



ENGLISH
KUMARBHARATI
STANDARD TEN



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 29.12.2017
from the Academic Year 2018-19.



ENGLISH

KUMARBHARATI

STANDARD TEN



**Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune.**



The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

First Edition : 2018
Fourth Reprint : 2022

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Typesetting :

DTP Section (Languages)
Textbook Bureau, Pune.

Printer :

M/s. Shree Printers, Pune

Print Order No. :

N/PB/2022-23/ 0.45

Publisher :

Vivek Uttam Gosavi
Controller
Maharashtra State
Textbook Bureau,
Prabhadevi,
Mumbai - 400 025.



The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ;
and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear Students,

A most warm welcome to Std X. We are delighted to place this textbook '**English Kumarbharati**' in your hands.

English has been a part of your studies since Std I. So far, you have learnt to use English for communication in most situations. You have enjoyed some interesting stories and passages in the previous textbooks. You have completed many projects. You have read the works of many well-known writers. Now that you are in Std X, you will do all this and also learn to use English with a better understanding of the language and the way it is used. What is more, you will enjoy the flavour of English literature, as well.

English is not just a subject in your curriculum. It is the medium through which you learn all other subjects. A good command over the language will make it easier for you to study other subjects, too. Our main aim is to help you use English with confidence. We would like you to be able to confidently ask questions, gain knowledge and use new skills, perfect your oral and written communication skill, be creative and spend your free time joyfully. That is why, we urge you to take part in all the activities and exercises in the 'Warming up' and 'English Workshop' sections, with zest and enthusiasm. Talk to your teacher freely about the problems and difficulties you face while studying this textbook. Many of the activities are designed to show you ways of thinking and learning on your own. The more you use them, the better you will learn.

We have focussed upon linguistic items in the Language Study (Grammar and Vocabulary) activities. The textbook also aims to help students to attain a proficiency level in English, whereby you can directly 'think' in English rather than think in your mother tongue and translate your thoughts into English. This proficiency is indispensable, especially when you are reading between lines, understanding ideas, contemplating, figuring out your responses to activities and planning your write-ups.

English language has been accepted as the lingua franca of the world. In times of increasing globalisation, knowledge, understanding and use of English in oral and written communication has become the need of the hour. As such, this textbook offers you an opportunity to reach out to the world.

Useful audio - video teaching - learning material given in each relevant lesson will be available through the Q. R. Code and through the medium of App for additional information. It will be definitely useful for your study.

We will be happy if you share your feelings about the contents of this book with us. We hope you enjoy studying it throughout the year.

Wish you all the best in your studies !



Pune

Date : 18 March, 2018, Gudhipadva
Indian Solar Year
27 Phalgun, 1939

(Dr Sunil Magar)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

Statement of Competencies : First Language

The student should be able to -

Listening

- Enjoy listening to English programmes.
- Predict the next part of a narration, conversation, description.
- Think critically about the information being presented.
- Note the difficult/unfamiliar bits while listening so as to ask questions later.
- Summarize a story, conversation, play, informative speech, debate etc.
- Appreciate an effective presentation, understand the features that make it effective.
- Analyse and evaluate the content/argument being presented.
- Understand different interpretations of a literary piece.
- Respond independently to literary and non-literary presentations.

Speaking

- Speak clearly and confidently.
- Use acceptable pronunciation.
- Contribute meaningfully to conversations.
- Talk politely about one's opinion or point of view.
- Describe things, people, situations, emotions, etc. in minute detail.
- Narrate an event, a show, a short story, an anecdote or an experience, etc.
- Sum up/paraphrase a given text.
- Articulate one's ideas cogently.
- Communicate pleasure/displeasure, agreement/disagreement, difference of opinion, support politely but firmly.

- Discuss personal, social issues in appropriate language.
- Describe something in a certain way to achieve a certain effect.
- Interpret lines from a literary piece.
- Use quotations, idioms, proverbs appropriately.
- Appreciate different aspects of a literary text.
- Make efforts to use stylistic devices and figures of speech in his/her own presentation.

Reading

- Read literature for pleasure.
- Read silently and fluently.
- Read patiently till the end of the piece.
- Understand the writer's intention.
- Understand the overall structure of a literary piece : stanzas and refrain in a song, stanzas and rhyme scheme in a verse, the various threads in a story/play, etc.
- Understand the literal as well as the suggested/implied meaning.
- Understand the nature of the piece of writing – informative, emotional (appealing), imaginative, persuasive, argumentative, etc.
- Appreciate precision, clarity, transparency in writing.
- Understand and appreciate use of literary devices, figures of speech, etc.
- Understand/empathise with other's points of view.
- Understand and appreciate wit and humour in writing.

- Relate and evaluate the information against one's previous knowledge and develop further insight.
- Judge/find the authenticity/source of a piece of writing.
- Learn new words, phrases, collocations, idiomatic expressions and enrich his/her vocabulary through reading.
- Develop a habit of reading news-papers, magazines and other authentic sources to obtain required information.
- Learn about other cultures and develop a liberal mindset.
- Develop respect for one's identity as an Indian.

Writing

- Write correctly. (Avoiding mistakes in spelling, grammar, etc.)
- Review and if necessary correct his/her own work as a matter of habit.
- Transform the text/information as directed.
- Write responses/answers in the given form, following the given word-limit.
- Report an event/happening using an appropriate format – a news item, a personal observation (diary), etc.
- Write formal letters / applications / e-mails.
- Explain a concept / an idea in short.
- Expand on a theme.
- Paraphrase a text.
- Express one's own thoughts and ideas coherently and effectively.
- Review a book/a film/a TV programme/a play, etc.
- Write independently and creatively, using themes, formats of his/her own choice.
- Attempt using different techniques to make his/her writing more effective.

- Attempt using different styles of writing and different literary devices.
- Attempt creative writing in different forms – stories, poems, skits, dialogues, cartoons, jokes, playlets, etc.

Study Skills

- Paraphrase a word/phrase.
- Compile lists of useful words, expressions, idioms, definitions, formulas, etc.
- Remember and recall necessary information (and the way it is organized) with the help of personal notes.
- Make notes for personal references while listening/reading.
- Revise increasingly larger chunks of information mentally.
- Identify and correct if necessary, the influence of mother tongue on his/her English.
- Use resources from other languages while speaking/writing in English.
- Compile data in a convenient form.
- Frame probing questions to find additional information, to find precise answers to one's query.
- Present information in a concise, lucid manner, choose appropriate graphics to do so.
- Use facilities like online applications, know how to make online payments, etc.
- Be aware of proper and responsible use of social media.
- Use the computer/internet for the purpose of obtaining information, translation / transcription.
- Appreciate and/or critically examine programmes, films, etc. available through mass media/internet, etc.

- Identify which learning strategies work best for oneself and use them.
- Use of internet for learning purposes.

Language Study

Language Study (English Medium)

In the years from Std VI to X, the following grammar and vocabulary items will be covered in a graded, step-by-step and age-appropriate manner. They will be introduced and discussed in the context of appropriate passages in the textbook. Also, enough scope will be provided for revision and practice. A list of the items covered in each standard will be given separately in the textbook.

It is expected that by the end of Std X, students should be familiar with these terms which are commonly used in dictionaries, reference materials and also in classroom instruction. This knowledge should help the children to correct and improve their own work and also to handle different resources to get their doubts/queries clarified.

- **The alphabet** : letter, sound, consonant, vowel, alphabetical order, phonetic symbols
- **Parts of speech** : * nouns (types of nouns – countable/uncountable, singular/plural/irregular, common/proper, concrete/abstract) * verbs (main/auxiliary/modal, transitive/intransitive), finite verbs and infinitives, gerund, participles; time, tense and aspect, singular and plural forms, phrasal verbs * pronouns and their types * adjectives * adverbs * prepositions * conjunctions * interjections * determiners – articles, demonstratives, possessives, quantifiers,

numerals * degrees of comparison – positive, comparative, superlative

- **Sentence structure** : * types of sentences – statements (affirmative/negative), commands, questions, exclamations

* subject and predicate * subject, object (direct/indirect), complement, adverbial

* phrases and clauses * co-ordination and subordination (simple, compound and complex sentences) * subject and verb agreement (person, number)

* transformation of sentences (forming questions, negatives, voice, reported speech, joining sentences)

- **Vocabulary and word-building** :

* synonyms, antonyms, homonyms, register * root word, prefix, suffix

* compound words * minor processes of word-building : reduplicatives, clipping, blends, acronyms

- **Punctuation** : full stop, comma, question mark, exclamation mark, hyphen, dash, quotation marks, apostrophe, brackets, colon, semicolon, use of capitals

- **Speech** : pronunciation, syllables, stress, intonation, rhyme, rhythm, some prosodic features

- **Figures of Speech and stylistic devices**: simile, metaphor, personification, apostrophe, hyperbole, euphemism, antithesis, irony, pun, onomatopoeia, alliteration, consonance, etc.

- **Idioms and proverbs, usage.**

Note : For explanation of concepts in Language Study, please refer to English Kumarbharati Standard Nine. (Pages 109 to 120)

Contents

Unit One

| | |
|---|----|
| 1.1 Where the Mind is Without Fear..... | 2 |
| 1.2 The Thief's Story | 7 |
| 1.3 On Wings of Courage | 14 |
| 1.4 All the World's a Stage..... | 23 |
| 1.5 Joan of Arc | 28 |
| 1.6 The Alchemy of Nature | 37 |

Unit Two

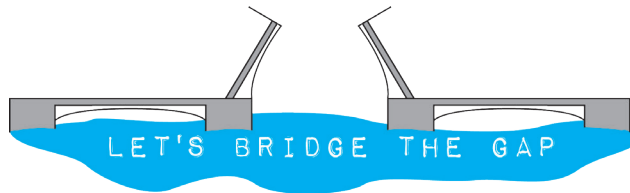
| | |
|------------------------------------|----|
| 2.1 Animals | 44 |
| 2.2 Three Questions | 50 |
| 2.3 Connecting the Dots | 61 |
| 2.4 The Pulley | 69 |
| 2.5 Let's March | 76 |
| 2.6 Science and Spirituality | 89 |

Unit Three

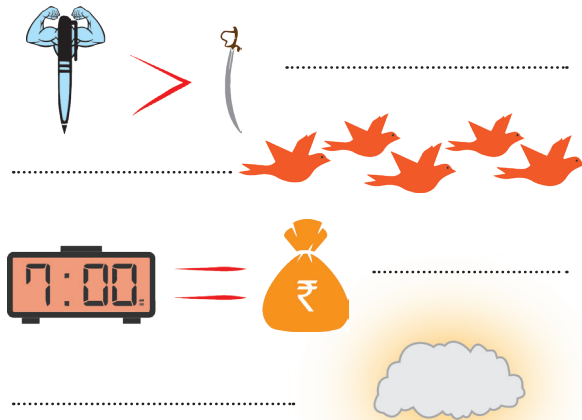
| | |
|---|-----|
| 3.1 Night of the Scorpion | 100 |
| 3.2 The Night I Met Einstein | 107 |
| 3.3 Stephen Hawking..... | 114 |
| 3.4 The Will to Win | 122 |
| 3.5 Unbeatable Super Mom-Mary Kom | 128 |
| 3.6 The Concert | 137 |

Unit Four

| | |
|---|-----|
| 4.1 A Thing of Beauty is a Joy For Ever | 145 |
| 4.2 The Luncheon | 150 |
| 4.3 World Heritiage | 157 |
| 4.4 The Height of the Ridiculous..... | 169 |
| 4.5 The Old Man and The Sea : Book Review | 174 |
| 4.6 The Gift of the Magi | 179 |




1. Guess the proverb.



2. Read and enjoy the poem and underline the words having inconsistency in spellings and pronunciation :

Enjoy this Conflict !!


Let me teach you in my verse
Sounds like, corps, corpse and worse.

 Suzy, I shall keep you busy
Make your head, with heat, go dizzy.

Just compare heart, beard, heard,
Dies and diet, lord and word.

Now, surely, I will not plague you
With words such as vague and argue.

Blood and flood are not like food
Nor is mould like should or would.

 River, rival, tomb, bomb, comb
Doll and roll and some and home.

Monkey, donkey , clerk and jerk,
Asp, grasp, wasp and fork and work.

Finally, what rhymes with 'enough'?
Though or through, plough or cough

'Hiccough' ends with sound of 'cup' .
My advice is – Just give it up !

(Adapted from 'The Chaos' by G. Nolste Trenite)

3. Let's Head the lines.

Divide the class into groups. Give each group an old, but full newspaper with all pages, equal in number. Ask each group to study the headlines only. Using words from separate headlines the students must frame two headlines of their own in 15 minutes. Underline the words used in the old newspaper.

Each group leader should write down their two newly created headlines on a slip of paper, with the group number mentioned above. Submit the same to the teacher with the respective newspaper.

The teacher can judge the new headlines on the basis of appeal and accuracy, after making sure that every word has occurred in the old newspaper.



New headline- Winter Best For Tourism: Shows Study

4. Some Figures of Speech are hidden in the below word grid horizontally, vertically, diagonally and in reverse order. Trace them out with your pencil.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| A | N | T | I | T | H | E | S | I | S | R |
| Z | P | U | N | Y | X | W | M | I | O | E |
| E | R | O | X | Y | M | O | R | O | N | P |
| S | L | T | S | I | M | I | L | E | K | E |
| Q | H | M | E | T | A | P | H | O | R | T |
| O | P | V | L | I | R | O | N | Y | S | I |
| H | Y | P | E | R | B | O | L | E | A | T |
| T | X | O | D | A | R | A | P | B | O | I |
| I | Z | F | A | R | Y | Q | U | H | M | O |
| N | M | S | I | M | E | H | P | U | E | N |

Warming Up!

1. Pair up with your partner and match the terms with their given meanings.

| Column 'A' | Column 'B' |
|----------------------|--|
| (1) Humanism | (a) Concern about and action aimed at protecting the environment. |
| (2) Patriotism | (b) Holding liberal views. |
| (3) Internationalism | (c) Quality of being patriotic: vigorous support for one's country. |
| (4) Liberalism | (d) State or process of being international. |
| (5) Environmentalism | (e) A rationalistic outlook towards humans rather than a divine or supernatural one. |

2. Poems in English are of different types.

- Sonnet
- Limerick
- Ballad
- Elegy
- Free verse
- Epic
- Lyric
- Humorous
- Idyll

Taking the help of a dictionary/internet guess and write the type of poem against its description.

