac arrest on 21st August 2006, at the age of ninety, Bismillah Khan breathed his last. In honour of this great musician, the Government of India declared a one-day national mourning on his death. He was buried along with his *shehnai* in Varanasi under a neem tree with a 21-gun salute from the Indian Army.

26.2 LET US UNDERSTAND THE TEXT

26.2.1 PART 1

Ustad Bismillah Khan was undoubtedly..... a devotee of Saraswati, the Hindu goddess of wisdom and arts.

If you ask a few people to say the first word that comes to their mind after hearing the name 'Bismillah Khan', I'm sure most of them will say 'shehnai'. Bismillah Khan's name is so deeply associated with 'shehnai' that if you think of one, the other automatically comes to mind. In fact, the name Bismillah Khan and the word 'shehnai' are almost like synonyms.

Ustad Bismillah Khan was an outstanding *shehnai* player, and for his contribution to Indian music, he received several awards.

Bismillah Khan was born in a small village in Bihar. His father was a *shehnai* player. When he was six, Bismillah Khan moved to Varanasi. He started learning to play the *shehnai* from his maternal uncle, Ali Baksh. He had talent and was a keen learner. But for talent to shine, one has to work hard. Bismillah Khan worked very, very hard. He practised till he attained perfection. He was inspired by the flowing waters of the River Ganga.



Notes

era: long and distinct (clear) period of history
to monopolise: to dominate/to be the only one to be doing something
perished: got destroyed (finished)
fan following: admirers
breathed his last: died

**INTEXT QUESTIONS 26.1**

Answer the following questions.

1. Tick the correct option.
 - a. Ustad Bismillah Khan was born in:
 - (i) Varanasi
 - (ii) Kolkata
 - (iii) Delhi
 - (iv) Dumraon
 - b. Ustad Bismillah Khan's father's name was:
 - (i) Paigambar Khan
 - (ii) Ali Baksh
 - (iii) Rasool Baksh Khan
 - (iv) Sajid Khan
 - c. Ustad Bismillah Khan's maternal uncle's name was:
 - (i) Paigambar Khan
 - (ii) Qamaruddin
 - (iii) Shamsuddin
 - (iv) Ali Baksh
 - d. Bismillah Khan moved to Varanasi at the age of:
 - (i) 18
 - (ii) 6
 - (iii) 10
 - (iv) 22
 - e. Which musical instrument did Ustad Bismillah Khan play?
 - (i) flute
 - (ii) sitar
 - (iii) shehnai
 - (iv) veena
2. Read the statements given below. Write T for the true statements and F for the false ones. Also, correct the incorrect statements and rewrite them in the space provided.
 - a. Ustad Bismillah Khan received the Bharat Ratna in 2001. ____

 - b. Ustad Bismillah Khan was the third son of Paigambar Khan and Mitthan. ____

 - c. Ustad Bismillah Khan often played the *shehnai* at the Vishwanath Temple located in Varanasi. ____

 - d. Ustad Bismillah Khan's father was a soldier in the army of Maharaja Keshav Prasad Singh of Dumraon. ____

 - e. Ustad Bismillah Khan was a devotee of Saraswati, the Hindu goddess of wisdom and arts.



3. What was Bismillah Khan named earlier? Why was his name changed?
4. Who was Ali Baksh 'Vilayatu'? What role did he play in Bismillah Khan's life?
5. How did the flowing waters of the River Ganga inspire Bismillah Khan?
6. What were the top four civilian awards that Bismillah Khan received?
7. Have you heard the adage: 'Practice makes a man perfect'? Does it hold true for Bismillah Khan? Do you think one can achieve success in life without working hard? Justify your answer giving an example from your life.

?

DO YOU KNOW

Bharat Ratna (which means 'jewel of India') is the highest civilian honour, given for exceptional service towards advancement of Art, Literature and Science, and in recognition of Public Service of the highest order.

The award was established by the first President of India, Dr Rajendra Prasad, on January 2, 1954. The actual award is designed in the shape of a peepal leaf and carries the words 'Bharat Ratna', inscribed in Devanagari script. The reverse side of the medal carries the state emblem and motto.

The President of India presents the award in a special ceremony held at Rashtrapati Bhavan.





LET US DO 26.1

You read in Unit I that Ustad Bismillah Khan lived in Varanasi. Varanasi was earlier known as Banaras. Over a period of time, the names of many cities in India have changed.

Draw lines to match the name of the city with its old name.

- | | |
|-----------------------|---------------|
| 1. Chennai | a) Bombay |
| 2. Thiruvananthapuram | b) Bangalore |
| 3. Kochi | c) Calcutta |
| 4. Mumbai | d) Madras |
| 5. Kolkata | e) Trivandrum |
| 6. Bengaluru | f) Cochin |



Notes



LET US TALK 26.1

Do you know anyone in your neighbourhood who plays a musical instrument?

Approach that person and greet him/her politely.

Request him/ her to spare some time for you and ask the following questions.

- 1) At what age did you start learning to play this instrument?
- 2) Why did you select this particular musical instrument?
- 3) How much practice do you put in every day/every week?
- 4) How many performances have you given and where?
- 5) Do you teach? If yes, for how long have you been teaching?
- 6) The *shehnai* maestro Bismillah Khan said, "Music has no caste." Do you agree? If yes, please express your views.

Thank the person you interviewed.



LET US DO 26.2

- a) Ustad Bismillah Khan's life was devoted to music. To truly understand this great man, listen to his music on a cassette or a CD.
- b) Find pictures of Indian musical instruments in old magazines or newspapers (at least ten). Paste them in a scrap book. Below each picture, write its name.

26.2.2 PART 2

Ustad Bismillah Khan salute from the Indian Army.

Did you know that it was through Bismillah Khan's efforts that the *shehnai* was recognised as a classical music instrument?

We all have some quality or the other. Bismillah Khan had many. This portion of Bismillah Khan's biographical sketch mentions some of those qualities. It also highlights his love for his city and country.

We know that there are many ways to spread peace. Bismillah Khan tried to spread peace and brotherhood through his music. He firmly believed in Hindu-Muslim unity.

In 1947, when India became independent, Bismillah Khan was invited to play the *shehnai* at the Red Fort. What an honour! And do you know how old he was that time? Bismillah Khan was only 31!

Bismillah Khan performed not just in India but also in many countries around the world. After all, music has no boundaries. He had a special relationship with his *shehnai*, and when he died in 2006, it was buried with him.



INTEXT QUESTIONS 26.2

Answer the following questions.

1. Tick the correct option.

- a. Ustad Bismillah Khan’s favourite mode of transport was:
 - (i) car
 - (ii) motorycle
 - (iii) cycle rickshaw
 - (iv) aeroplane
- b. On the eve of India’s independence in 1947, Ustad Bismillah Khan performed at the:
 - (i) Qutub Minar
 - (ii) Taj Mahal
 - (iii) Gateway of India
 - (iv) Red Fort
- c. He was buried under a _____ tree.
 - (i) peepal
 - (ii) neem
 - (iii) gulmohar
 - (iv) banyan

2. Select words from the box and fill in the blanks to complete the paragraph.

caste, perished, brotherhood, survive, Hindu-Muslim

Ustad Bismillah Khan always believed that music would (a)_____even if the world (b)_____. He also believed in (c)_____unity and spread the message of (d)_____through his music. He often said, “Music has no (e)_____”.

- 3. After which concert did the *shehnai* come into the limelight and find appreciation among music lovers?
- 4. How can we say that Bismillah Khan had a special bond with his *shehnai*?
- 5. Bismillah Khan was a simple man but had strong beliefs. What did he believe in?
- 6. Where was Bismilah Khan buried? How was he honoured at the time of his death?
- 7. From Japan to Europe to USA, Ustad Bismillah Khan played in many countries of the world. Why do you think his music was enjoyed by people in different countries?



LET US DO 26.3

Look carefully at the three columns given below. Column 1 has pictures of some Indian musical instruments. Column 2 has the names of some Indian musical instruments. Column 3 has the names and pictures of some famous Indian musicians.

Draw lines to match the picture (Column A) to its name (Column 2) and the musician who plays/played it (Column 3). One example has been done for you.



Notes

Ustad Bismillah Khan

Column 1

Column 2

Column 3

1)



a) violin

i)



Pandit Ravi Shankar

2)

b) tabla

ii)



Amjad Ali Khan

3)



c) shehnai

iii)



L. Subramaniam

4)



d) santoor

iv)



Hari Prasad Chaurasia

5)



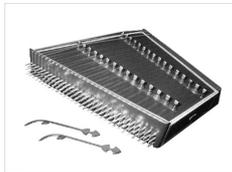
e) flute

v)



Ustad Bismillah Khan

6)



f) sitar

vi)



Zakir Hussain

7)



g) sarod

vii)



Shiv Kumar Sharma



? DO YOU KNOW



The *shehnai* is a double-reed instrument of the wind category. It is one of the most ancient instruments used in India. The *shehnai* is mainly an outdoor instrument played particularly on occasions considered auspicious such as processions and weddings.