- (i) A long story-poem, often mythical
- (ii) A short story poem with a message
- (iii) A poem of 14 lines
- (iv) A song-like poem
- (v) A poem with no uniformity of rhyme, rhythm etc.
- (vi) A poem set in picturesque, rustic background
- (vii) A sad poem, lamenting death of a loved one
- (viii) A 5-line short funny poem with rhyme-scheme aabba.
- (ix) A poem written, just to create humour

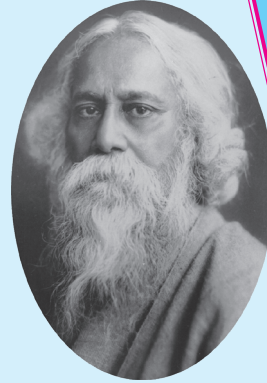


Where the Mind is Without Fear...

Rabindranath Tagore (1861-1941) was the author of *Gitanjali* and its 'profoundly sensitive, fresh and beautiful verse'. He became the first non-European to win the Nobel Prize in Literature in 1913.

This poem is one of his vastly read and discussed poems. It was originally composed in Bengali and later he himself translated it into English. This poem is from his Nobel Prize winning anthology '*Gitanjali*'.

Tagore lived during the time when India was ruled by the British. In this poem, besides political freedom from British, Tagore also appeals to God for social, educational and economic freedom for the people of India.



Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By **narrow domestic walls**
Where words come out from the depth of truth
Where **tireless striving stretches its arms** towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of **dead habit**
Where the mind is led forward by Thee
Into **ever-widening** thought and action
Into that **heaven of freedom**, my Father, let my country awake.

– Rabindranath Tagore

◆ *What does the poet pray to the Almighty for?*

◆ *What are 'reason' and 'dead habit' compared to?*

◆ *What does the poet wish for?*

- **narrow domestic walls** : division on the basis of religion, caste, class and colour in societies and between countries of the world
- **tireless striving** : continuous efforts and struggle
- **stretches its arm** : aims at achieving a goal
- **dead habit** : old traditional rituals and customs that are harmful
- **ever-widening** : forever broadening one's outlook
- **heaven of freedom** : condition of total freedom of good thoughts, good words and good deeds, while respecting those of others

ENGLISH WORKSHOP

1. In your notebook write down lines from the poem as a proof for the following.

- (a) Tagore wishes for a nation where people are truthful.
- (b) The poet would like everyone to work hard to reach their goal and in the long run to reach perfection.
- (c) The poet wishes that everyone in his country holds his head high in dignity.
- (d) The poet dreams of a nation where knowledge should be free to all.
- (e) The poem is a 'prayer'.

2. Read the columns carefully and match the expressions with their meanings.

| No | Column A | | Column B |
|-----|----------------------------------|-----|---|
| (1) | The head is held high | (a) | A fearless person |
| (2) | Narrow domestic walls | (b) | Sincerity of heart |
| (3) | Knowledge is free | (c) | A person with self respect and proud of possessing it |
| (4) | Depth of truth | (d) | Narrow mindedness |
| (5) | Mind is without fear | (e) | Education is given to all |
| (6) | Stretches its arms | (f) | Dried up, infertile land of sands |
| (7) | Clear stream of reason | (g) | Clear thinking |
| (8) | Dead habits | (h) | Aim at perfection |
| (9) | Ever widening thought and action | (i) | Broadening the outlook and attitude |

(1) (2) (3)..... (4) (5) (6) (7) (8) (9)

3. (A) Answer the following questions in your own words.

- (a) How is the world broken into fragments?
- (b) Explain what the 'tireless striving' should, be for.
- (c) 'Where words come out from the depth of truth.' Explain in your own words.
- (d) Who is 'Thee' in the poem? What does the poet appeal to 'Thee' to do?
- (e) What qualities does the poet wish to inculcate in his countrymen?

(B) Write in your notebook your own response and justify, where needed.

- (a) Is the poem a prayer for India alone?
- (b) What should the words we speak reflect?
- (c) What should people keep on widening? How can it be done?
- (d) From what darkness of night should our nation awake?
- (e) What attributes of Rabindranath Tagore does the poem (prayer) reflect?
- (f) What effect does the repetition of the word 'where' at the beginning of each line?

4. Read the poem carefully and complete the table after the discussion in pairs. One is done for you.

| Concepts in the poem | Present situation | Expected/ideal situation |
|------------------------|----------------------|--------------------------|
| (1) mind | mind is full of fear | fearless mind |
| (2) head | | |
| (3) knowledge | | |
| (4) words | | |
| (5) habit | | |
| (6) thought and action | | |

5. (A) Complete the following sentences using your own interpretation.

- When the mind is without fear and head unbowed, we enjoy freedom.
- When knowledge is free, every citizen enjoys the right to and
- We can prevent injustice when we pull down discriminatory walls of caste, class, religion etc.
- Constant effort and strife leads to
- Logical thinking and reasoning can put a stop to
- Tagore appeals to God to make his country a

(B) Fill in the blanks.

- Students should keep themselves aloof from
- When everyone will be literate.
- It is a social duty of every student of the modern world to uproot from societies.
- Students must develop outlook and attitudes.
- In the world of sycophancy, students must

6. Find out the examples of 'Metaphor' from the poem.

7. Almost every line of the poem begins with the word 'Where' and it expects an idealistic country and countrymen. Now work in a group of six students and compose your poem regarding 'Ideal School'. Begin your lines with the word 'Where'

8. Read the poem. Write an Appreciation of the poem in about 12 to 15 sentences with the help of the following points. Use a paragraph format.

Points

- Title
- Poet
- Rhyme scheme

- Favourite line
- Theme/Central idea
- Figures of speech
- Special features - Type of the poem, language, tone, implied meaning, etc.
- Why I like/ dislike the poem

9. Imagine that you have to deliver a speech on the occasion of ‘Independence Day’ or the ‘Republic Day’ in the school assembly. Prepare a speech to deliver on ‘India of my dreams’

Use the following steps :

- Greeting and salutation
- Self Introduction
- Introduction of the topic
- Elaboration of the topic with examples
- Conclusion
- Thanking audience

10. Read the short story written by Rabindranath Tagore ‘The Kabuliwala’ or ‘The Home Coming.’

Visit the website and collect more information about Rabindranath Tagore’s life and work.



1.2 The Thief's Story

Warming Up!

1. Read the following incident.

Lokesh had always been a class-topper in tests and examinations. However, invariably, he used foul means during exams to gain those high marks.

Once, on the day of History examination, Lokesh realized that his classmate and friend Farhan came all prepared for Maths instead of History. Farhan had become desperate. So Lokesh offered to let him copy from his answer-sheet, since Farhan sat just behind him.

Farhan refused. He said, "It's all right even if I get a zero, but I can call it my own zero. I do not want to score a single mark, unearned. Cheating in exams is for cowards. Not me!"

These words were a turning point in Lokesh's life. He gave up cheating for ever. He worked hard for what he desired and never, ever used false measures to acquire anything.

(a) In the given story, which words/phrases can be replaced by the following ones?

- (i) became aware
- (ii) always
- (iii) very upset and helpless
- (iv) cheating
- (v) without working for it
- (vi) a sudden change
- (vii) gain/achieve

(b) Summarize the incident in 6 to 8 lines making Lokesh, the narrator :

Begin with : I was always a class topper.

.....

.....

.....

.....

.....

.....

.....



The Thief's Story



Ruskin Bond (1934) is an Indian author of British descent. He lives with his adopted family in Landour in Mussoorie, India. The Indian Council for Child Education has recognised his role in the growth of children's literature in India. He got the Sahitya Academy Award in 1992 for 'Our Trees Still Grow in Dehra', for his published work in English. He was awarded the 'Padmashri' in 1999 and 'Padmabhushan' in 2014.

- ◆ *What is the narrator quite successful at?*
- ◆ *Who does 'I' refer to in this story?*

- **flattery** : insincere praise
- **modestly** : without boasting, in a humble way
- ◆ *Why did the narrator change his name every month?*
- **grunting** : making low guttural sounds
- **appealing** : attention-getting attractive

I was still a thief when I met Anil. And though only 15, I was an experienced and fairly successful hand.

Anil was watching a wrestling match when I approached him. He was about 25 — a tall, lean fellow — and he looked easy-going, kind and simple enough for my purpose. I hadn't had much luck of late and thought I might be able to get into the young man's confidence.

"You look a bit of a wrestler yourself," I said. A little **flattery** helps in making friends.

"So do you," he replied, which put me off for a moment because at that time I was rather thin.

"Well," I said **modestly**, "I do wrestle a bit."

"What's your name?"

"Hari Singh," I lied. I took a new name every month. That kept me ahead of the police and my former employers.

After this introduction, Anil talked about the well-oiled wrestlers who were **grunting**, lifting and throwing each other about. I didn't have much to say. Anil walked away. I followed casually.

"Hello again," he said.

I gave him my most **appealing** smile. "I want to work for you," I said.

"But I can't pay you."

I thought that over for a minute. Perhaps I had misjudged my man.

I asked, "Can you feed me?"

"Can you cook?"

"I can cook," I lied again.

"If you can cook, then may be I can feed you."

He took me to his room over the Jumna Sweet Shop and told me I could sleep in the balcony. But the meal I cooked that night must have been terrible because Anil gave it to a stray dog and told me to be off. But I just hung around, smiling in my most appealing way, and he couldn't help laughing.

Later, he patted me on the head and said never mind, he'd teach me to cook. He also taught me to write my name and said he would soon teach me to write whole sentences and to add numbers. I was grateful. I knew that once I could write like an educated man there would be no limit to what I could achieve.

It was quite pleasant working for Anil. I made the tea in the morning and then would take my time buying the day's supplies, usually making a profit of about a rupee a day. I think he knew I made a little money this way but he did not seem to mind.

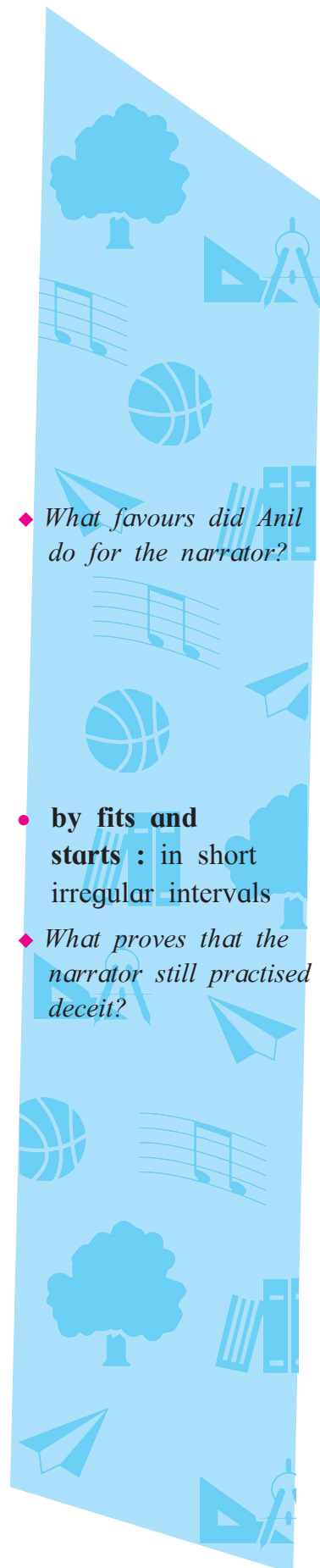
Anil made money **by fits and starts**. He would borrow one week, lend the next. He kept worrying about his next cheque, but as soon as it arrived he would go out and celebrate. It seems he wrote for magazines — a queer way to make a living!

One evening he came home with a small bundle of notes, saying he had just sold a book to a publisher. At night, I saw him tuck the money under the mattress.

I had been working for Anil for almost a month and, apart from cheating on the shopping, had not done anything in my line of work. I had every opportunity for doing so. Anil had given me a key to the door, and I could come and go as I pleased. He was the most trusting person I had ever met.

And that is why it was so difficult to rob him. It's easy to rob a greedy man, because he can afford to be robbed; but it's difficult to rob a careless man — sometimes he doesn't even notice he's been robbed and that takes all the pleasure out of the work.

Well, it's time I did some real work, I told myself; I'm out of practice. And if I don't take the money,



◆ *What favours did Anil do for the narrator?*

● **by fits and starts** : in short irregular intervals

◆ *What proves that the narrator still practised deceit?*

he'll only waste it on his friends. After all, he doesn't even pay me.

Anil was asleep. A beam of moonlight stepped over the balcony and fell on the bed. I sat up on the floor, considering the situation. If I took the money, I could catch the 10.30 Express to Lucknow. Slipping out of the blanket, I crept up to the bed. Anil was sleeping peacefully. His face was clear and **unlined**; even I had more marks on my face, though mine were mostly scars.

My hand slid under the mattress, searching for the notes. When I found them, I drew them out without a sound. Anil sighed in his sleep and turned on his side, towards me. I was startled and quickly crawled out of the room.

When I was on the road, I began to run. I had the notes at my waist, held there by the string of my pyjamas. I slowed down to a walk and counted the notes: 600 rupees in fifties! I could live like an oil-rich Arab for a week or two.

When I reached the station I did not stop at the ticket office (I had never bought a ticket in my life.) but dashed straight to the platform. The Lucknow Express was just moving out. The train had still to pick up speed and I should have been able to jump into one of the carriages, but I hesitated — for some reason I can't explain — and I lost the chance to get away.

When the train had gone, I found myself standing alone on the deserted platform. I had no idea where to spend the night. I had no friends, believing that friends were more trouble than help. And I did not want to make anyone curious by staying at one of the small hotels near the station. The only person I knew really well was the man I had robbed. Leaving the station, I walked slowly through the bazaar.

In my short career as a thief, I had made a study of men's faces when they had lost their goods. The greedy man showed fear; the rich man showed anger; the poor man showed acceptance. But I knew that Anil's face, when he discovered the theft, would show only a touch of sadness. Not for the loss of money, but for the loss of trust.

◆ **unlined** : showing no sign of worry or anxiety

◆ *What could have caused the scars on Hari's face?*

◆ *Why did Hari hesitate to board the train?*

◆ *Why does Hari believe that friends were more trouble than help?*

◆ *What is face reading?*

I found myself in the *maidan* and sat down on a bench. The night was chilly — it was early November — and a light drizzle added to my discomfort. Soon it was raining quite heavily. My shirt and pyjamas stuck to my skin, and a cold wind blew the rain across my face.

I went back to the bazaar and sat down in the shelter of the clock tower. The clock showed midnight. I felt for the notes. They were damp from the rain.

Anil's money. In the morning he would probably have given me two or three rupees to go to the cinema, but now I had it all. I couldn't cook his meals, run to the bazaar or learn to write whole sentences any more.

I had forgotten about them in the excitement of the theft. Whole sentences, I knew, could one day bring me more than a few hundred rupees. It was a simple matter to steal — and sometimes just as simple to be caught. But to be a really big man, a clever and respected man, was something else. I should go back to Anil, I told myself, if only to learn to read and write.

I hurried back to the room feeling very nervous, for it is much easier to steal something than to return it undetected. I opened the door quietly, then stood in the doorway, in clouded moonlight. Anil was still asleep. I crept to the head of the bed, and my hand came up with the notes. I felt his breath on my hand. I remained still for a minute. Then my hand found the edge of the mattress, and slipped under it with the notes.

I awoke late next morning to find that Anil had already made the tea. He stretched out his hand towards me. There was a fifty-rupee note between his fingers. My **heart sank**. I thought I had been discovered.


“I made some money yesterday,” he explained. “Now you'll be paid regularly.”

My **spirits rose**. But when I took the note, I saw it was still wet from the night's rain.

“Today we'll start writing sentences,” he said.

He knew. But neither his lips nor his eyes showed anything. I smiled at Anil in my most appealing way. And the smile came by itself, without any effort.

— *Ruskin Bond*



◆ *What were Hari's regrets as he pondered over his theft?*

◆ *Why did Hari feel nervous?*

◆ *Does Anil realise that he has been robbed?*

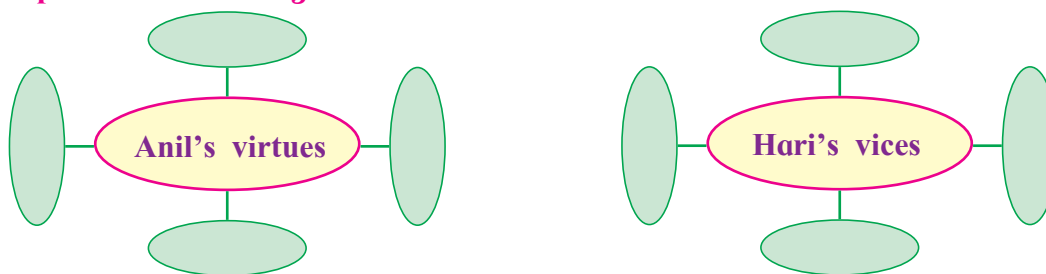
● **heart sank** : felt depressed

● **spirits rose** : became very hopeful

◆ *Why did Hari give a genuine appealing smile?*

ENGLISH WORKSHOP

1. Complete the web diagram.



2. Insert the appropriate word/phrase given below, in the sentences that follow.

(flattery, appealing, by fits and starts, dashed to, undetected, spirits rose)

- (a) I the school gate when I heard the school-bell ring.
- (b) After the death of my pet dog, my when dad got me a new pup.
- (c) Do not stoop to just to gain something from someone.
- (d) The artist completes his paintings
- (e) The crime went for 11 years.
- (f) When the baby saw its mother it gave an smile.

3. (a) Find from the text the collocation for the following.

- (i) dog
- (ii) man
- (iii) ticket
- (iv) slowly
- (v) drizzle
- (vi) sentences
- (vii) spirits.

Make of the students aware that collocations and compound words are different. Encourage them to use them in their writing.

(b) Complete the compound words from the story.

- (i) oil
- (ii) fifty
- (iii) easy
- (iv) tower
- (v) moon

(c) Pick out from the story 3 or 4 examples of Code-mixing (Indian words used in English).

4. Read the story carefully and complete the table.

| Total no. of characters | Names | Age | Physical appearance | Earned money by | Qualities |
|-------------------------|-------|-------|---------------------|-----------------|-----------|
| | | | | | |
| | | | | | |
| | | | | | |

5. Complete the given sentences.

- (a) Anil kept Hari as a cook because
- (b) Hari was grateful
- (c) Hari continued making money
- (d) Anil didn't hand Hari over to the police
- (e) The moral of the story is

6. Think and write in your own words, in your notebook.

- (a) Why did Anil employ Hari as a cook, although he could not afford to pay him?
- (b) What did Hari learn from Anil in the beginning?
- (c) Why didn't Anil hand over Hari to the police? What effect would it have had on Hari?
- (d) Do you feel Anil's way of handling a thief like Hari was effective? Justify your answer.
- (e) What tact had Anil used to change Hari's dishonest ways?
- (f) 'And the smile came by itself without any effort.' Say why. When do people give fake smiles?

7. Write a character sketch of 'Hari Singh' with the help of the following points, using the paragraph format.

| | |
|-------------------------------|-------|
| Hari Singh's background | ..... |
| His dishonesty | ..... |
| His aspirations | ..... |
| His courage to change himself | ..... |

8. Frame 'Wh' questions to get the answers underlined below. (Change the first person pronouns to the second person where necessary.)

- (a) I hurried back to the room.
- (b) I had made a study of men's faces.
- (c) I drew them out, without a sound.
- (d) The poor man showed acceptance.
- (e) I made tea in the morning.

9. Imagine that Anil catches Hari red-handed when Hari is stealing the money from under the mattress. Compose a short dialogue between the two, which reflects Anil's shock and Hari's repeated apologies.



1.3 On Wings of Courage

Warming Up!

1. The ranks of officers in Indian Army, Navy and Air Force are jumbled up. Discuss with your group and put them in the appropriate boxes.

Commander, Brigadier, Wing-Commander, Vice-Admiral, Squadron-Leader, Major, Colonel, Field Marshal, Air Marshal, Admiral of Fleet, Lieutenant-General, Flying Officer, Commodore, Rear Admiral, Air-Commodore

ARMY

NAVY

AIR FORCE

2. Homophones/ Homographs

(A) Make sentences to bring out the difference between-

- (1) (a) wear
- (b) ware
- (2) (a) here
- (b) hear
- (3) (a) there
- (b) their
- (4) (a) cell
- (b) sell

(B) Write what the underlined Homographs in the following sentences mean.

- (1) (a) A bear is an omnivorous animal.
- (b) She could not bear the injustice.
- (2) (a) A bat is the only bird which is a mammal.
- (b) His bat broke as it struck the ball.
- (3) (a) He had to pay a fine for breaking the traffic signal.
- (b) Use a fine cloth for the baby's clothes.
- (4) (a) We enjoyed a lot at the temple fair.
- (b) She has a fair complexion.

On Wings of Courage

Air Force Marshal Arjan Singh, an icon of India's military history, will always be remembered as a war hero who had successfully led a young IAF during the 1965 Indo-Pak war.

The only officer to attain the highest post of Marshal, the Air Force equivalent to the Army's five star field marshal, Singh was a fearless and exceptional pilot who had flown more than 60 different types of aircraft.

He played a major role in transforming the IAF into one of the most **potent** air forces globally and the fourth biggest in the world. "His contribution to the Indian Air Force is **monumental** to the least. The IAF grew with him. He was the **epitome** of military leadership in classical sense and it is, therefore, not surprising that he was honoured with the rank of Air Force Marshal," former Vice Chief of IAF Kapil Kak said.

Singh was honoured with the rank of Marshal on the Republic Day in 2002. Sam Hormusji Framji Jamshedji Manekshaw and K M Cariappa were the only two army generals honoured with the rank of Field Marshal.

Known as a man of few words, Singh was not only a fearless pilot but also had profound knowledge about air power and applied it in a wide spectrum of areas. Singh had **assiduously** led the IAF during the 1965 war and denied success to Pakistani Air Force though it was better equipped with American support. "His most outstanding contribution was during that war," said Kak.

Commending his role in the war, Y B Chavan, the then Defence Minister had written: "Air Marshal Arjan Singh is a jewel of a person, quite efficient and firm; unexcitable but a very able leader."

In 1944, the Marshal had led a squadron against the Japanese during the Arakan Campaign, flying close air support missions during the crucial Imphal Campaign and later assisted the advance of the Allied Forces to Yangon (formerly *Rangoon*).

◆ *Why is Air Force Marshal Arjan Singh considered an outstanding military personality?*

- **potent** : powerful and effective
- **monumental** : of great importance, enormous.
- **epitome** : a perfect example

◆ *What personality traits of Arjan Singh are mentioned here ?*

- **assiduously** : working hard and showing careful attention to details
- **commending** : officially praising

◆ *What enabled Arjan Singh to win the DFC award?*

◆ *At what age did Arjan Singh become a Squadron Leader?*

● **biplane** : old type of aircraft having two pairs of wings one above the other

● **a brief stint** : a short period of work

● **a fly-past** : a ceremonial flight of an aircraft passing over a place

◆ *For how long did Arjun Singh hold the post of AOC ?*

● **AOC-in-C** : Air Officer Commanding-in- Chief

In recognition of his feat, he was awarded the Distinguished Flying Cross (DFC) on the spot by the Supreme Allied Commander of South East Asia, the first Indian pilot to have received it. Singh was selected for the Empire Pilot training course at Royal Air Force (RAF) Cranwell in 1938 when he was 19 years old. He retired from service in 1969.

Singh was born on April 15, 1919, in Lyalpur (now Faisalabad, Pakistan), and completed his education at Montgomery (now Sahiwal, Pakistan). His first assignment on being commissioned was to fly Westland Wapiti **biplanes** in the North-Western Frontier Province as a member of the No.1 RIAF Squadron.

After **a brief stint** with the newly formed No. 2 RIAF Squadron where the Marshal flew against the tribal forces, he later moved back to No.1 Sqn as a Flying Officer to fly the Hawker Hurricane. He was promoted to the rank of Squadron Leader in 1944.

For his role in successfully leading the squadron in combat, he was awarded the Distinguished Flying Cross (DFC) in 1944. On August 15, 1947, he achieved the unique honour of leading a **fly-past** of over a hundred IAF aircraft over the Red Fort in Delhi.

After his promotion to the rank of Wing Commander, he attended the Royal Staff College at the UK. Immediately after Indian independence, he commanded Ambala in the rank of Group Captain. In 1949, he was promoted to the rank of Air Commodore and took over as Air Officer Commanding (AOC) of an operational command, which later came to be known as Western Air Command.

Singh had the distinction of having the longest tenure as AOC of an operational base, initially from 1949-1952 and then again from 1957-1961. After his promotion to the rank of Air Vice Marshal, he was appointed as the **AOC-in-C** of an operational command.

Towards the end of the 1962 war, he was appointed as the Deputy Chief of the Air Staff and he became the Vice Chief of the Air Staff in 1963. He was the overall commander of the joint air training exercise "Shiksha" held between IAF, RAF (Royal Air Force) and RAAF (Royal Australian Air Force).

On August 1, 1964, in the rank of Air Marshal, the Marshal of the Air Force Arjan Singh **took over reins** of IAF, at a time when it was still rebuilding itself and was **gearing up** to meet new challenges.

Singh was the first Air Chief to keep his **flying currency** till his CAS rank. Having flown over 60 different types of aircraft from pre-World War II era biplanes to the more **contemporary** Gnats and Vampires, he has also flown in transport aircraft like the Super Constellation.

In 1965, when Pakistan launched its Operation Grand Slam, with an armoured thrust targeted at the vital town of Akhnoor, Singh led IAF through the war with courage, determination and professional skill. He inspired IAF to victory, despite the **constraints** imposed on the full-scale use of Air Force combat power.

Singh was awarded Padma Vibhushan for his **astute** leadership of the Air Force during the war. Subsequently, in recognition of the Air Force's contribution during the war, the rank of the **CAS** was upgraded and Arjan Singh became the first Air Chief Marshal of the Indian Air Force.

He remained a flyer to the end of his tenure in IAF, visiting **forward bases** and units and flying with the squadrons. He retired in August 1969, thereupon accepting Ambassadorship to Switzerland. He was Lieutenant Governor of Delhi from December 1989 to December 1990.



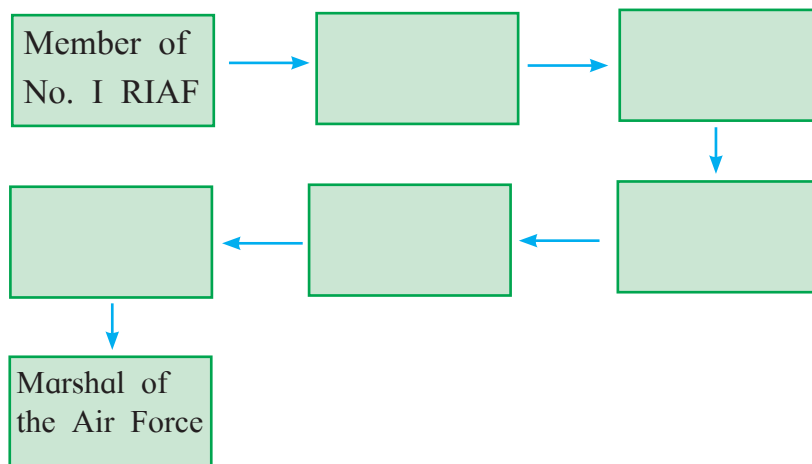
Having been a source of inspiration to all the personnel of Armed Forces through the years, the government conferred the rank of the Marshal of the Air Force upon Arjan Singh in January 2002, making him the first and the only 'Five Star' rank officer with Indian Air Force.