This tube-like instrument gradually widens towards the lower end. It usually has eight or nine holes. The instrument is made of dark, close-grained black wood and has a metal bell fixed to the border end. The length of the instrument is one-and-a-half to two feet. The reed* is fixed at the narrow blowing end. The reeds used in *shehnai* are made of 'pala' grass. Spare reeds and an ivory needle with which the reeds are adjusted are attached to the mouth piece.

The *shehnai* is believed to have originated in the Kashmir Valley. Its name is derived from *sheh* (breath) and *nai* (reed/ flute).

* *reed*: grasses that grow in shallow water and have hollow, jointed stalks



LET US LEARN NEW WORDS 26.1

Select words from the passage that are the opposites of the given words. Write them in the space provided

- a. dishonour _____
- b. temporary _____
- c. proud _____
- d. never _____
- e. before _____

Fill in the blanks with the given words.

1. Raja's parents are very _____ of him because he has successfully completed the Secondary Certificate Course from NIOS.
2. Wash your hands _____ you eat your food.
3. We should be careful not to bring _____ to the family.
4. Keep trying, _____ give up.
5. Till my results are announced, I have taken up a _____ job as a waiter in a hotel.



26.3 LET US LEARN GRAMMAR

A. Affirmative and Negative Statements in the Simple Present Tense

An **affirmative statement** states that something is true or valid. In an affirmative statement, the verb follows the subject. Example:



Notes

- a. Vikram plays. The verb 'plays' follows the subject 'Vikram'.
- b. Boys play. The verb 'play' follows the subject 'Boys'.

To make a **negative statement**, we normally use **do not** (don't) or **does not** (doesn't) with all verbs, except 'be' and where modals are used. When the verb is 'be' or modals are being used, then **not** is used to make the sentence negative. Example:

- a. Affirmative: You speak German.
Negative: You **do not** speak German.
- b. Affirmative: She likes chocolates.
Negative: She **does not** like chocolates.
- c. Affirmative: Aman is a singer. (In this sentence, the verb is 'is')
Negative: Aman is **not** a singer.
- d. Affirmative: I can drive.
Negative: I can **not** drive. ('can' is a modal)

(**Note:** To know more about modals, see the lesson 'The Parrot Who Wouldn't Talk')

Exercise

1. Change the following sentences into their negative form.
 - a. Radha goes for a walk every evening.
 - b. I brush my teeth twice a day.
 - c. The train leaves at 7 pm.
 - d. Raju sings when he is taking a bath.
 - e. Afzal goes to the library to study.
2. Change the following sentences into the affirmative form.
 - a. I do not like sugar in my tea.
 - b. My sister does not play the harmonium.
 - c. Mona does not eat guavas.
 - d. This shop does not sell musical instruments.
 - e. Amit does not study every day.

B. Prepositions

A **preposition** is a word in a sentence that tells us about place, position, time or method. Prepositions are usually put before nouns or pronouns. A preposition shows in what relation the person or thing stands in regard to something else.



Some commonly used prepositions are:

for, in, into, at, on, of, by, to, off, with, over, from, through, above, behind, near, beside, under, below, beyond, between, among, till/ until, since, before, after, during

The sentences given below are taken from the text you have just read. Read them carefully. The words underlined are prepositions.

1. Bismillah Khan was born on March 21, 1916.
2. Bismillah Khan's father was a *shehnai* player in the court of Maharaja Keshav Prasad Singh of Dumraon.
3. At the age of six, Bismillah Khan moved to Varanasi.
4. Ali Baksh took him under his tutelage.
5. Bismillah Khan practised for hours together.

Exercise

1. Fill in the blanks with the correct preposition from those given in brackets.
 - a. The train arrived ___ time. (after, on, at)
 - b. There is a bridge _____ Hooghly River. (below, over, in)
 - c. Indian classical music is always set _____ a raga. (in, of, by)
 - d. In India, all children between the ages of 6 and 14 have a Right ____ Education. (for, to, in)
 - e. *Abhigyan Shakuntalam* was written _____ Kalidasa. (from, by, after)
2. Fill in the blanks with suitable prepositions.
 - a. Smoking is injurious _____ health.
 - b. Akash took the book _____ the shelf and put it _____ his bag.
 - c. Gopal has eaten nothing _____ yesterday.
 - d. Always keep _____ the left on a road.
 - e. She waited _____ the bus stop _____ half an hour.

C. Phrasal Verbs

Phrasal verbs are very common in spoken and written English. To be able to speak and write English well, you must understand them properly.

Phrasal verbs consist of a verb and another word or phrase, usually a preposition. Although they consist of two or more words, they act as if they are one word. A phrasal verb often has a meaning which is different from the original verb.



Notes

Example

1. I ran into my school friend at the party last night.
run + into = meet
2. He ran away from home when he was twelve years old.
run + away = leave home

Phrasal verbs can be separable (*I will **set** a meeting **up** for you tomorrow.*) or inseparable (*I have to **look after** my ailing grandmother.*)

Exercise

1. Fill in the correct word from the bracket to form phrasal verbs.
 - a. What will your mother say when she finds ___? (over, in, out)
 - b. Radha got ___ the bus at the traffic light. (on, of, off)
 - c. Ashish put ___ a lot of hard work and came first in class. (on, after, in)
 - d. Look ___ a dictionary to find the meaning of the word. (from, at, up)
 - e. If Rakesh doesn't get the job, he can always fall ___ on his family business. (down, back, to)
2. Read the sentences aloud. Now, underline the phrasal verbs.
 - a. They tortured the spy to give away all the secrets.
 - b. Do you get along with your parents?
 - c. Anurag is saving up to buy a new car.
 - d. Do you think the petrol prices will come down?
 - e. He put across his point very strongly at the meeting.
 - f. I am looking forward to life after retirement.
 - g. I came across a very interesting book and bought it immediately.
 - h. Winter has set in early this year.
 - i. Fasten your seat belts. The plane is about to take off.
 - j. The thieves broke out of the prison.

**26.4 LET US WRITE****A. Report Writing for a Newspaper**

Newspapers carry reports of all kinds of events – visits by heads of state, robberies, accidents, scams, matches, exhibitions. Have you ever wondered how newspaper reports are prepared?



A newspaper report is an account of an important or interesting event. It usually answers questions like:

- What happened?
- How did it happen?
- When did it happen?
- Where did it take place?
- Who all were involved?
- What was the impact of the event?

How to write a good report:

1. A report can be divided into sections: the headline, a sub headline, opening paragraph, details, followed by a conclusion or closing remark.
2. The headline in a newspaper report is very important. It grabs the interest of the readers and makes them want to read more. It summarises in one phrase the central theme of the report. Headlines need not be complete sentences. The language of headlines does not appear grammatically correct. For example, definite and indefinite articles, and conjunctions are often missed out; punctuation marks are not used; and short forms are always used in order to save space and to say a lot in just a few words. Headlines are often written in the simple present tense.

Examples

- a. 3 children die after falling in drain
- b. IPS men unite, raise funds to defend officer

If the above headlines were written in sentences, they would appear as:

- a. Three children died after falling in a drain.
 - b. The men of the Indian Police Service united and raised funds to defend a fellow officer.
3. If the article is big, then a short headline is followed by a sub-headline.

Example**Capital punishment gets severe**

BITING COLD: Maximum temp dips to 12.4 degrees Celcius, nine degrees below normal for this time of the year

(source: The *Hindustan Times*)



Example

Fire at night shelter kills 10-year-old

Many Homeless Lose Their Money And Belongings In Early-Morning Blaze

(source: The *Times of India*)

4. The heading and sub-heading are followed by the name of the person writing the article.
5. The opening paragraph is an expansion of the headline. It mentions what happened, where it happened and any other important detail.
6. The following paragraphs give details of the event that took place. Sometimes eye-witness accounts of what happened are also included.
7. A concluding remark is desirable but not necessary. It should mention the consequences or impact of what happened.
8. An accompanying photograph creates an impact and catches the attention of the reader.

Read this newspaper report carefully.

Railways win inaugural hockey event

HT Correspondent

New Delhi: Star-studded Railways were crowned champions in the inaugural edition of the Senior National women hockey championship that concluded at Sonapat on Sunday. They beat Haryana 7-1.

Railways, who had been dominating the domestic tournaments, were never challenged by the hosts. The half-time score was enough indication of the Railways' domination in the encounter.

Skipper Saba Anjum set the ball rolling for the Railways when she deflected a penalty corner in the opening two minutes. Ten minutes later, the Railways scored again through Rani.

Another three goals by Asunta Lakra, Deepika Thakur and Jasjeet Kaur Handa in the later part of the first session, completely shut the door for Haryana who were playing without their star player Mamta Kharab. She had to sit out due to an injury. Haryana did however manage to pull one back just before the break.

After change of ends the Railways managed to slot in two more goals through Rani and Joydeep Kaur to complete the tally.

(Source: The *Hindustan Times*)



The headline tells about the central theme of the article. The opening paragraph is an expansion of the headline and describes what happened, where it happened and what the score was. The following paragraphs mention details like the name of the captain, half-time score, who scored the goals, possible reasons for dismal performance of the losing team, etc.

Exercise 1

Suppose you are the Staff Correspondent of a newspaper. You have been asked to cover a music festival. Prepare a report with the help of the given information.

Name of the festival: Jashn-e-Sangeet

Organisers: Indian Music Society

Venue: Kamani Auditorium, Copernicus Marg, New Delhi

Programme:

24 August i) Malashri Prasad (light classical)

 ii) Shubhendra Rao (sitar)

25 August i) Ustad Ghulam Sadiq Khan &

 Ghulam Abbas Khan (Hindustani vocal)

 ii) Ustad Kamal Sabri (sarangi)

Timings: 6.30 pm to 8.30 pm

How to organise your report:

- Write a suitable headline for the report.
- Write Paragraph 1 (introductory paragraph). Include the following details – name of the festival, name of the organisers, venue, date, time, who inaugurated it, theme of the festival (if any), objective of holding the festival (for example—promoting young talent, showcasing different music forms, integrating popular musical forms/instruments with lesser-known ones, etc.)
- Write a paragraph each about the four performances:
A brief introduction of the performer, type of music/musical instrument, accompanying instruments, type of the piece played (raga, thumri, classical, semi classical, folk, etc.), length of pieces played (many short pieces or a few long ones), response of audience, anything unusual or striking about the setting or stage arrangement.
- In the last paragraph, write about the overall impression/impact of the programme. You may choose to add depth and detail to your report by adding the response of a few members from the audience.



Notes

Exercise 2

Read the headlines given below. Write the opening paragraph for a newspaper report for each of them.

- a) Police arrests two burglars in Model Town
- b) Spaceship spotted in Dehradun

B. Biographical Sketch

You have just read a biographical sketch of Ustad Bismillah Khan.

A **biographical sketch** is a short description of a person's life, works, achievements and qualities. It highlights why that person is special and what outstanding contributions he/ she has made. The aim is to write something informative that others will enjoy reading.

Before writing a biographical sketch (bio-sketch) of a person, sort out the details of his/ her life, such as:

- birth and death
- family background
- profession
- education
- achievements
- awards received

Points to be kept in mind while writing a bio-sketch:

- It should begin with a clear and engaging opening paragraph.
- Use facts from reliable sources.
- Write clearly with proper use of grammar.
- Put in quotes wherever possible.
- Add surprising tidbits to make the bio-sketch interesting. (For example: Why Ustad Bismillah Khan's name was changed, his favourite mode of transport was cycle rickshaw)

Exercise

In the box is some information about a well-known Indian sportsperson. Read it carefully and do the exercises given below it.



Name: Major Dhyan Chand Singh

Birth: August 29, 1905 in Allahabad, Uttar Pradesh

Death: December 3, 1979 in New Delhi

Family Background: Father, Sameshwar Dutt Singh was in the Indian Army and played hockey

Profession: Indian field hockey player, regarded as the greatest hockey player of all times, legendary centre-forward

Career: 1922 – joined Indian Army

1922 to 1926 – exclusively played army hockey tournaments

1928 – played first civilian match

1928 – played in the Amsterdam Summer Olympics

1932 – played in the Los Angeles Summer Olympics

1936 – played in the Berlin Olympics (Captain of Indian hockey team)

Achievements: Won 3 Olympic gold medals, scored more than 1000 goals

Mentor: Subedar Major Bale Tiwari

Awards: Padma Bhushan (1956)

Special Honour:

August 29 – National Sports Day in India – President of India gives national sports awards

2002 – The Dhyan Chand Award initiated for lifetime achievements in sports and games

Title of Autobiography: *Goal*

- Interesting titbits: 1) Once Major Dhyan Chand was not able to strike the ball into the goalpost even though he tried several times. He asked the referee to measure the goalpost. The size of the goalpost was incorrect!
- 2) After seeing him play at the 1936 Berlin Olympics, Adolf Hitler offered Dhyan Chand German citizenship. Dhyan Chand, of course, refused the offer.

- a) Now find out some more information about Dhyan Chand and **write a biographical sketch**.
- b) After you have written the bio-sketch, **read it aloud** to a friend.



LET US DO 26.4

Pronunciation

You may have some brilliant ideas but if you are not able to put them across properly to share them with others, they are of no use. **Effective communication** is very important to succeed in life. Nobody is born with this skill; it is acquired with practice.

If your **pronunciation** is correct, it will add to your confidence level. People will understand you easily and be willing to listen to you! To be a good speaker, you have to be a good listener. Make a habit of listening to the news in English – on radio and/or television. Pay special attention to the pronunciation.

Here are some words from the text. Try pronouncing them correctly.

undoubtedly: un-daoo-ted-lee

maestro: my-s-tro

ancestor: an-ses-tur

musician: mew-zi-shn (mew to rhyme with chew/ few)

tutelage: tyoo-ti-lij

routine: roo-teen

honour: aw-nur (-aw to rhyme with paw)

mourning: more-ning

"Practice, Practice, Practice." Your vocabulary will improve and so will your communication skills.

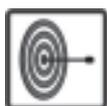
Whenever you come across a new word whose meaning or pronunciation you don't know, write it down in a small notebook. In your spare time, consult the dictionary. Most dictionaries also mention how to pronounce each word properly. Try and learn one new word every day.

Spelling

Knowing the correct spellings and pronunciation of words are two essential aspects of effective communication.

If your **spellings** are accurate, your written communication will look impressive. Always keep a good dictionary handy. Look it up whenever you are in doubt.

An easy way to improve your spellings is to take dictation on a regular basis. You could form a '**buddy group**' (maybe with other friends who are also doing this course) and meet once a week. One person can speak aloud any twenty words that have been glossed in the margin of any chapter in this textbook, and the others could write them down in their notebooks. Now compare the words you write down with the same words in the text. Practise the words that you spelt wrongly. Write them in your notebook, five times each.



WHAT YOU HAVE LEARNT

Through hard work and dedication, one can reach the height of success. The lesson highlights the many qualities of Ustad Bismillah Khan, and inspires the reader to imbibe them. In a society that's becoming more and more money-minded, his belief of 'simple living and high thinking' is an example for all of us.



TERMINAL QUESTIONS

1. Who was Bismillah Khan? Why was he famous?
2. *"Such was his love for his city and motherland that he declined an offer of permanent citizenship for settling in the United States of America."*

Read this line carefully and answer the following questions.

- a. Which city is being referred to here?
 - b. Look up a dictionary and find the meaning of the word 'motherland'.
 - c. Bismillah Khan loved the city he lived in. What do you like most about your city/town/village? (write down at least three points).
3. What did Bismillah Khan mean when he said, "Music has no caste"?
 4. What qualities did Bismillah Khan have? Which two qualities do you appreciate the most and why?



ANSWERS

26.2.1 PART 1

INTEXT QUESTIONS 26.1

1. a. (iv) b. (i) c. (iv) d. (ii) e. (iii)

2. a. T
b. F

Ustad Bismillah Khan was the second son of Paigambar Khan and Mitthan.

- c. T
d. F

Ustad Bismillah Khan's father was a musician in the court of Maharaja Keshav Prasad Singh of Dumraon.



e. T

- Bismillah Khan was earlier named Qamaruddin. However, when his grandfather Rasool Baksh Khan saw him as a baby, he uttered the word 'Bismillah', and hence he came to be known as Bismillah Khan.
- Ali Baksh 'Vilayatu' was Bismillah Khan's maternal uncle. He was the official *shehnai* player at the famous Vishwanath Temple.

Ali Baksh noticed Bismillah Khan's interest in the *shehnai*, so he started teaching him. Bismillah Khan accompanied his uncle to the Vishwanath Temple where he was the official *shehnai* player and then to the temple rooms at Balaji Ghats where he practised. Under Ali Baksh's guidance, Bismillah Khan learnt to play the instrument for which he earned many laurels later.