- **took over reins** : took over control
- **gearing up** : getting ready
- **flying currency** : up - to - date skills and experience of flying aircraft
- **contemporary** : of present times
- **constraints** : restrictions
- **astute** : sharp and intelligent
- ◆ *What uphill task did Singh face when he took over as Air Marshal?*
- **CAS** : Chief of the Air Staff
- **forward bases** : a secured, forward operating military position

◆ *What other important positions did Arjan Singh hold after his retirement?*

ENGLISH WORKSHOP

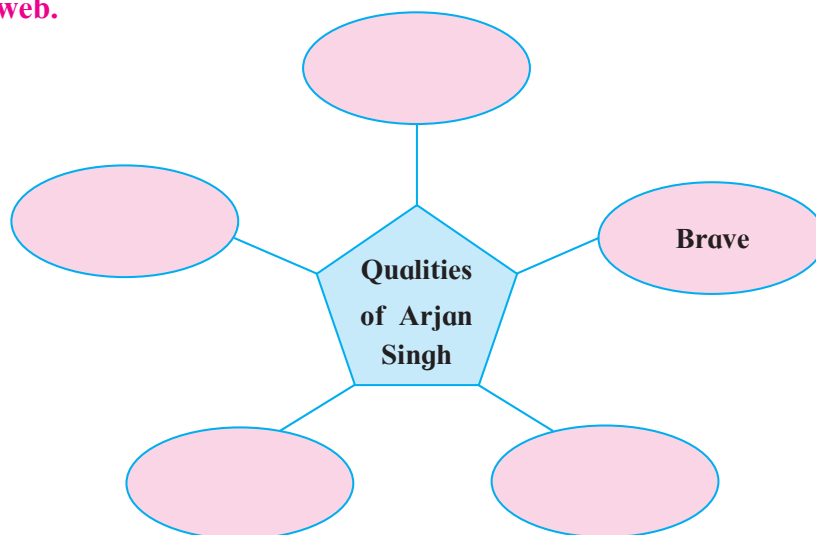
1. Read the text and fill in the flow chart of the promotions received by Arjan Singh.



2. With the help of facts given in the text prepare a Fact file of Air Marshal Arjan Singh.

- (a) Date of Birth
- (b) Place of Birth
- (c) Education
- (d) First Assignments
- (e) Important posts held (a) In Air Force
(b) After retirement
- (f) Awards
- (g) Most outstanding contribution in IAF
- (h) Retirement

3. Fill in the web.



4. Say what actions preceded the following promotions of Arjan Singh in his career in the IAF.

(a) Selected for Empire Pilot training course at RAF

.....
.....

(b) Promoted to Squadron Leader

.....
.....

(c) Leader of a flypast of over 100 aircrafts at Red Fort, Delhi

.....
.....

(d) Awarded Padma Vibhushan

.....
.....

(e) First Air Chief Marshal of Indian Air Force

.....
.....

5. Replace the underlined words/phrases with the appropriate ones, to retain the proper meaning.

(be the epitome of, gear up, a brief stint, play a major role, in recognition of, take over reins)

(a) He contributed notably in bringing up the school.

(b) Our school cricket team got ready for the final match against P. Q. R. High School.

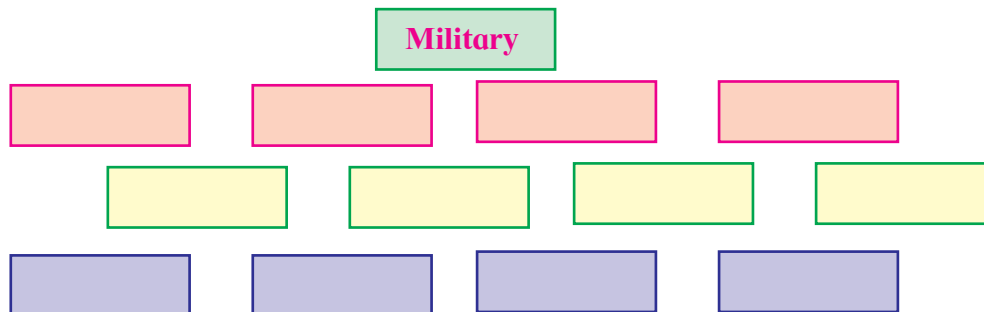
(c) After a short period of working as a lecturer, Ravi took up an important post in a multi-national company.

(d) Our class monitor is a perfect symbol of duty and discipline.

(e) Accepting the great value of his research; they awarded him with a Ph.D. (degree)

(f) After the murder of King Duncan, Macbeth took over the control of Scotland.

6. Build the word wall with the words related to 'Military'.



7. (A) State the different meanings of the following pairs of Homophones and make sentences of your own with each of them.

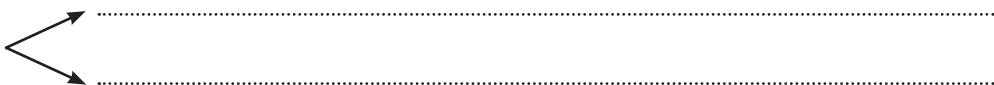
| Word | Meaning | Sentence |
|-----------|---------|----------|
| (a) led | | |
| lead | | |
| (b) role | | |
| roll | | |
| (c) air | | |
| heir | | |
| (d) feat | | |
| feet | | |
| (e) reign | | |
| rein | | |
| rain | | |

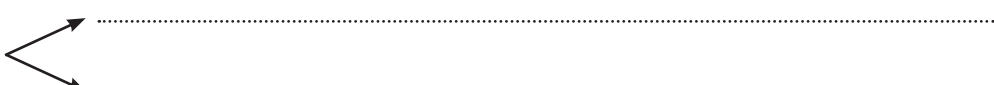
Hold a classroom discussion about the different Homophones and their meanings.

(B) The following Homographs have the same spelling and pronunciation; but can have different meanings. Make sentences of your own to show the difference.

(a) firm 

(b) train 

(c) type 

(d) post 

(e) current 

8. Glance through the text and prepare notes from the information that you get. Take only relevant points. Don't use sentences. Arrange the points in the same order. You may use symbols or short forms. Present the points sequentially. Use highlighting techniques.

9. Develop a story suitable to the conclusion/end given below. Suggest a suitable title.

..... (Title)

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..... and so, with tears of joy and pride, the 10 year old Sanyogita More received the National Bravery Award from the Prime Minister.

10. You wish to join any one of the Indian Armed Forces. Fill in the following application form.

To
The Advertiser
N/AF Recruitment Service
Purangaon - 456 789

Affix recent
passport size
photograph

APPLICATION FOR RECRUITMENT
Rect notice No 1234

1. Post applied for
2. Name and surname of Candidate (in Block letters)
3. Father's Name • Mother's Name
4. Date of Birth

| | | | | | | | | | | | | | | | | | | | | |
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| DD | MM | YY | | | | | | | | | | | |

5. Contact details :

Tel. No. (Res) Mobile No.

| | | | | | | | | | | | | | | | | | | | |
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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Email ID

6. Permanent Address :

House No./Street/Village

Post Office

District State

Pincode

7. Educational Qualifications :

| Serial Number | Qualification | Name of School/College | Name of Board/University | Percentage obtained |
|---------------|---------------|------------------------|--------------------------|---------------------|
| | | | | |
| | | | | |

8. Whether registered at any employment exchange Yes/ No
(If yes, mention registration number and the name of the Employment Exchange.)

9. Outstanding achievements in extra-curricular activities/ sports/ games, etc.
.....
.....

10. Why you wish to join Armed Forces
.....
.....



1.4 All the World's a Stage

Warming Up!

1. Pair work

- Talk to your friend about all the things related to 'Seven.'
For example : Seven wonders of the world.
- Pair up with your partner and name those given below all of the under :
 - (a) The seven wonders of the world
 -
 - (b) The seven continents
 -
 - (c) The seven colours of the rainbow
 -
 - (d) The seven notes of the music
 -
 - (e) The seven seas of the world
 -

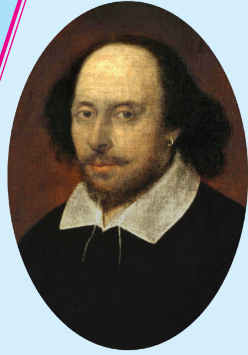
2. Life is often compared to many things. Write down 7 things that life can be compared to and justify the comparison. For example,

- (a) Life is a keyboard, because if you press the right keys you have typed a good destiny.
- (b)
- (c)
- (d)
- (e)
- (f)
- (g)

3. Match the approximate ages with the stages.

| No. | Age-group | | | Stages |
|-----|-------------------------------|--|---|-------------------------------|
| 1 | Birth to 2 years | | a | teenage/adolescence |
| 2 | 3 years to 12 years | | b | old age/second childhood |
| 3 | 13 years to 17 years | | c | middle-age |
| 4 | 18 years to about 44 years | | d | babyhood/infancy |
| 5 | About 45 years to 60 years | | e | senior citizen/elderly person |
| 6 | 65 years up to 75 to 80 years | | f | adulthood |
| 7 | Above 80 years | | g | childhood |

All the World's a Stage



William Shakespeare (1564-1616) was an English poet, playwright and actor, widely regarded as the greatest writer in the English language and the world's prominent dramatist. He is often called England's national poet and the "Bard of Avon".

This poem is taken from his play 'As You Like It'. Here, he compares the world to a stage where the drama of human life is enacted.

- **players** : actors
- ◆ *What do 'exits' and 'entrances' refer to?*
- **puking** : throwing up, vomiting
- **satchel** : school bag
- **woeful ballad** : sad poem/song
- **pard** : poetical short form of 'leopard'
- ◆ *Why is reputation like a bubble?*
- **cannon's mouth** : facing great danger to life
- **with good capon lined** : with excess fat from careless eating habits
- **saws** : sayings
- **youthful hose** : closefitting covering for legs.
- **shank** : legs (knee to ankle)

All the world's a stage,
And all the men and women merely **players**;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and **puking** in the nurse's arms.
Then the whining schoolboy, with his **satchel**
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a **woeful ballad**
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the **pard**,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the **cannon's mouth**. And then the justice,
In fair round belly **with good capon lined**,
With eyes severe and beard of formal cut,
Full of wise **saws** and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His **youthful hose**, well saved, a world too wide
For his shrunk **shank**, and his big manly voice,

Turning again toward childish **treble**, pipes
 And whistles in his sound. Last scene of all,
 That ends this strange eventful history,
 Is **second childishness** and mere **oblivion**,
Sans teeth, sans eyes, sans taste, sans everything.

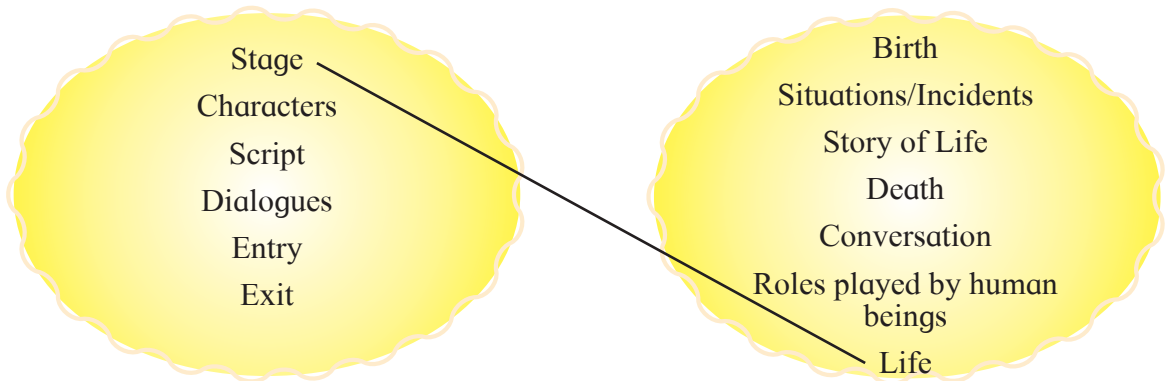
– William Shakespeare

♦ What is the major difference noticed in the 5th and 6th stage of life?

- **treble** : (here) three times weaker than
- **second childishness** : a return to the helpless, ignorant state of a child
- **oblivion** : the state of being unaware or unconscious of surroundings and happenings
- **sans** : without

ENGLISH WORKSHOP

1. Read the words in given clouds. Match them with what they signify.



2. Read the poem carefully and complete the following table.

| Ages of Man | Role | Qualities/Actions |
|-------------|-------|--------------------|
| 1 | | 1. 2. |
| 2 | | 1. 2. |
| 3 | | 1. 2. |
| 4 | | 1. 2. |
| 5 | | 1. 2. |
| 6 | | 1. 2. |
| 7 | | 1. 2. |

3. Write down in your own words the differences between the following stages of a man's life.

2nd stage and 4th stage

.....

3rd stage and 5th stage

.....

1st stage and 7th (last) stage

.....

4. Pick out lines that contain Imagery (a picture created in the mind by using words) of the following people.

(a) School boy

(2nd stage)

(b) Soldier

(4th stage)

(c) Judge

(5th stage)

(d) Senior citizen

(6th stage)

5. You will notice that there is no Rhyme-scheme in the poem. It appears similar to the poem 1.1 'Where the Mind is Without Fear' by Tagore.

However Tagore's poem has no steady rhythm/meter either it is called Free Verse. Shakespeare uses lines with a steady rhythm of 5 beats in each. It is termed as Blank Verse. (No rhyme-scheme but uniformity in rhythm)

Copy the lines from "And all the men and women merely players" to "sudden and quick in quarrel". Put a stress mark on each of the syllables stressed in the lines as - for example, And áll the ímen and women ímerely players;

6. Think and write on your own.

(a) What is the theme/central idea of this poem ?

(b) Which two stages of man, described by Shakespeare sound humorous ? Say why.

(c) The last (7th) stage of life sounds very sad and miserable. How can you make old age also cheerful and happy ?

7. (A) The poem is entirely metaphorical. Pick out the comparisons from the poem.

(a) world

(b) actors

(c) birth and death

- (d) school boy
- (e) the lover's sigh
- (f) spotted leopard
- (g) last stage (old age)

(B) Pick out from the poem two examples of each.

- (a) Simile (1)
(2)
- (b) Onomatopoeia (1)
(2)
- (c) Alliteration (1)
(2)
- (d) Metaphor (1)
(2)
- (e) Inversion (1)
(2)
- (f) Transferred Epithet (1)
(2)

8. Read the summary of the play 'As You Like It' by William Shakespeare using the Internet. Find out which character has narrated the above poem and on what occasion. Also, make a list of all the characters of the play.