Thus, as a mentor and guide to Bismillah Khan, Ali Baksh played a very important role in his life.

- The flowing water of the River Ganga inspired Bismillah Khan to improvise and invent 'ragas' that were earlier considered to be beyond the range of the *shehnai*.
- The top-four civilian awards that Bismillah Khan received were: Bharat Ratna, Padma Shri, Padma Bhushan and Padma Vibhushan.
- Individual responses

Suggested response:

Yes, the adage 'practice makes a man perfect' holds true for Bismillah Khan. Ustad Bismillah Khan practised and practised playing the *shehnai* till he became perfect. He was just a young boy when he started playing the *shehnai*, but for hours together, he practised. He was so committed that many times, he even went without play and regular food. His aim was clear – play till you are perfect.

In any field in life, success can be achieved only through hard work. Hard work is the key to success. Bismillah Khan worked hard to learn how to play the *shehnai*. Similarly, if any student worked hard, he or she would definitely do very well in exams.

Individual responses. Accept all responses for examples from personal life.

LET US DO 26.1

1. d 2. e 3. f 4. a 5. c 6. b

26.2.2 PART 2

INTEXT QUESTIONS 26.2

- a. (iii) b. (iv) c. (ii)
- a) survive b) perished c) Hindu-Muslim d) brotherhood e) caste



3. Ustad Bismillah Khan's concert at the All India Music Conference (1937) in Calcutta (now Kolkata) brought the *shehnai* into the limelight, and was hugely appreciated by music lovers.
4. The *shehnai* was Ustad Bismillah Khan's constant companion. We can say that he shared a special bond with it because he called it 'begum' after his wife died. (The Urdu word 'begum' means 'wife' in English.) When Ustad Bismillah Khan died, his *shehnai* was buried with him.
5. i) Ustad Bismillah Khan believed that music would survive even if the world perished.
ii) He also believed in Hindu-Muslim unity. He said that music had no caste.
6. Bismillah Khan was buried in Varanasi (Uttar Pradesh) under a neem tree. In honour of this great musician, the Government of India declared a one-day national mourning on his death. He was given a 21-gun salute by the Indian Army as he was being buried.
7. Individual responses

Suggested response:

Ustad Bismillah Khan played the *shehnai* really well, and hence was appreciated the world over. Moreover, music transcends (crosses) all boundaries, especially political boundaries, such as those between different states or countries. For example, 'Rabindra sangeet' from west India, 'Carnatic music' from south India, folk songs of various regions, are liked by people in all states of India. Similarly, music of the Western countries (Western music) is very popular in India, especially with youngsters.

LET US DO 26.3

Column 1	Column 2	Column 3
1)	c)	v)
2)	g)	ii)
3)	e)	iv)
4)	a)	iii)
5)	b)	vi)
6)	d)	vii)
7)	f)	i)

LET US LEARN NEW WORDS 26.1

a. honour b. permanent c. humble d. always e. after



1. proud 2. before 3. dishonour 4. never 5. temporary

26.3 LET US LEARN GRAMMAR

A. Affirmative and negative statements in the simple present tense

1. a. Radha does not go for a walk every evening.
b. I do not brush my teeth twice a day.
c. The train does not leave at 7 pm.
d. Raju does not sing when he is taking a bath.
e. Afzal does not go to the library to study.
2. a. I like sugar in my tea.
b. My sister plays the harmonium.
c. Mona eats guavas.
d. This shop sells musical instruments.
e. Amit studies every day.

B. Prepositions

1. a. on b. over c. in d. to e. by
2. a. to b. from, in c. since d. to e. at, for

C. Phrasal Verbs

1. a. out b. off c. in d. up e. back
2. a. give away b. get along c. saving up d. come down
e. put across f. looking forward to g. came across h. set in
i. take off j. broke out

26.4 LET US WRITE

A. Individual Responses

B. Individual Responses

TERMINAL QUESTIONS

1. Ustad Bismillah Khan was one of India's finest Indian classical musicians. He attained mastery over the *shehnai* and became famous the world over. He was often called the *shehnai* maestro. He's also famous because he had the rare honour of being awarded all the top-four civilian awards, including the Bharat Ratna.



2. a. The city of Varanasi is being referred to here.
b. motherland: a person's native country
c. Individual responses. Accept all responses.

3. Individual responses

Suggested response: When Ustad Bismillah Khan said that 'music has no caste', he meant that in music there are no barriers of caste, creed or religion. Music is universal. One does not think of the caste or religion of the musician when one is enjoying his/ her music. For example, 'Sufi music' and 'Bhakti sangeet' is sung and enjoyed by people of all religions.

4. Ustad Bismillah Khan had many qualities. He was hardworking, innovative and dedicated to his art form. He was very passionate about his music. Due to his efforts, *shehnai* was recognised as a classical music instrument. He gained national and international recognition. He won many awards.

Ustad Bismillah Khan was simple and humble. He remained unaffected by success. He never accumulated wealth and other material possessions.

He was patriotic, and loved his city and motherland. He even declined an offer of permanent citizenship of the United States of America.

Ustad Bismillah Khan believed in Hindu-Muslim unity. He often played the *shehnai* at the Vishwanath Temple on the banks of River Ganga. He was also a devotee of Saraswati, the Hindu goddess of wisdom and arts. He spread the message of brotherhood through his music.



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27

THE PARROT WHO WOULDN'T TALK

Do you have a pet? At some point of time, we have all had a pet or wanted one. Having a pet is not just fun. A pet needs proper care and attention. If it has to be trained, there's a way of doing it. In this story, which is written in the first person, the author's aunt decides to keep a parrot as a pet. She also decides to teach it how to talk. How successful is she in her efforts? Read this humorous (funny) story by the well-known author Ruskin Bond to find out.



OBJECTIVES

After completing this lesson, you will be able to:

- read and enjoy a humorous story;
- use modals;
- use the present perfect continuous and past perfect continuous tenses;
- write a short paragraph describing a person;
- analyse a situation critically in order to make a decision;
- identify rhyming words;
- make requests, and give orders and instructions;
- summarise a text;
- relate to the feelings and recognise the needs of pets;
- infer the role of humour in conveying a message, and
- enhance your vocabulary.



27.1 LET US READ THE TEXT

'You are no beauty! Can't talk, can't sing, can't dance!'

With these words Aunt Ruby would taunt the unfortunate parakeet, who glared morosely at everyone from his ornamental cage at one end of the long veranda of Granny's bungalow in north India.

In those distant days, almost everyone – Indian or European – kept a pet parrot or parakeet, or 'lovebird' as some of the smaller ones were called. Sometimes these birds became great talkers, or rather mimics, and would learn to recite entire mantras (religious chants) or admonitions to the children of the house, such as '*Padho, beta, padho!*' ('Study child study!') or for the benefit of boys like me, 'Don't be greedy, don't be greedy!'

These expressions were, of course, picked by the parrot over a period of time, after many repetitions by some member of the household who had taken on the task of teaching the bird to talk.

But our parrot refused to talk.

He'd been bought by Aunt Ruby from a bird-catcher who'd visited all the houses on our road, selling caged birds ranging from colourful budgerigars to chirpy little munnias and even common sparrows that had been dabbed with paint and passed off as some exotic species. Neither Granny nor Grandfather were keen on keeping caged birds as pets, but Aunt Ruby threatened to throw a tantrum if she did not get her way—and Aunt Ruby's tantrums were dreadful to behold!

Anyway, she insisted on keeping the parrot and teaching it to talk. But the bird took an instant dislike to my aunt and resisted all her blandishments.

'Kiss, kiss!' Aunt Ruby would coo, putting her face close to the bars of the cage. But the parrot would back away, its beady little eyes getting even smaller with anger at the prospect of being kissed by Aunt Ruby. And on one occasion it lunged forward without warning and knocked my aunt's spectacles off her nose.

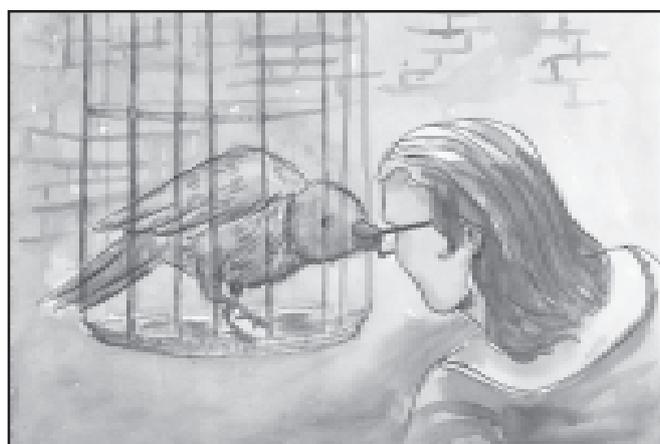


Fig. 27.1



Notes

unfortunate: unlucky or unhappy

morosely: gloomily

ornamental: decorative

mimic: one who imitates

admonition: advice, warning

dabbed: applied paint or some other substance with quick, light strokes

tantrum: outburst of bad temper

to behold: to watch someone or something of remarkable nature

blandishments: flattering statements or actions used to persuade someone to do something

prospect: expectation or what one expects

lunged forward: sudden forward movement



Notes

endearments: words spoken lovingly

hostile: unfriendly

making faces: producing an expression on one's face that shows dislike or some other negative emotion

to supplement: to add

fell upon: to bear or carry out someone else's duty

delicacy: choice or expensive food

siesta: a rest or nap taken in the early afternoon

winging its way: flying away quickly

shrug: to draw up and drop shoulders abruptly

gramophone: record player, a device used for reproducing the sounds stored in a record

expectantly: waiting eagerly or hopefully

The Parrot Who Wouldn't Talk

After that Aunt Ruby gave up her endearments and became quite hostile towards the poor bird, making faces at it and calling out 'can't talk, can't talk, can't sing, can't dance!' and other nasty comments.

It fell upon me, then ten years old, to feed the parrot, and it seemed quite happy to receive green chillies and ripe tomatoes from my hands, these delicacies being supplemented by slices of mango, for it was then the mango season. This also gave me an opportunity to consume a couple of mangoes while feeding the parrot!

One afternoon, while everyone was indoors enjoying a siesta, I gave the parrot its lunch and then deliberately left the cage door open. Seconds later, the bird was winging its way to the freedom of the mango orchard.

At the same time Grandfather came to the veranda and remarked, 'I see your aunt's parrot has escaped!'

'The door was quite loose,' I said with a shrug. 'Well, I don't suppose we'll see it again.'

Aunt Ruby was upset at first, and threatened to buy another bird. We put her off by promising to buy her a bowl of goldfish.

'But goldfish don't talk!' she protested.

'Well, neither did your bird,' said Grandfather. 'So we'll get you a gramophone. You can listen to Clara Cluck all day. They say she sings like a nightingale.'

I thought we'd never see the parrot again, but it probably missed its green chillies, because a few days later I found the bird sitting on the veranda railing, looking expectantly at me with its head cocked to one side. Unselfishly I gave the parrot half of my mango.

While the bird was enjoying the mango, Aunt Ruby emerged from her room and, with a cry of surprise, called out, 'Look, it's my parrot come back! He must have missed me!'

With a loud squawk, the parrot flew out of her reach and, perching on the



Fig. 27.2

The Parrot Who Wouldn't Talk

nearest rose bush, glared at her and shrieked in my aunt's familiar tones: 'You're no beauty! Can't talk, can't sing, can't dance!'

Aunt Ruby went ruby-red and dashed indoors.

But that wasn't the end of the affair. The parrot became a frequent visitor to the garden and veranda, and whenever it saw Aunt Ruby it would call out, 'You're no beauty, you're no beauty! Can't talk, can't sing, can't dance!'

The parrot had learnt to talk after all!

– Ruskin Bond



LET US DO 27.1

From time immemorial, people the world over have kept pets.

1. In the box below are the names of some pets. Find them in the grid. Look horizontally, vertically and diagonally. Circle each one when you find it.

DOG, CAT, FISH, PARROT, HAMSTER, RABBIT, PIGEON, TURTLE,
GUINEA PIG, CANARY

P	I	G	E	O	N	T	A	Q
C	A	N	A	R	Y	U	M	G
I	D	R	H	U	I	R	T	M
C	K	A	R	C	V	T	Y	E
K	Z	B	A	O	W	L	Z	D
Q	R	B	Y	C	T	E	F	O
G	U	I	N	E	A	P	I	G
F	Y	T	O	B	V	T	S	X
H	A	M	S	T	E	R	H	Q

2. Read aloud the names of the pets given in the box above. Now arrange them in alphabetical order.



Notes



27.2 LET US UNDERSTAND THE TEXT

27.2.1 PART 1

You're no beauty! Can't talk.....And other nasty comments.

This story is set in the pre-independence era (probably 1944-45). In those days, many people, Indian as well as European kept parrots as pets (mostly parakeets and lovebirds). They were popular because they could mimic the human voice.

In the story, the author's grandparents do not like to have birds as pets because they have to be kept in cages. But Aunt Ruby (the author's aunt) buys a parakeet from a bird-catcher and keeps it in a cage. From the beginning the parrot does not like her. She tries very hard to teach it to talk, but it refuses to do so. One day when she puts her face close to the cage, the parrot knocks off her spectacles. Aunt Ruby doesn't like that at all and after that, starts saying unkind things to her pet, and even makes faces at it.

This section gives an idea about Aunt Ruby's nature. She has a strong will, gets angry quickly and has no patience. When her pet doesn't respond to her, she is mean and unpleasant to it.



INTEXT QUESTIONS 27.1

Answer the following questions.

1. 'You're no beauty! Can't talk, can't sing, can't dance!'
 - a. Who is saying these words and to whom?
 - b. Which word is being repeated here? Why?
2. Where was the parakeet's cage kept?
3. Where did Aunt Ruby get the parakeet from?
4. Why do you think neither Granny nor Grandfather were keen on keeping caged birds as pets? Tick the correct option.
 - a. Caged birds were very noisy.
 - b. They preferred to keep caged rabbits.
 - c. Birdcages were very expensive and Aunt Ruby wanted only ornate ones.
 - d. Caged birds were deprived of their freedom.

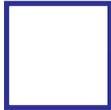
The Parrot Who Wouldn't Talk

5. Tick the correct option.

The parrot backed away from Aunt Ruby because:

- a. the sunlight was falling directly on it and it couldn't see properly.
- b. Aunt Ruby had poked it with a chilli.
- c. it did not want to be kissed by Aunt Ruby.
- d. Aunt Ruby's nephew (the author) threw a ball at it.

6. Why did Aunt Ruby become hostile towards the parakeet?



LET US LEARN NEW WORDS 27.1

Read the text in Unit I carefully and find the word 'dislike' in it. In this word 'dis-' is a prefix.

A prefix is a group of letters added before a word to change its meaning and form a new word.

'Dis-' means **not**, or **the opposite of**.

'Dis-' in the word 'dislike' means **to not like** something or someone.

dis + like = dislike

In Column A are given some words with the prefix 'dis-'. Draw lines to connect them with their meanings in Column B. One example has been done for you.

Column A

- 1. dislike
- 2. disobey
- 3. dismount
- 4. discover
- 5. disjoin
- 6. disprove

Column B

- a. separate
- b. find/ learn of
- c. not like
- d. refuse to carry out rules or commands
- e. prove to be false or wrong
- f. get off from something one is riding



LET US TALK 27.1

A **pet** is defined as a domestic or tamed animal or bird kept for companionship or pleasure and treated with care and affection. But is that the reason people keep pets? Aunt Ruby had kept a pet because she wanted to teach it to talk.



Notes



Notes

Talk to three people you know who have pets and ask them the following questions.

- Which pet do you have?
- How long have you had it?
- Why have you kept a pet?
- Do you think human beings share a special bond with their pets? If yes, please describe a related experience and/or your feelings towards your pet?

? DO YOU KNOW



What is the difference between parrots, parakeets and lovebirds?

Parrots are brightly-coloured birds with short, hooked bills that curve downwards, grasping feet and a raucous voice. Some can mimic the human voice. There are more than 300 species of parrots.

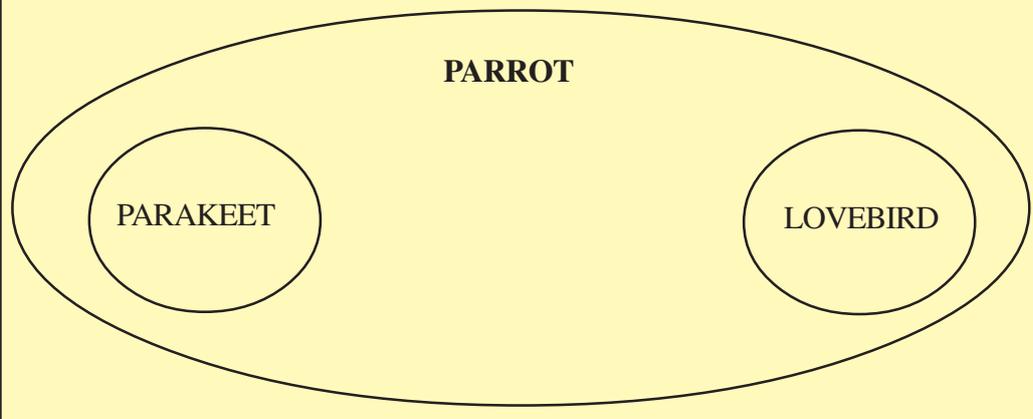
A parakeet is a small parrot with predominantly green plumage and a long tail. There are many species of parakeets as well. The

one we usually see flying around our homes is the rose-ringed parakeet. In Hindi it is called *tota*.