9. Read the poem again and write an appreciation of the poem in a paragraph format. (Refer to page no. 5)



1.5 Joan of Arc

Warming Up!

1. Discuss in groups/pairs and make a list of the weapons used in the old times and in the present times.

| Weapons used in the past | Weapons used nowadays |
|--------------------------|-----------------------|
| | |

2. Imagine that you are the captain of your school Kabaddi team. Your final match is against a very strong team. Your team members are sure that you will lose. How will you boost their morale? Work in groups and prepare a short list of what can encourage the team.
3. Adding different prepositions to the same action verb changes the meaning of the phrases, thus formed.

For example, call out - announce

call at - visit

call for - summon

call up - make a telephonic call

call off - cancel

Guess the difference in meanings of the underlined phrases.

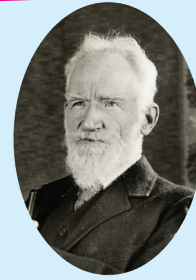
- (1) (a) He promised to look into the matter.
(b) He asked me to look for his lost book.
(c) I shall look forward to your arrival.
- (2) (a) An epidemic of cholera broke out in the village.
(b) The thieves broke into the locked house.
(c) They broke up their friendship.
- (3) (a) You must carry out your duty faithfully.
(b) Please carry on with your work.
(c) They carried off the trophy in the football matches.
(d) Carry forward the remaining balance to the next page.

Phrasal verbs : A phrasal verb is a verb that is made up of a main verb together with an adverb or preposition or both.

Teacher should explain phrasal verbs with examples.

Joan of Arc

George Bernard Shaw (1856-1950) was an Irish playwright and critic. He wrote more than sixty plays during his lifetime including major works such as **Man and Superman** (1902), **Pygmalion** (1912) and **Saint Joan** (1923). He was the leading dramatist of his time. He was awarded the Nobel Prize in Literature in 1925.



(The war fought between England and France from 1337 to 1453 has come to be known as the Hundred Years War. Joan was a peasant girl born in eastern France, who led the French army to several victories during this war.)

This play begins at the time when all of northern France and some parts of the south-west were under foreign control. The English controlled some parts and the Burgundians controlled the others. The city of New Orleans, one of the few remaining French cities was held by the English. The year is 1429. Captain Robert de Baudricourt, a military officer is seated at the table. His steward stands facing him).

Robert : I told you to throw the girl out. You have fifty armed soldiers and dozens of strong servants to carry out my orders. Are they afraid of her?

Steward : No sir, we are afraid of you, but she puts courage in us. She really doesn't seem to be afraid of anything. Perhaps you could frighten her, sir.

Robert : (*grimly*) Perhaps, where is she now?

Steward : Down in the courtyard, sir.

(Robert goes to the window and asks the soldiers to send the girl up.)

(The girl enters. She is a well-built, strong country girl of 17 to 18 years. The squire's glare neither frightens her nor stops her. She speaks confidently.)

Joan : Good morning, Captain **Squire**. You are to give me a horse and **armour** and some soldiers, and send me to the Dauphin.

● **grimly** : seriously

● **squire** : a person of high rank

● **armour** : protective clothing of metal or leather worn in battles by soldiers in former times

• **blockhead** : a stupid person

♦ *Why had Joan wanted to meet Captain squire?*

• **assuming** : taking for granted

• **Dauphin** : the oldest son of the King of France, the one who would become the king after his father

• **Monsieur** : French word for Mr.

♦ *Name the persons who Joan needed to free Orleans.*

Robert : This girl is mad. Why didn't you tell me so, you **blockhead**?

Steward : Sir, do not anger her. Give her what she wants.

Robert : I shall send you back to your father with orders to put you under lock and key.

Joan : You think you will, squire. But it won't happen that way. You said you would not see me. But here I am.

Robert : So, you are **assuming** that I'll give you what you want.

Joan : Yes, squire. (*Continues busily*) A horse will cost sixteen francs. It is a big amount of money. But I can save it on the armour. I don't need beautiful armour made to my measure. I can find a soldier's armour that will fit me well enough. I shall not want many soldiers. The **Dauphin** will give me, all I need, to free Orleans.

Robert : (*Shocked*) To free Orleans!

Joan : (*Simply*) Yes, squire. Three men will be enough for you to send with me. Polly and Jack have promised to come with me.

Robert : You mean **Monsieur** de Poulengy?

Joan : Yes, Squire Jack will come willingly. He is a very kind gentleman, and gives me money to give to the poor. I think John Godsave will come, and Dick the Archer, and their servants, John of Honecourt and Julian. There will be no trouble for you, squire. I have arranged it all. You have only to give the order.

Robert : (*To the steward*) Is this true about Monsieur de Poulengy?

Steward : (*Eagerly*) Yes, sir, and about Monsieur de Metz too. They both want to go with her.

Robert : (*Goes to the window, and shouts into the court-yard.*) Send Monseieur de Poulengy to me, will you? (*He turns*

to Joan) Get out and wait in the yard.

Joan : (*Smiling brightly at him*) Right, squire. (*She goes out.*)

Robert : (*To the steward*) Go with her. Stay within call and keep your eye on her. I shall have her up here again.

(*The steward **retreats hastily**. Bertrand de Poulengey, a French guard, enters, salutes and stands waiting.*)

Robert : She says you, Jack and Dick have offered to go with her. What for? Do you take her crazy idea of going to the Dauphin seriously?

Poulengey : (*Slowly*) There is something about her. It may be worth trying.

Robert : Oh, come on Polly! You must be out of your mind!

Poulengey : (*Unmoved*) What is wrong with it? The Dauphin is in **Chinon**, like a rat in a corner, except that he won't fight. The English will take Orleans. He'll not be able to stop them.

Robert : He beat the English the year before last at Montargis. I was with him.

Poulengey : But his men are **cowed** and now he can't work miracles. And I tell you that nothing can save our side now but a miracle.

Robert : Miracles are alright, Polly. The only difficulty about them is that they don't happen nowadays.

Poulengey : I used to think so. I'm not so sure now. There is something about her. I think the girl herself is a bit of a miracle. Anyhow, this is our last chance. Let's see what she can do.

Robert : (*Wavering*) You really think that?

Poulengey : (*Turning*) Is there anything else left for us to think? Let's take a chance. Her words **have put fire into me**.

Robert : (*Giving up*) Whew! You're as mad as she is.

● **retreats hastily** : moves away in a hurry

◆ *Was the Dauphin fit to be a Prince and heir?*

● **Chinon** : one of the cities in France where Royal family resided. During the Hundred Years War, the Dauphin took refuge in Chinon.

● **cowed** : frightened

◆ *What was the squire's opinion about miracles?*

● **wavering** : hesitating

● **have put fire into me** : have inspired or motivated

- **obstinately** : in a stubborn and firm manner

✦ *What did Robert accuse Poulengey of?*

- **gravely** : seriously

✦ *What shows Joan is a person of immense faith?*

- **raising a siege** : surround from all sides and attack removing the forces surrounding a place

- **plundering** : looting

✦ *Why were the French soldiers always beaten?*

- **to save their skins** : to save their lives

Poulengey : (*Obstinately*) We want a few mad people now. See where the same ones have landed us!

Robert : I feel like a fool. Still, if you feel sure...?

Poulengey : I feel sure enough to take her to Chinon unless you stop me.

Robert : Do you think I ought to have another talk with her?

Poulengey : (*Going to the window*) Yes! Joan, come up.

(*Joan enters*)

Poulengey : (*Gravely*) Be seated, Joan.

Robert : What is your name?

Joan : They always called me Jenny in Lorraine. Here in France, I am Joan. The soldiers call me the Maid.

Robert : How old are you?

Joan : Seventeen, so they tell me. It might be nineteen. I don't remember.

Robert : I suppose you think **raising a siege** is as easy as chasing a cow out of a meadow. You think soldiering is anybody's job?

Joan : I don't think it can be very difficult if God is on your side.

Robert : (*Grimly*) Have you ever seen English soldiers fighting? Have you ever seen them **plundering**, burning, turning the countryside into a desert? Have you heard no tales of their prince who is the devil himself, or of the English king's father?

Joan : You do not understand, squire. Our soldiers are always beaten because they are fighting only **to save their skins** and the shortest way to save your skin is to run away. But I will teach them all to fight for France. Then, they will drive the soldiers before them like sheep. You and Polly will live to see the day when there will not be a single

English soldier on the soil of France.

Robert : (*To Poulengey*) This may all be nonsense, Polly. But the troops might just be inspired by it though nothing that we say seems to put any fire into them. Even the Dauphin might believe it. And if she can put some fight into him, she can put it into anybody.

Robert : (*Turning to Joan*) Now you, listen to me and don't cut in before I have time to think. Your orders are that you are to go to Chinon under the escort of this gentleman and three of his friends.

Joan : (*Radiant, clasping her hands*) Oh, thank you, squire!

Poulengey : How is she to get into the royal presence?

Robert : I don't know. How did she get into my presence? I will send her to Chinon and she can say I sent her. Then, **let come what may**. I can do no more.

Joan : And the dress? I may have a soldier's dress, squire?

Robert : Take what you please. I **wash my hands off it**.

Joan : (*Wildly excited by her success*) Come, Polly. (*She dashes out.*)

Robert : (*Shaking Poulengey's hand*) Goodbye, old man, I am taking a big chance. Few other men would have done it. But as you say, there is something about her.

Poulengey : Yes, there is something about her. Goodbye.

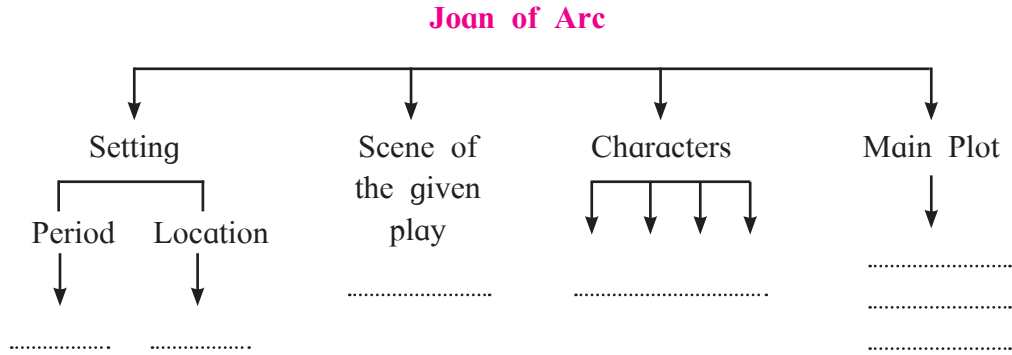
– George Bernard Shaw



- **let come what may** : let anything happen
- ◆ *What dress did Joan want?*
- **wash one's hands off it** : not take any responsibility for it
- ◆ *What made Robert finally agree to the plan?*

ENGLISH WORKSHOP

1. Read the extract from G. B. Shaw's play on Joan of Arc and fill in the Tree diagram.



2. (A) Pick out from the extract of the play two lines that provide evidence for each of the following.

Joan of Arc

- (a) Her confidence (1)
- (2)
- (b) Her courage (1)
- (2)
- (c) Her optimism (1)
- (2)
- (d) Her determination (1)
- (2)
- (e) Her patriotism (1)
- (2)

- (B) Using the above points, frame a character-sketch of Joan of Arc, in your own words and write it in your notebook. Suggest an attractive title for the same.

3. From the extract, find what the following are compared to and why:

- (a) as easy as
-
- (b) as mad as
-
- (c) The Dauphin in Chinon is like
-
- (d) The (enemy) soldiers will be driven away like
-

(e) Joan of Arc is a bit of

4. Say WHY? Write it in your notebook.

- (a) Joan wanted to meet Captain Squire.
- (b) Joan did not ask for many soldiers from the Captain Squire.
- (c) Poulengey, Jack and Dick had offered to accompany Joan.
- (d) French soldiers were always beaten in war.
- (e) Captain Squire Robert said, "I wash my hands off it."

5. Using a dictionary, find the difference between the following pairs of phrases. Make sentences of your own with each of them.

| Phrases | Meaning | Own Sentences |
|----------------------------------|----------------|----------------|
| 1. cut in cut out | | |
| 2. be held by be held up | | |
| 3. run away run for | | |
| 4. be known as be known for | | |
| 5. go with go after | | |
| 6. put fire into put fire out | | |

6. From an Indian History Book or Internet find out information about Indian Women (queens) who led battles. (For example, Rani of Jhansi and Rani Karnawati of Mewad). Write 3 points of similarity and 3 points of contrast between any one of the above Indian Queens and Joan of Arc. Write in your own words.

Similarities

Contrast

- (a)
- (b)
- (c)
- (i)
- (ii)
- (iii)

7. Read the script from :

Joan (Girl) : Good morning, Captain Squire

up to

Joan : (simply)

Polly and Jack have promised to come with me.

Write a summary of that part of the script (in the indirect speech) in 15 to 20 lines. Do it in your notebook.

8. (A) Make the following sentences Affirmative without change of meaning.

(a) Negative : I am not so sure, now.

Affirmative :

(b) Negative : He will not be able to stop them.

Affirmative :

(c) Negative : I don't remember.

Affirmative :

(d) Negative : I can do no more.

Affirmative :

(e) Negative : Sir, do not anger her.

Affirmative :

(f) Negative : I shall not want many soldiers.

Affirmative :

(B) Fill in the gaps in the table.

WORD-FORMS

| Noun | Verb | Adjective | Adverb |
|------------|---------|------------|--------------|
| 1. success | succeed | successful | successfully |
| 2. | inspire | ..... | ..... |
| 3. .... | ..... | safe | ..... |
| 4. | harm | ..... | ..... |
| 5. thought | ..... | ..... | ..... |
| 6. .... | ..... | ..... | brightly |
| 7. courage | ..... | ..... | ..... |
| 8. .... | ..... | ..... | hastily |

Teacher should encourage the learners to change the forms of words from time to time and use them in their spoken and written activities.



1.6 The Alchemy of Nature

Warming Up!

1. Rearrange the good qualities in each set, so that the first letter of each of the words should make a meaningful word. Join the sets and get message.

Set 1 Understanding/Adaptable/Tolerant/Neat/Encouraging Resourceful.

- The word is

Set 2 Selfless/Inspiring

- The word is

Set 3 Youthful/Modest

- The word is

Set 4 Affectionate/Compassionate/Empathetic/Earnest/Honest/Reliable/Trustworthy

- The word is

- The message is

2. Various aspects of Nature have special features that make them differ from one another.

For example, Birds :- appearance, shape, colour, size, food habits, habitat, sound etc.

- Write such special features of each of the following.

Land

Water

Trees

Animals

Insects

3. Make a list of living creatures in the alphabetical order. You can write more than one beginning with the same letter.

A K U

B L V

C M W

D N Y

E O Z

F P

G Q

H R

I S

J T



The Alchemy of Nature

*To see a world in a grain of sand
And a heaven in a wild flower,
Hold infinity in the palm of your hand
And eternity in an hour*

- William Blake

Something, as tiny as a grain of sand, can spark off an idea or imagination of a huge significance to the world. One can witness and experience the beauty of Heaven in something as small as wild flower and derive joy forever. Only one should have the eyes and time to see it.

Infinity is endless space; but your small palm can hold the destiny of earth through your efforts.

Eternity is endless time; but just an hour in your life can make a difference to the world forever.

(Great deeds can surpass the limits of time and space. They never die.)

◆ How does the Hibiscus flower make the most of its short life span ?

- **instinctively** : by a natural instinct
- **enhancing** : enriching
- ◆ What role does nature play in our lives?
- **awe** : great wonder and amazement

- **wilting** : drying and drooping
- **withers** : dries and decays
- **Guess the meaning of :**
- **splendour**

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

Are you listening?

When I do, it leaves me in complete **awe**.

We have a hibiscus plant in our garden. Every fortnight a flower blooms on it—big, bright and tender. Through the day it smiles with the sun and dances with the wind, but as evening approaches, it starts **wilting**. The morning after, it **withers** completely and by evening it falls and becomes one with the earth again. The flower comes to life only for a day, yet it does so in full **splendour**. What if we too lived our life, however short, to its fullest?

We went to a rocky beach and saw the spread of the majestic ocean and the rocks alongside, carved, sculpted and shaped by the water. Water is so gentle,

rock so hard, yet, as the water flows over it every day, for years, the rock gives in. It takes the shape that the water commands. Our problems are so **colossal** and we are so small, yet if we persist...

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

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

We saw an army of ants **lugging** a fly which was at least ten times the ant's size. The ants organized themselves around the fly, lifted it on **frail feelers** and carried it to quite a distance. Their teamwork and **perseverance** were impressive. What if we too are **consistent**, organized, focused... Spider webs are delicate, yet very strong. A rainbow colours the entire sky. Oysters take in a grain of sand they open up with a pearl. Innumerable stars shine across the infinite sky. Clouds take new shapes with every passing moment. The wind makes trees dance with **unhindered** passion. Water, without hint of ego, changes its form according to the dictates of the sun and the wind. When we see a caterpillar turn into a butterfly, a flower turn into a fruit, we experience the **alchemy** of nature... we touch it and become gold ourselves.

– Raksha Bharadia

ALCHEMY

An ancient forerunner of Chemistry, about attempts to convert base metals into gold (Here, it refers to a mysterious, magical process of transforming things.)

♦ *Who is stronger- water or rocks? Justify your response .*

• **colossal** : huge, massive

♦ *What teaches us that hard times do not last forever? How?*

• **chapter was over** : life was over

• **conviction** : strong, firm belief

• **lugging** : pulling with great difficulty

• **frail feelers** : weak legs

• **perseverance** : constant efforts inspite of obstacle

• **consistent** : steady

• **unhindered** : without disturbance

• **alchemy** : mysterious power or magic that can change things

ENGLISH WORKSHOP

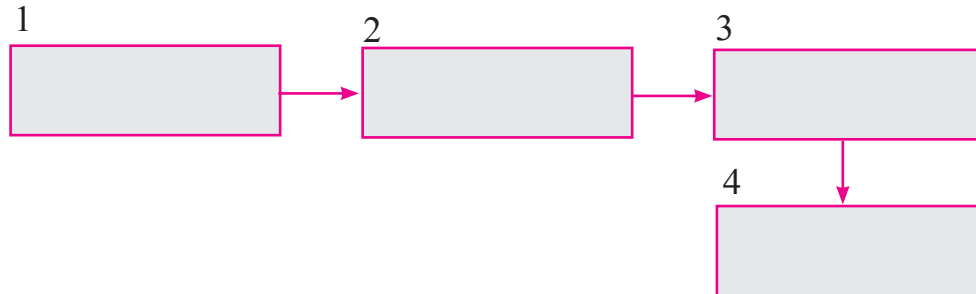
1. What things in nature teach us the following :

- (a) Nothing is impossible to achieve
- (b) Problems are not permanent
- (c) Be humble and adjust
- (d) Make the best use of time and opportunity
- (e) Be persistent
- (f) Many hands make work light
- (g) Delicate structures are not a sign of weakness

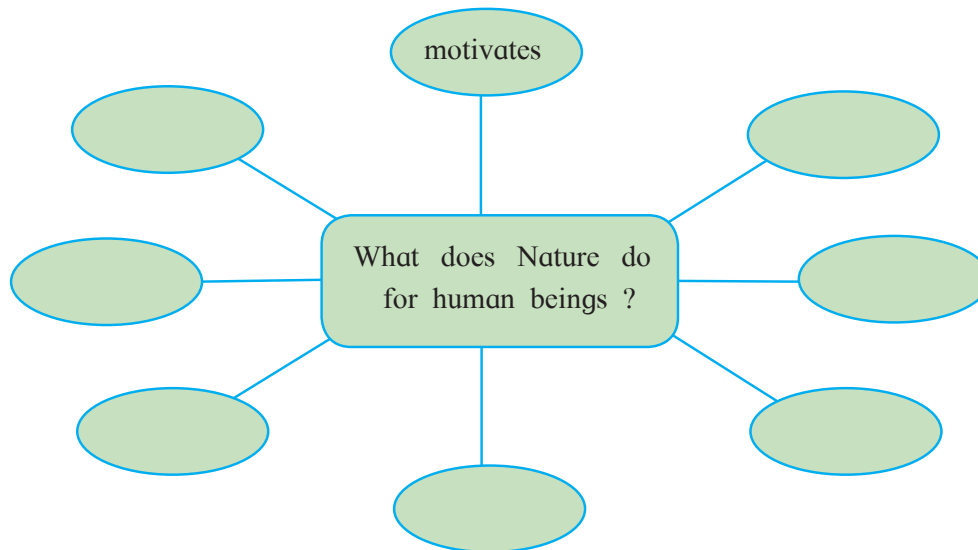
2. Read the questions from the lesson. What do they imply?

- (a) Are you listening?
-
- (b) What if we too lived our lives, however short, to its fullest?
-
- (c) What if we too are consistent, organised, focused . . . ?
-

3. Go through the lesson again and complete the flow-chart that highlights the life of a 'hibiscus' flower.



4. Fill in the web.



5. The writer explains the contrasting features of ‘water’ and ‘rock’ in the lesson. Write all the features of both water and rock in the given table.

| Water | Rock |
|-------|------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

6. The writer has very positively described the different things in nature. Discuss with your partner the special features of each one of them. Add on the list.

| Part of Nature | Special feature | Value learnt |
|----------------|-----------------|--------------|
| 1. Rainbow | | |
| 2. Caterpillar | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |

7. Think and answer in your own words.

- How should you deal with difficulties and problems?
- ‘An oyster turns a grain of sand into a pearl.’ What can we learn from this example?
- How does nature succeed in its ‘Alchemy’? What can it turn a small person into?
- Which two aspects of nature teach us to accept change and adjust according to the situation?
- Why does the writer begin by quoting the lines from William Blake’s poem (Auguries of Innocence)?

8. (A) Pick out from the lesson 10 examples of each.

- Concrete Nouns (that you can touch or see)

For example, sand

-
-
-
-
-
-
-

- (8)
- (9)
- (10)

● **Abstract Nouns (that which you cannot touch or see)**

For example, infinity

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)
- (9)
- (10)

(B) Underline the verbs in the sentences below and say whether they are Transitive (needing an Object) or Intransitive (need not have an Object).

- (1) One can witness and experience the beauty of Heaven.
- (2) It leaves me in complete awe.
- (3) Nature soothes and nurtures.
- (4) It withers completely.
- (5) The flower comes to life only for a day.
- (6) A rainbow colours the entire sky.
- (7) It smiles and dances.

9. (A) Compose about 8 to 10 sets of imaginary dialogues between a bird, a tree and its fruit regarding the effects of environmental changes. Write it in your notebook.

(B) Prepare a Fact file of any of the following plants/trees, using the points given.

[coconut / neem / basil / cactus / apple]

- Name of Plant/Tree
- Scientific name
- Region and climate
- Features
- Growth
- Size, shape and colour
- Uses
- Any special feature

10. 'Impossible' itself says 'I M possible'. Do you agree? Justify your answer by citing something that you have experienced or heard from someone.

11. You have an environment protection week celebration in your school. You have invited an environmentalist. Your friend interviews him/her about how to save the environment. Frame suitable Interview Questions.

12. Write a News Report on the 'Environment Day' celebrated in your school.

13. Just For Laughs! Enjoy!

- Divide the class into two groups. On 12 to 15 slips of paper, Group A writes 12 to 15 conditional clauses beginning with 'If'.

(For example, If I work very hard,)

Group B writes 12 to 15 main clauses.)

(For example, I would/shall have a pizza.)

Now, one student from Group 'A' reads the first conditional clause (possibility) and one student from Group 'B' reads the first main clause. It forms crazy sentences, just for laughter and fun. ENJOY!



Warming Up!

1. Get into pairs and attempt the following :

“The more I learn about people, the more I like my dog.”- Mark Twain.

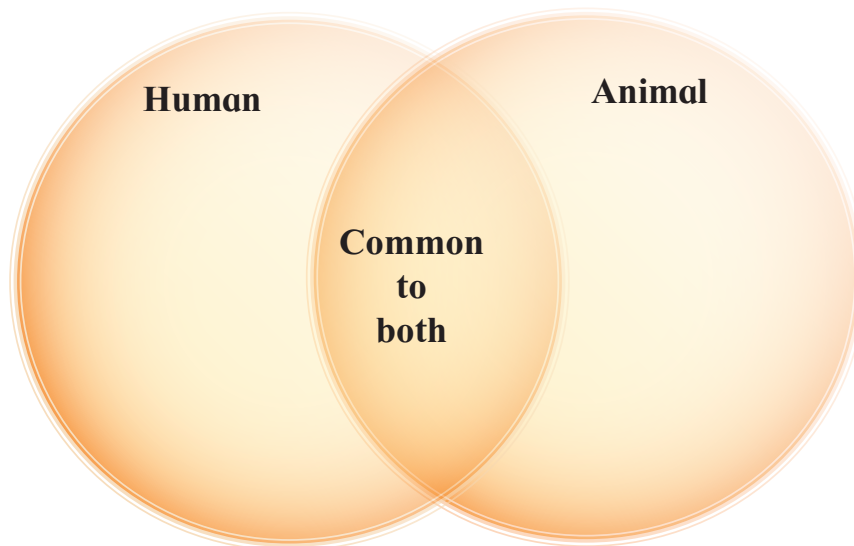
- Discuss with your partner what Mark Twain means from the above quote.

Write in your own words.

.....
.....
.....
.....

2. Put the following attributes/ abilities given below in the proper circles.

- (a) self-control
- (b) communicates
- (c) love and care
- (d) cooks
- (e) good manners
- (f) has 360° vision
- (g) shows gratitude
- (h) lives for more than 150 years
- (i) swims
- (j) learns computing
- (k) worships god
- (l) sleeps in standing position
- (m) stands up immediately after birth
- (n) brings up children
- (o) belongs to various species



3. At times, especially when you are frustrated, you wish you were an animal/ a bird/ a fish/ a butterfly and not a human being.
Say which of the above you would choose to transform to and give 3 or 4 reasons for your choice.

I wish I could be a

.....

.....

.....

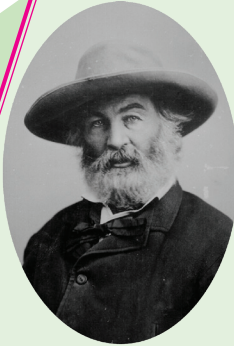
4. We come across many animals in our vicinity. We have also read about different animals in books. Make a list of all animals that fall under various categories. One is given for you.

| Amphibians | Mammals | Wild Animals | Acquatic Animals | Pet Animals |
|------------|---------|--------------|------------------|-------------|
| frog | cow | lion | octopus | cat |

Encourage students to read/use reference material to complete the activity.



Animals



Walt Whitman (1819-1892) : A major figure in early American poetry. In an age when all poetry was rhymed and metrical, Whitman made a break with tradition and wrote a revolutionary new kind of poetry in free verse. He was a nonconformist in all respects, including his social life.

The poet tells us that he feels more at home with animals than humans, whom he finds complicated and false.

- **turn** : (here,) transform
- **placid** : not easily upset
- **self-contain'd** : self-sufficient
- **make me sick** : disgust me
- **demented** : mad
- **mania** : craze
- **respectable** : (here,) too happy and satisfied
- **evince** : show
- **tokens** : (here,) virtues like innocence, simplicity, contentment etc.

◆ *What craze do animals never display?*

◆ *What could have happened to the tokens of the poet's self?*

I think I could **turn** and live with animals, they are
so **placid** and **self-contain'd**

I stand and look at them long and long.

They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not **make me sick** discussing their duty to God,
Not one is dissatisfied, not one is **demented** with
the **mania** of owning things.

Not one kneels to another, nor to his kind that
lived thousands of years ago,

Not one is **respectable** or unhappy over the whole earth.