A lovebird is a very small African and Madagascan parrot with mainly green plumage and typically a red or black face. It is noted for its affectionate behaviour towards its mate.

In short, parakeets and lovebirds are types of parrots.





LET US DO 27.2

PETA stands for People for the Ethical Treatment of Animals. Find out more about this organisation. What are its objectives? In how many countries does it have supporters?

27.2.2 PART 2

It fell upon me, then ten years oldThe parrot had learnt to talk after all!

Children can be observant and sensitive. After Aunt Ruby becomes hostile towards her pet, her ten-year-old nephew (the author) feeds the parrot. A tender relationship develops between the parrot and the boy. He feeds the parrot not just things that the parrot likes but also things that he himself likes, such as slices of mango. The boy empathises with the parrot. He understands how the parrot feels. When no one is around, he leaves the cage door open. Do you think this was the correct thing to do? Did he make the right decision? If his aunt had seen him, what could have happened?

In this section, you once again see Aunt Ruby's immature behaviour. She wants to get another bird that she can teach to talk. After some days, the parrot returns. When it sees Aunt Ruby, the parrot says the same unkind words to her that she used to say to it. Aunt Ruby gets what she deserves. This section of the story shows us that one should be careful about what one says, even to one's pets.



INTEXT QUESTIONS 27.2

Answer the following questions.

1. What all did Aunt Ruby's nephew (the author) give the parrot to eat?
2. Tick the correct option.
He fed the parrot because:
 - a. Aunt Ruby had become hostile towards her pet and someone had to feed it.
 - b. Aunt Ruby had gone out of town and had asked him to look after the parrot.
 - c. it gave him an opportunity to eat mango on the pretext that he was feeding the bird.
 - d. 'a' and 'c'
3. How did the parrot escape from the cage?
4. Aunt Ruby didn't want the goldfish because:
 - a. It couldn't fly.
 - b. It couldn't talk.



Notes



Notes

- c. It couldn't eat chillies.
- d. All the above
- 5. The author thinks that the parrot came back because it missed the green chillies. Why do you think the parrot came back?
- 6. Why did Aunt Ruby run inside when she heard the parrot talking?



LET US LEARN NEW WORDS 27.2

In Part 2 you came across the phrase 'winging its way'. It means 'to move quickly'. Given below are some more 'wing' phrases, and their meanings.

- 1. take wing - to take flight; fly away, depart quickly
- 2. under one's wing - under one's protection; in one's care
- 3. spread one's wings – extend one's activities and interests; start new activities or interests; begin to be independent

Exercise 1

Fill in the blanks with the correct phrase from those given above. Change the tense of the verb as required.

- 1. Ever since Anita's parents died in a car crash, her uncle and aunt took her _____.
- 2. Vimal owned a small but successful restaurant in Delhi. He decided to _____ and opened two more, one in Mumbai and another in Chennai.
- 3. Raja spotted an unusual insect in his garden but when he went closer, it _____.

Exercise 2

Look up a dictionary and find the meaning of the following phrases.

- 1. waiting in the wings
- 2. wing it



LET US DO 27.3

BIRD SOUNDS

In Part 2 of the story, you read: *With a loud squawk, the parrot flew out of her reach.....* Different birds make different kinds of sounds. The loud, harsh sound made by a parrot is called a **squawk**. The series of short, quick, high-pitched sounds made by parrots (when they are in a group) is called **chatter**.

Draw lines to connect the pictures of birds given in Column 1 to their names in Column 2 to the sounds they make in Column 3.

The Parrot Who Wouldn't Talk



Notes

Column 1

1.



2.



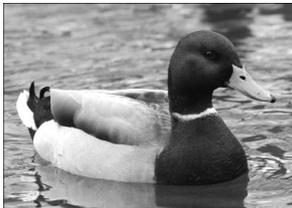
3.



4.



5.



6.



7.



Column 2

a) pigeon

b) duck

c) sparrow

d) owl

e) rooster

f) crow

g) parrot

Column 3

i) crow

ii) quack

iii) coo

iv) squawk/ chatter

v) caw

vi) hoot

vii) chirp



27.3 LET US LEARN GRAMMAR

A. Modals

Modals are special verbs that are used with the main verb to make the sentence more meaningful.

Modals are used to:

- indicate the possibility or necessity of an event
- make requests, offers or suggestions
- to make what you are saying more polite, to seek permission
- express ability or certainty
- express moral obligation or duty
- express willingness, promise or intention

Common Modal Verbs	
Can	Ought to
Could	Shall
May	Should
Might	Will
Must	Would

Need and **dare** can sometimes be used as modal verbs.

Examples

1. May I borrow your notebook? (seeking permission)
2. I could ride a horse when I was five years old. (express ability)
3. Could you hold this for a while? (polite request)
4. It may rain today. (express possibility)
5. You must take better care of your health. (express necessity)
6. We ought to respect our parents. (moral obligation)
7. Shall I bring a glass of water for you? (request)
8. I will write to you as soon as I reach Ambala. (promise)
9. How dare you slap me? (negative, interrogative sense)



10. We should take care of our pets. (duty)
11. I can speak German. (express ability)

Remember:

- Modal verbs do not take '-s' in the third person singular.
Example: He can speaks French. (not correct)
- They have no -ing and -ed form.
Example: She musted have danced for very long. (not correct)
- Many modal verbs cannot be used in the past tense or the future tense.
He will can go with us to the market. (not correct)
- Modals are not used alone. They are always used with the main verb that follows them.
- We use 'not' after modals to make them negative.
Examples: should not (shouldn't), will not (won't), cannot (can't), etc.

Exercise 1

Fill in the blanks using the correct word/s from the bracket.

1. _____ I make some coffee for you? (will/shall)
2. Mother is sleeping. I _____ disturb her. (must not/must)
3. _____ you like some tea? (could/would)
4. _____ you please shut the door? (could/should)
5. _____ I borrow your notebook? (may/might)

Exercise 2

Select the correct modal from the box and fill in the blanks.

can, could, can't, will, would, shouldn't, dare, ought to, must, may

1. I _____ like to meet the General Manager.
2. You scratch my back, and I _____ scratch yours.
3. Beggars _____ be choosers.
4. It's getting late. I _____ go now.
5. You _____ love your neighbours.
6. How _____ you open my letter?



Notes

7. I felt Rani _____ have done much better in the test.
8. I _____ run faster than you.
9. You _____ make fun of others.
10. _____ God be with you and bless you.

B. Present Perfect Continuous Tense and Past Perfect Continuous Tense**Present Perfect Continuous Tense**

The present perfect continuous tense is used for an action

- that began in the past and is still continuing
- that has already taken place but whose effect is still there

It is written as: has/have + been + (verb + -ing)

The negative is formed by placing 'not' after has/have.

Examples

1. They have been working since 7 a.m.
2. He is dirty because he has been playing in the garden.
3. Amit has not been fighting.

Exercise 1

Fill in the blanks with the present perfect continuous tense of the verbs in the bracket.

1. Arti _____ for five hours. (sleep)
2. He _____ in this town for the last ten years. (live)
3. Mrs. Mehra _____ to the students about the importance of time management. (speak)
4. I _____ for the last one hour but the bus has not come. (wait)
5. Vikram _____ the Ramayana aloud to his ailing grandmother. (read)

Past Perfect Continuous Tense

The past perfect continuous tense is used for an action

- that began before a point in the past and continued up to that time.

It is written as: had been + (verb + -ing)

The negative is formed by placing 'not' after had.



Examples

1. They had been working since 7 a.m.
2. Amit had not been fighting.

Exercise 2

Fill in the blanks with the past perfect continuous tense of the verbs in the box.

get, teach, watch, eat, wait

1. We _____ television when the lights went off.
2. Until last year Radha _____ more than 90 per cent marks in Maths.
3. Mr. Sharma _____ chocolates every day till the doctor told him to stop.
4. Anushka _____ for her father to come back.
5. Mr. Anant Singh _____ for fifteen years when he decided to start a business.

Exercise 3

Rewrite the following sentences after changing the tenses as directed.