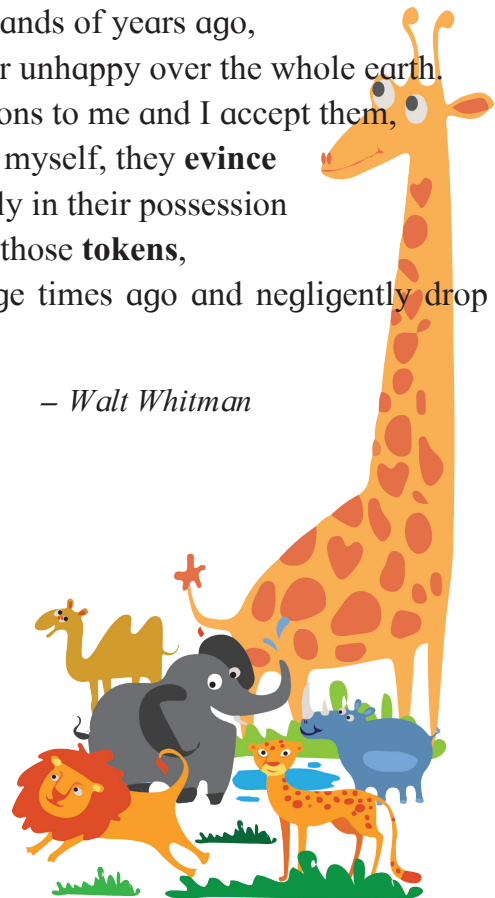
So they show their relations to me and I accept them,

They bring me tokens of myself, they **evince**
them plainly in their possession

I wonder where they get those **tokens**,

Did I pass that way huge times ago and negligently drop
them?

– *Walt Whitman*



ENGLISH WORKSHOP

1. (A) Match the words given in table A with their meanings in table B.

| No | A Words | | B Meaning |
|-------|-----------|-----|---|
| (i) | whine | (a) | an offence against religious or moral law |
| (ii) | sin | (b) | complain in an annoying way |
| (iii) | evince | (c) | craze |
| (iv) | mania | (d) | failing to take proper care |
| (v) | negligent | (e) | show |

(B) Find adjectives from the poem which refer to positive and negative thinking.

| Positive | Negative |
|----------|----------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

2. Complete the following.

- (a) The poet wishes he could
- (b) Animals do not complain about
- (c) Animals do not merely discuss
- (d) Animals are not crazy about

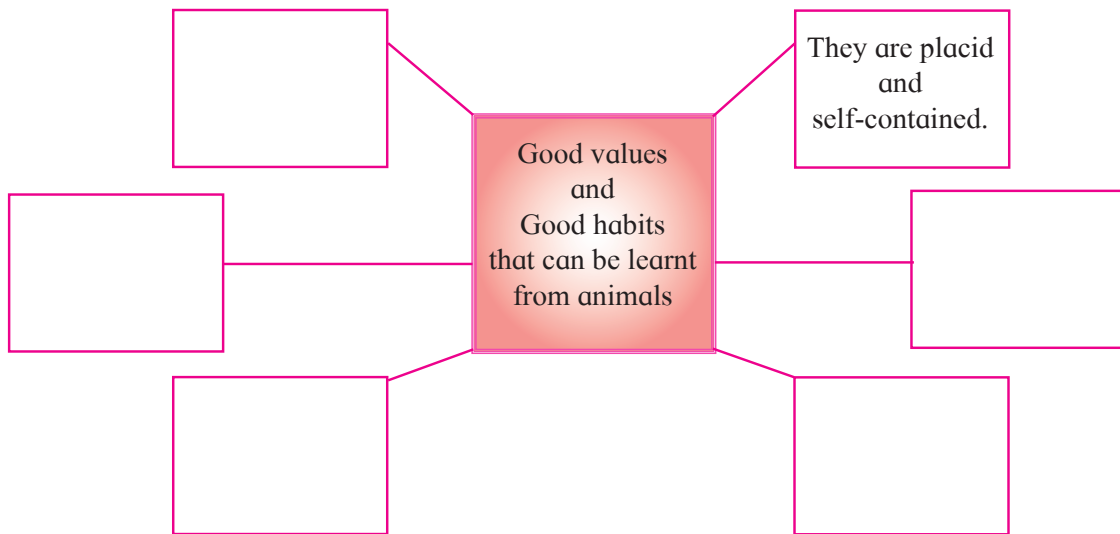
3. State whether the following statements are true or false.

- (a) Animals are self-reliant.
- (b) Animals quarrel for their possessions.
- (c) Animals do not worship other animals.
- (d) Humans have given up many good qualities.
- (e) Animals suffer humiliation.
- (f) The poet has retained all his natural virtues.

4. With the help of the poem find the differences between animals and human beings.

| Human beings | Animals |
|---|---|
| <ul style="list-style-type: none"> Always complain about their condition | <ul style="list-style-type: none"> Never complain about anything |
| | |
| | |

5. Read the text again, and complete the web, highlighting the good values/habits which we can learn from animals.



6. Find out lines from the poem that are examples of following Figures of Speech.

| Figures of Speech | Lines |
|---|--|
| <ul style="list-style-type: none"> ● Repetition ● Alliteration ● Hyperbole | <p>.....</p> <p>.....</p> <p>.....</p> |

7. Identify the Figures of Speech in the following lines.

- (a) I stand and look at them long and long.
.....
- (b) They do not sweat and whine about their condition.
.....
- (c) They do not make me sick discussing their duty to God.
.....
- (d) not one is demented with the mania of owning things.
.....
- (e) They bring me tokens of myself.
.....
- (f) No one is respectable or unhappy over the whole earth.
.....

8. Read the poem again and write an appreciation of the poem in a paragraph format with the help of given points. (Refer to page no. 5)

9. Divide the class into two groups. One group should offer points in favour of (views) and the other against (counterviews) the topic ‘Life of an animal is better than that of a human being.’

Later, use the points to express your own views/ counterviews in paragraph format in your notebook.

Hold a healthy discussion on the given topic. Encourage and habituate the students to accept others' opinion, with respect.



2.2 Three Questions

Warming Up!

1. Expressions in English classified under different heads.

Pair up with your partner, guess and match the columns. (Use a dictionary.)

| A | | B |
|----------------|-----|--|
| (1) Principle | (a) | a generally accepted, evident, truth |
| (2) Quotation | (b) | short striking messages for the public |
| (3) Moral | (c) | a short witty remark stating truth |
| (4) Idioms | (d) | a popular, well-known truth |
| (5) Slogans | (e) | established expressions which do not convey exactly the same as individual words |
| (6) One-liners | (f) | words cited from a speech/text of a famous person |
| (7) Maxims | (g) | a lesson derived from a story or experience |
| (8) Proverb | (h) | a rule to govern one's behaviour |

2. Read the polite requests/suggestions and complete the gaps in the responses. Make sure they are polite and not repeated.

Could you lend me
your dictionary ?

Accept (1)

Refuse (2)

Can you please
pass the salad ?

Accept (1)

Refuse (2)

May I know the exact time ?

Accept (1)
Refuse (2)

Shall we plan a class-picnic ?

Agree (1)
Refuse (2)

Do you need help ?

Accept (1)
Refuse (2)

Is it alright if I use your laptop ?

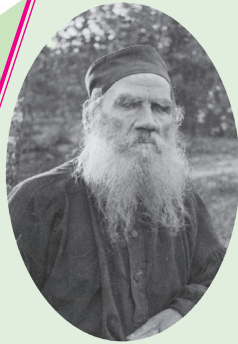
Accept (1)
Refuse (2)

3. Let's see if you remember a nursery rhyme you must have sung, as a kid :

Fill in the missing words :
'The time to be happy is
The to be happy is here.
And the way to be , is to someone
happy And have a little right here !'
(happy, make, heaven, now, place)
(You can listen to this song on the internet.)



2.2 The Three Questions



Leo Tolstoy (1828-1910) was a Russian writer who is regarded as one of the greatest authors of all time. He first achieved literary acclaim in his twenties with his semi-autobiographical trilogy *Childhood, Boyhood and Youth*.

A parable is a short story with a moral lesson. A parable usually has human characters. This parable concerns a king who wants to find the answers to what he considers to be the three most important questions in life.

Once a certain king had an idea. If he always knew the right time to begin everything, if he knew who were the right people to listen to and who to avoid the most important thing to do, he would never fail in anything that he would undertake and above all, if he always knew what was the most undertake. Since he was convinced that he was right in thinking this way, he had a **proclamation** made in his kingdom. He would give a great reward to anyone who would teach him what the right time was for every action, who the most necessary people were, and how he might know the most important thing to do.

Many learned people came to the court but they all gave different answers. In reply to the first question, some said that to know the right time for every action, one must draw up in advance a table of days, months and years, and must live strictly according to it. Others declared that it was impossible to decide beforehand the right time for every action; but that, not letting oneself be absorbed in idle pastimes, one should always attend to all that was going on, and then do that which was most essential. Yet others said that it was impossible for one man to decide correctly the right time for every action and that the king should, instead, have a council of wise people, who would help him to fix the proper time for everything.

Equally varied were the answers to the second question. Some said, the people, the king most needed, were his councillors; others the priests; others the doctors while some said the warriors were the most necessary.

◆ **proclamation** : an official announcement in public

◆ *What is the right time according to you?*

◆ *What final suggestion did the last group of learned men offer, regarding the best time?*

To the third question about what was the most important occupation, some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, again, that it was religious worship. The king was convinced by none of these answers and gave the reward to none.

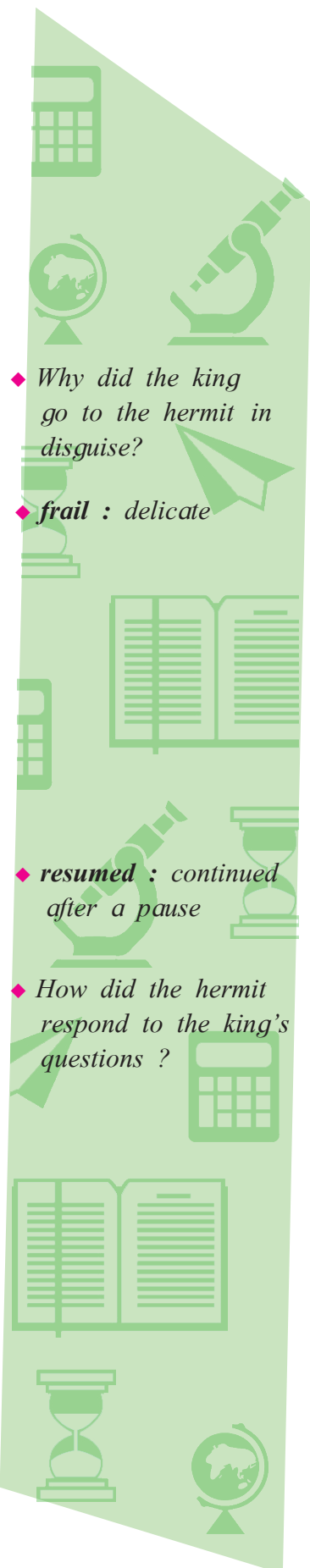
He decided, instead to go to a hermit who was widely renowned for his wisdom. The hermit lived in a small hut in a forest which he never left. He spoke only to common folk. So the king put on simple clothes and approaching the hermit's cell, dismounted his horse and left his bodyguard behind.

When the king arrived, the hermit was digging the ground in front of his hut. He greeted the king but went on digging. The hermit was **frail** and weak, and each time he struck the ground with the spade and turned over a little earth, he breathed heavily. The king went up to him and said, "I have come to you, wise hermit, to ask you to answer three questions—How can I learn to do the right thing at the right time? Who are the people I most need, and to whom should I, therefore, pay most attention? And what affairs are the most important and need my first attention?"

The hermit listened to the king but said nothing. He just spat on his hand and **resumed** digging. The king watched in silence for a while. Then, feeling sorry for the hermit, he said, "You are tired, let me take the spade and work a while for you." The hermit silently handed over the spade and sat down on the ground. When he had dug two beds, the king stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said, "Now rest a while and let me work a bit". But the king did not give him the spade and continued to dig.

One hour passed and another. The sun began to sink behind the trees and the king at last stuck the spade into the ground and said, "I came to you, wise one, for an answer to my questions. If you can give me none, please say so, and I will go home". "Here comes someone running," said the hermit, "let us see who it is."

The king turned round and saw a bearded man come running out of the forest. The man held his hands

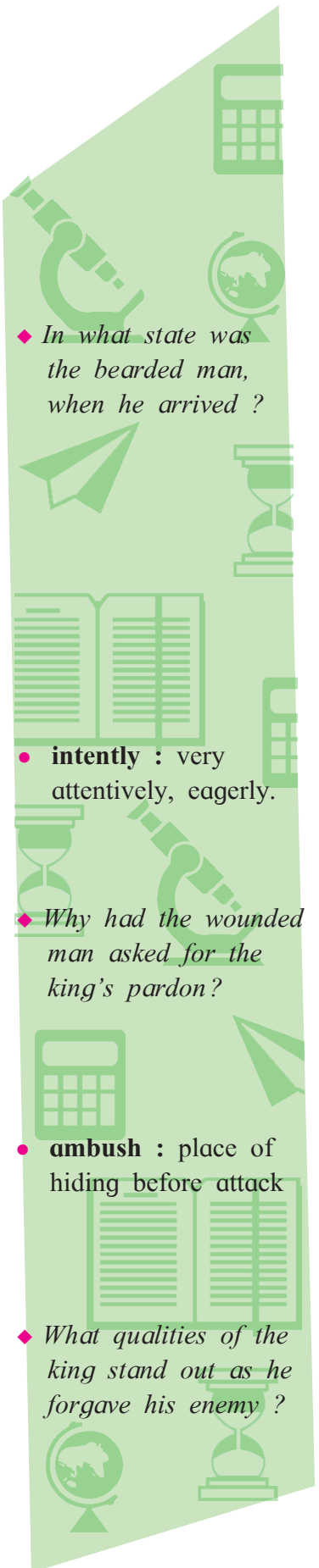


◆ *Why did the king go to the hermit in disguise?*

◆ *frail : delicate*

◆ *resumed : continued after a pause*

◆ *How did the hermit respond to the king's questions ?*



◆ *In what state was the bearded man, when he arrived ?*

● **intently** : very attentively, eagerly.