1. We waited for Rajesh for two hours. (to present perfect continuous)
2. Anjali is washing the dishes. (to past perfect continuous)
3. Shashi is applying for different jobs. (to present perfect continuous)
4. The art gallery had exhibited his paintings. (to present perfect continuous)
5. I have been cleaning the house all day. (to past perfect continuous)

C. Requests, Orders and Instructions

Requests

When you make a request:

- you ask someone for something OR
- ask them to do something

Examples

1. Can I have my camera back?
2. Will you come with me to the market?

To make your request more effective, use 'can't' or 'couldn't' instead of 'can' or 'could'.



Notes

Example

Can't we have some more ketchup?

Orders

When you give an order:

- you tell someone to do something
You give orders if you have authority over that person or know that person well.

Example

1. Be quiet!

Giving orders can sound rude especially if those orders are being given to someone older than you. You can use '**please**' to make the order more polite.

2. Please don't shout.

Instructions

When you give instructions:

- you tell someone how to do something.
- you tell someone what to do in a particular situation.

Example

1) Come straight down M.G. Road, turn left from the petrol pump and then take the second turn right.

2) Take a cucumber, peel it, cut it lengthwise into four long pieces, and arrange the pieces on a plate.

Changing an order into a request

Earlier in the lesson you studied modals. An order can be changed into a request by using modals like 'can', 'could', 'will' or 'would'. 'Please' or introductory phrases like 'I wonder' or 'Could you possibly' can be added to make the request more polite.

Examples

1. Wait here until the doctor arrives.

Could you wait here until the doctor arrives?

2. Be quiet!

Will you be quiet, please?

THINK ABOUT IT

If you are asked to do something, do you like it to be in the form of an order or a request?



Exercise 1

Change the following orders into polite requests. Use the correct punctuation mark at the end of each request.

1. Buy me a wristwatch!
Could _____
2. Pass me the salt!
Can _____
3. Shut the door!
Will _____
4. Get a glass of water!
Can _____
5. Clean the table.
Could you possibly _____

Exercise 2

Arun's mother went to the market. Before leaving, she gave him instructions to prepare a glass of lemonade (*nimboo paani/shikanji*).

Select appropriate words from the box and fill in the blanks.

remove, serve, add, mix, stir, take, cut, squeeze, put

1. _____ a glass of water and _____ two tablespoons of sugar into it.
2. _____ it well with a spoon till the sugar dissolves.
3. _____ a lemon into half.
4. Carefully _____ the seeds from one half.
5. _____ the lemon to get the juice and add it to the water.
6. _____ a pinch of salt.
7. _____ it well again.
8. _____ it chilled (with ice in it).

Exercise 3

Make a request using the words in the brackets.

1. Manisha has left the window open. (you, shut)



Notes

2. Mummy, I want to bake a cake. (you, help)
3. I don't want to go to the party alone. (Could you possibly, come)
4. I have wanted to read this book for a very long time. (I wonder if, lend)
5. I want to drink lemonade. (you, make)



LET US DO 27.4

In the story *The Parrot Who Wouldn't Talk*, Aunt Ruby's nephew took the decision to set the parrot free. He didn't ask his grandparents or think about what his aunt would say or do or feel. How did he make his decision?

In life, we are always required to make decisions. You too will have to make decisions to solve all kinds of problems. The problems could be simple and small, such as what dress to wear, or they could be important like what career to choose, which job to accept. Like the young boy in the story, you may have to make decisions knowing full well that some people who are important to you (family members, friends, etc) will not like that decision. How will you make decisions?

Imagine that you are travelling in a crowded bus with a friend. As a passenger gets up from his seat, his wallet falls down. Before you can call out to the man, your friend puts the wallet in his/ her bag. What would you do in such a situation? **Write down your decision. Explain how you made this decision in 80 – 100 words.**

Given below are some tips that will help you to make your decision.

- First, think carefully about the problem or situation.
- Make a list of **all** the different things you could do such as tell your friend to give the wallet back, tell the man that your friend has taken his wallet, and other options. Write them down.
- Think of the good and bad effects of each one. For example, your friend might be angry with you or the man might shout at your friend and call the police.
- Reduce the number of options keeping only the best ones.
- Think carefully about the best options keeping in mind what your goals are or what is important to you.
- Make the decision. Choose one option according to what is the correct thing to do.
- Do what you have decided to do.
- Be prepared to face the consequences.



27.4 LET US WRITE



Notes

A. Describing People

Suppose you were travelling in a bus and were standing face-to-face with a man. Suddenly that man snatches the purse of a co-passenger and jumps off the bus. The police ask you for his description. How would you describe him?

The first thing you talk about is **physical appearance**. You should describe his height, build, colour of hair, type of hair, length of hair, eyes, face, complexion and facial features, clothes, age, and any other special feature.

If you are asked to describe someone you know, you can also describe his/her behaviour, personality traits, what she/he is like. A detailed description can include the person's profession.

Exercise

Go to a market near your house. Look carefully at the vendors selling vegetables. Write a short description of any one of them in about 60-80 words. Remember, the more observant you are, the better your description will be.

Given below are some words that will help you.

- **Height:** tall, short, medium height
- **Build:** thin, fat, stocky, frail, well-built
- **Colour of hair:** black, grey, white, brownish-red
- **Type of hair:** bald, straight, curly, spiky, wavy
- **Length of hair:** long, short, medium length, bald, crew cut
- **Eyes:** big, close-set, small, beady, yellow, dark brown
- **Nose:** straight, crooked, hooked, bulbous
- **Lips:** pursed, thin, thick, dark, rosy
- **Face:** round, oval, square, heart shaped
- **Complexion and Facial features:** fair, dark, scars, swarthy, wrinkles, freckles, sun-burnt, pale
- **Clothes:** shabby, smart, tidy; shirt, pant, dhoti, saree, etc.; colour of the clothes



Notes

- **Age:** young, elderly, middle-aged, teenager, in 20s, in 30s, in 40s
- **Special feature:** mole, lame, blind, wearing spectacles, stammer
- **Describing personality:** hardworking, cheerful, broadminded, active, curious, secretive, gentle, shrewd, energetic, confident, mean, intelligent, friendly, sensitive

B. Summarising

Writing a good summary shows that that you have understood the text well, and that you can communicate that understanding to others. A summary is a short paragraph/s that presents only the main points. When you summarise, you mention the theme (central idea) and important details of the text. All the unnecessary details are left out.

How to write a summary:

1. Read the text carefully. Give special attention to the beginning, middle and ending. Focus on the heading or sub-headings (if any). Try and understand the main theme of the text.
2. If the text is very large, divide it into sections, and then read, section-wise.
3. Reread. With a pencil, underline key (important) words and facts/details, or write them on a separate sheet of paper. Cross out unnecessary sentences/details.
4. Once you know the text very well, write down the main idea of each section.
5. You may write a short conclusion (one or two sentences), mentioning the purpose or message of the text/ story.
6. Read what you have written. Check if you have missed out on something important. Check if the facts (dates, time, etc.), punctuation and grammar are correct.
7. Revise the summary.

Points to remember:

- Write in the present tense.
- Include the name of the author and the title of the text.
- Be brief.
- If you use the author's words, put them in inverted commas.
- Do not put in any of your own thoughts, feelings or opinions into the summary.



Exercise 1

Given below is a summary of the story you have just read but some words are missing. Fill in the blanks and then read it aloud to a friend.

The Parrot Who Wouldn't Talk is a humorous (a) _____ by the well-known author, Ruskin Bond. It is set in the pre-independence era when most people kept a parrot as a (b) _____. Ruby, the author's aunt, buys a parrot and keeps it in a (c) _____. She tries to teach the parrot to (d) _____. Once, the parrot knocks her (e) _____ off. Aunt Ruby is annoyed and says nasty things to the (f) _____. From then on, the author (who was a young boy at that time) feeds the parrot. One day, he purposely leaves the cage door (g) _____ and the parrot flies away. A few days later, it comes (h) _____. When it sees Aunt Ruby, it says the same nasty things that she had said to it. (i) _____ Ruby feels embarrassed.

Exercise 2

Write a summary of a story you have read recently.



LET US LISTEN 27.1

Jingles and rhymes are so easy to remember. You just have to hear them a few times and soon you too are humming away!

Given below is a short rhyme.

Listen to it on a tape/CD **or** ask a friend to say it aloud at a fast speed. Listen carefully.

*Chatter, chatter, talk, talk,
Like a parrot, squawk, squawk.
In a group, natter, natter,
What's that, what's the matter?
Do say, Oh no!
What's the time? Gotta go,
Must fly.
Oh hi!*

Exercise

After listening to the above rhyme:

1. Make a list of words that have been repeated.
2. Make a list of words that you would associate with 'parrot'.
3. List the pairs of rhyming words in the rhyme.

Examples of rhyming words are: say-pay, cat-bat, sing-ring.

**DO YOU KNOW**

- Birds are protected by the Wildlife Protection Act (WPA) 1972.
- It is illegal to keep any birds in captivity (in a cage or any locked space) except lovebirds and blue rock pigeons.
- It is illegal to colour birds (as is done by bird sellers to make them look more attractive). The chemical colour is toxic and possibly carcinogenic (causes cancer).
- Caging and displaying parrots and parakeets, as fortune-tellers often do, is illegal and is punishable by a fine and up to five years in prison.
- Most of the birds bought and sold in India are parakeets caught from the wild. This is against the Indian Wildlife Act.

**WHAT YOU HAVE LEARNT**

In this story, the author Ruskin Bond shows us how humour can be used to convey an important message. The message of this story is: Be kind to your pets, and behave towards others as you would like them to behave towards you. If we need to or want to train our pets to do something, we should teach them with love and patience. We should be empathetic towards animals, especially pets, because they depend on us. Empathy means understanding and feeling what others feel. You have also learnt that nobody likes captivity and that pets too have feelings.

**TERMINAL QUESTIONS**

1. Name all the birds that are mentioned in the story.
2. Can you think of another title for this story? Give reasons for your choice in 30 - 40 words.
3. In the story, sometimes the author calls the bird parakeet and sometimes parrot. Is that a mistake?
4. Do you think Aunt Ruby's method of teaching the parrot to talk was correct? If you were Aunt Ruby, how would you have taught the parrot?
5. Find phrases in the text that tell you that the parrot was not happy in the cage.

The Parrot Who Wouldn't Talk



Notes

6. Suppose you were a parrot and somebody caged you and kept you as a pet. How would you feel? Give two reasons to support your answer.
7. Do you think Aunt Ruby's nephew (the author) made the right decision when he left the cage door open? What decision would you make if you were Aunt Ruby's nephew? Give at least two reasons for your answer.
8. 'You're no beauty! Can't talk, can't sing, can't dance!'

The story begins with these words. But when they are repeated at the end of the story, it adds humour to it and makes us laugh. Why?



ANSWERS

LET US DO 27.1

1.

P	I	G	E	O	N	T	A	Q
C	A	N	A	R	Y	U	M	G
I	D	R	H	U	I	R	T	M
C	K	A	R	C	V	T	Y	E
K	Z	B	A	O	W	L	Z	D
Q	R	B	Y	C	T	E	F	O
G	U	I	N	E	A	P	I	G
F	Y	T	O	B	V	T	S	X
H	A	M	S	T	E	R	H	Q

2. canary, cat, dog, fish, guinea pig, hamster, parrot, pigeon, rabbit, turtle

27.2.1 PART 1

INTEXT QUESTIONS 27.1

1. a. Aunt Ruby is saying these words to her pet parakeet.
b. 'Can't' is being repeated. It is being repeated to emphasise what is being said.
2. The parakeet's cage was kept at one end of a long veranda of Granny's bungalow in North India.



Notes

3. Aunt Ruby had bought the parakeet from a bird-catcher selling various types of birds.
4. d. Caged birds were deprived of their freedom.
5. c. it did not want to be kissed by Aunt Ruby.
6. Once, when Aunt Ruby was near the parakeet's cage, it lunged forward and knocked off her spectacles. After that incident, Aunt Ruby became hostile towards the bird.

LET US LEARN NEW WORDS 27.1

1. c 2. d 3. f 4. b 5. a 6. e

27.2.2 PART 2

INTEXT QUESTIONS 27.2

1. The boy gave the parakeet green chillies, ripe tomatoes and sometimes, slices of mango.
2. d.
3. One afternoon, when everyone was resting, Aunt Ruby's nephew purposely left the cage door open. Soon, the parakeet flew away.
4. b.
5. Individual responses. Accept all answers.
6. As soon as the parrot saw Aunt Ruby, it screeched, "You're no beauty! Can't talk, can't sing, can't dance!" Aunt Ruby was embarrassed and turned red when she heard these words. Therefore, she ran inside.

LET US LEARN NEW WORDS/PHRASES 27.2

Exercise 1

1. under their wing 2. spread his wings 3. took wing

Exercise 2

1. waiting in the wings – be close by in the background, available at short notice to do something or take up a position
2. wing it – speak or act without preparation, improvise

LET US DO 27.3

Bird Sounds

1. c) vii)
2. g) iv)
3. f) v)



4. d) vi)
5. b) ii)
6. a) iii)
7. e) i)

27.3 LET US LEARN GRAMMAR

A. Modals

Exercise 1

1. Shall 2. must not 3. Would 4. Could 5. May

Exercise 2

1. would 2. will 3. can't 4. must 5. ought to
6. dare 7. could 8. can 9. shouldn't 10. May

B. Present Perfect Continuous Tense and Past Perfect Continuous Tense

Exercise 1

1. has been sleeping 2. has been living 3. has been speaking
4. have been waiting 5. has been reading

Exercise 2

1. had been watching 2. had been getting 3. had been eating
4. had been waiting 5. had been teaching

Exercise 3

1. We have been waiting for Rajesh for two hours.
2. Anjali had been washing the dishes.
3. Shashi has been applying for different jobs.
4. The art gallery has been exhibiting his paintings.
5. I had been cleaning the house all day.

C. Requests, Orders and Instructions

Exercise 1

1. Could you buy me a wristwatch, please?
2. Can you pass me the salt, please?
3. Will you shut the door, please?
4. Can you get me a glass of water?



Notes

5. Could you possibly clean the table?

Exercise 2

- | | | | |
|------------------|--------------|-------------|-----------|
| 1. Take, put/add | 2. Mix/ Stir | 3. Cut | 4. remove |
| 5. Squeeze | 6. Add/ Put | 7. Mix/Stir | 8. Serve |

Exercise 3

1. Will you shut it, please?
2. Will you help me, please?
3. Could you possibly come with me?
4. I wonder if you could lend it to me.
5. Will you make it, please?

LET US DO 27.4

Individual responses

27.4 LET US WRITE**A. Describing People**

Individual responses

B. Summarising**Exercise 1**

- (a) story (b) pet (c) cage (d) talk (e) spectacles (f) parrot (g) open (h) back (i) Aunt

Exercise 2

Individual responses

LET US LISTEN 27.1**Exercise**

1. chatter, talk, squawk, natter, what's
2. chatter, talk, squawk, group, fly
3. talk-squawk, natter-matter, no-go, fly-hi

TERMINAL QUESTIONS

1. The birds mentioned in the story are: parrot, parakeet, lovebird, budgerigar, munnia, sparrow and nightingale.
2. Individual responses.



3. No, it's not a mistake. The bird that Aunt Ruby had bought was a parakeet. But a parakeet is a type of parrot. So it can be called either a parrot or a parakeet.

4. Individual responses

Suggested response: I don't think Aunt Ruby's method was correct. If I were Aunt Ruby, I would develop a bond (friendly relationship) with the parakeet and then try to teach it to talk. I would always speak to it gently and make sure it was comfortable in its surroundings. I would choose simple and short words to start with. I would repeat them clearly and with enthusiasm. I would be very patient and never get angry with my pet. I would not scold it if it didn't learn well. I would praise it, give it a gentle pat or something special to eat if it learnt well.

5. From phrases such as 'unfortunate parakeet', 'glared morosely at everyone' and 'eyes getting smaller with anger', we know that the parrot was not happy to be in the cage.

6. Individual responses.

Suggested response: I would not like it at all. We usually see parrots in groups. If I were put into a cage I would be lonely and would miss my friends, the other parrots. I would not be able to fly like other birds.

7. Individual responses.

Suggested response: Yes, I think Aunt Ruby's nephew made the right decision.

I would also set the bird free because the bird was unhappy, Aunt Ruby was saying unkind things to it, she was not feeding it, she was unfriendly to it.

8. Individual responses.

Suggested response: At the beginning of the story, Aunt Ruby tries to teach the parakeet to talk. When it doesn't learn to talk, she makes fun of it. The bird is locked up in a cage and forced to listen to her unkind words. At the end, the parakeet is free, but comes back to the garden one day. On seeing Aunt Ruby, it repeats the very same words which she used to say to it. The parakeet learns to talk, but what it says does not make Aunt Ruby happy. It makes her uncomfortable. It appears as if the parakeet says unkind words to her because she was unkind to it when it was in the cage. It seems as if the parakeet makes fun of her to teach her a lesson. The same words said in contrasting situations make the story humorous.