◆ *Why had the wounded man asked for the king's pardon?*

● **ambush** : place of hiding before attack

◆ *What qualities of the king stand out as he forgave his enemy ?*

pressed against his stomach, and blood was flowing from under them. When he reached the king, he fainted and fell to the ground, moaning feebly. The king and the hermit unfastened the man's clothing. There was a large wound in his stomach. The king washed it as well as he could, and bandaged it with his handkerchief and a towel the hermit had. But the blood would not stop flowing, and the king again and again removed the bandage soaked with warm blood and washed and rebandaged the wound. When at last the blood stopped flowing, the man revived and asked for something to drink. The king brought some fresh water and gave it to him.

Meanwhile the sun had set and it had become cool. So the king, with the hermit's help, carried the wounded man into the hut. The man lay there quietly with his eyes closed. By now, the king was so tired after his walk and the work he had done, that he lay down himself and also fell asleep. When he awoke in the morning, it took him some time to remember where he was and who was the strange bearded man lying by his side and gazing **intently** at him. "Forgive me!" said the bearded man in a weak voice, when he saw that the king was awake and was looking at him. "I do not know you, and I've nothing to forgive you for," said the king.

"You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you because you executed his brother and seized his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So I came out of my **ambush** to find you. Your bodyguards recognised me and wounded me. I escaped from them but would have bled to death had you not dressed my wound. I wished to kill you but you have saved my life. Now if I live, and if you wish it, I'll serve you all my life."

The king was very glad to have made peace with an enemy so easily and to have gained him for a friend. He not only forgave him but said he would send his men and his own physician to attend to him. The king then took leave of him and went out of the hut to look for the hermit. Before going away he wished once more to beg for an answer to the questions he had

asked. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

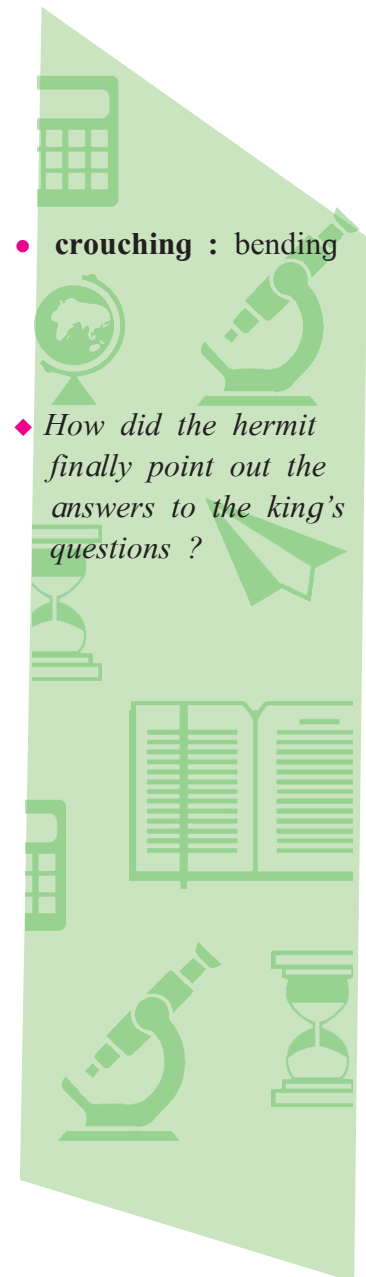
The king approached him and said, "For the last time, I pray you to answer my questions, wise man."

"You have already been answered!" said the hermit still **crouching** on his thin legs and looking up at the king who stood before him.

"What do you mean?" asked the king.

"Do you not see?" replied the hermit. "If you'd not pitied my weakness yesterday and stayed to dig these beds for me, you would have gone back and been killed by that man. So the most important time was when you were digging the beds, and I was the most important man and to do me good was your most important business. Afterwards, the most important time was when you were attending to that man, for if you'd not bound his wounds, he would have died without having made peace with you. So he was the most important man and what you did for him was your most important business. Remember then, there is only one time that is important-now! It is the most important time because it's the only time when we have any power. The most necessary person is the one with whom you are, for you do not know whether you will ever have dealings with anyone else; and the most important thing is to do this person good, because for that purpose alone were you sent into this life!"

— Leo Tolstoy



ENGLISH WORKSHOP

1. Read the story and answer whether the following statements are true or false.

- (a) The people convinced the King to make a proclamation.
- (b) The hermit spoke usually to everyone.
- (c) The King received all answers from the hermit.
- (d) The person the King saved and helped was his enemy.
- (e) To do good to people is the purpose of our life.

2. Match the titles with the contents of the proper paragraph.

| | | | |
|----|--|---|------------------------------------|
| 1 | Once a certain king . . . important to do. | a | King gains a friend. |
| 2 | Many learned people . . . time for everything. | b | The wounded stranger |
| 3 | Equally varied . . . gave the reward to none. | c | King helps the hermit. |
| 4 | When the King arrived, . . . my first attention. | d | The stranger begs for pardon. |
| 5 | The hermit listened . . . continued to dig. | e | The hermit points out answers. |
| 6 | The King turned round . . . gave it to him. | f | Stranger's vicious intention |
| 7 | Meanwhile the sun . . . said the King. | g | Questions remain unanswered. |
| 8 | "You do not know . . . all my life. | h | The king receives various answers. |
| 9 | The King was very glad . . . the day before. | i | King's announcement. |
| 10 | "Do you not see?" . . . sent into this life!" | j | The King meets the hermit. |

- (1) (2) (3) (4)
 (5) (6) (7) (8)
 (9) (10)

3. The character traits of the king and hermit are mixed up. Sort them out in the right box.

feeble helpful enlightened
 impatient
 eager to succeed
 patient convincing wise

KING

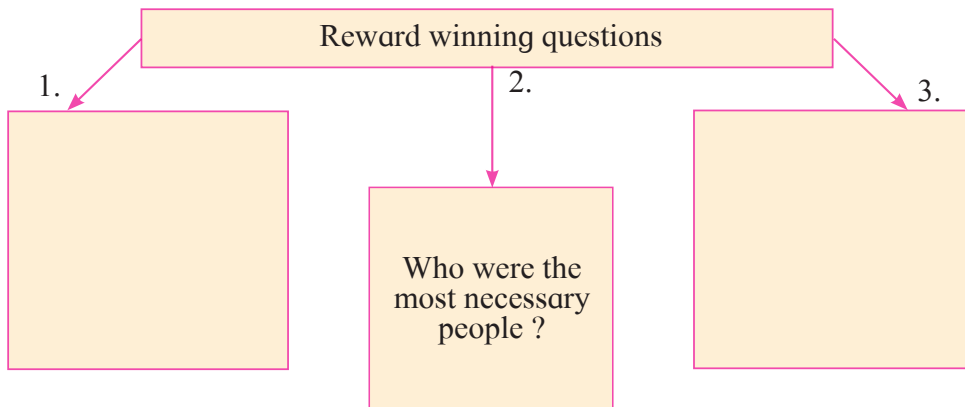
HERMIT

.....

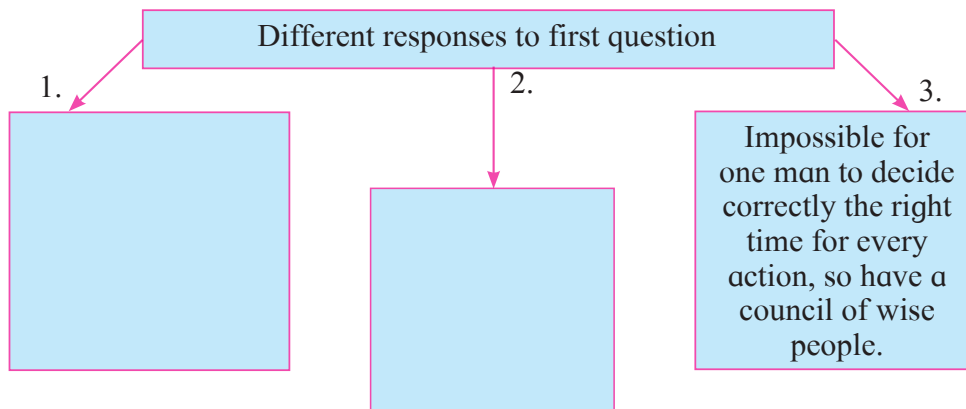
.....

4. Complete the Tree diagrams associated with the happenings in the story.

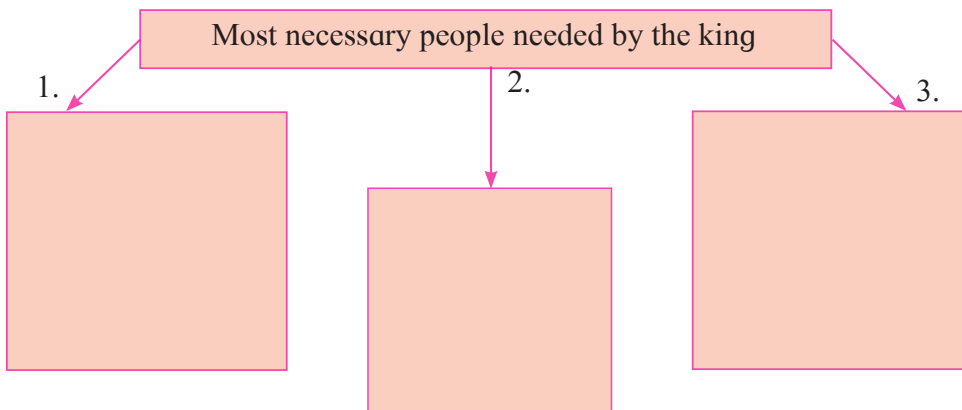
(A)



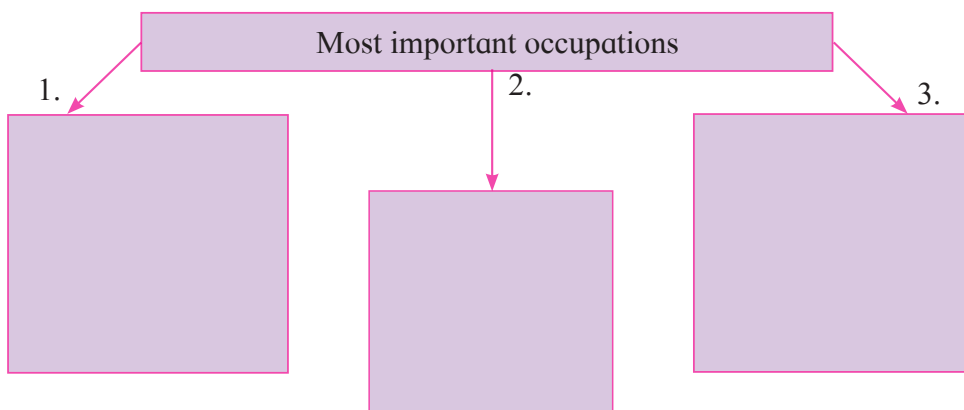
(B)



(C)



(D)



5. Write down in your notebook two points for each of the following. How do you know . . .

- (a) the learned advisers who came to the court confused the king.
- (b) the king was humble.
- (c) the king's enemy was repentant.
- (d) the hermit was truly wise.

6. Choose the correct answer and fill in the blanks.

- (a) "Varied" (Paragraph-3) means
 - (i) different (ii) unnecessary (iii) unequal (iv) unimportant.
- (b) Many learned people came to the court and gave
 - (i) The same answers (ii) correct answers (iii) different answers (iv) wrong answers.
- (c) The synonym of 'convinced' is
 - (i) persuaded (ii) happy (iii) unhappy (iv) angry.
- (d) The King wanted to know the time to begin everything.
 - (i) right (ii) exact (iii) proper (iv) good.
- (e) "I pray you to answer my question." Here 'pray' means
 - (i) plead to God (ii) request (iii) order (iv) suggest.
- (f) Choose an adverb that collocates with "breathed"
 - (i) hurriedly (ii) heavily (iii) hardly (iv) calmly.

7. Answer the following questions.

- (a) The learned people were sometimes divided in their opinions, different persons giving quite different answers; at other times, none of them gave an answer. They all suggested ways to look for an answer. Point out one example of each.
- (b) Though the hermit did not say anything to the king for some time, he did not ignore the king or treat him rudely in any way. Do you agree? What evidence of his politeness can you point out? What shows that he listened and responded to the king's words?
- (c) The hermit 'spoke only to common people'; so the king 'put on simple clothes'. Do you think the king hoped to be mistaken for a common man, or was he just showing that he was a humble person? What shows that the hermit knew him to be the king?
- (d) Did the king behave as an ordinary person, rather than as a ruler, at the hermit's hut? What shows it? Did he also act as a good, kind person? When did he do so?
- (e) Do you think the hermit knew, beforehand, not only about the king's arrival but about the ambush by his enemy? Think a little about this and say what you really feel.

8. Consider this list of the different things that happened and rearrange them in the order of time, that is, what happened first, what happened next and so on. Read the related paragraph again if you are uncertain.

- (a) The bearded man resolved to kill the king.
- (b) The king went alone to see the hermit.
- (c) The king executed the bearded man's brother.
- (d) The king spent the night at the hermit's hut.
- (e) The bearded man laid an ambush to kill the king.
- (f) The king's bodyguards recognised and wounded the bearded man.
- (g) The bearded man came out of the ambush.

9. Read the story in your own language, summarize the following aspects of the story in 4 to 5 lines each in your own language. Write it in your notebook.

- (a) King's problem :
- (b) Attempts made to find a solution :
- (c) Climax :
- (d) Solution :
- (e) Message :

10. (A) The following compound words from the story are spelt in a jumbled order. Rearrange the letters to make them meaningful.

- (1) a r e e t u k d n =
- (2) y o n n a e =
- (3) s t a p s i e m =
- (4) d u b g y r o a d =
- (5) f r a w e r a =
- (6) h e e d a r f o n b =
- (7) h e i l n e w a m =
- (8) n e v h i g r e t y =

(B) From the story, find the collocations of the following.

- (1) important.
- (2) intently
- (3) frail and
- (4) widely
- (5) time
- (6) blood
- (7) simple
- (8) closed
- (9) asleep
- (10) peace

11. Say whether the Verbs underlined in the sentences are finite (limited by the number or person of the subject) or non-finite (not governed by the subject, number or person).

- (1) He decides to go to a hermit.

- (2) I have come to you, wise hermit.
- (3) He gave the reward to none.
- (4) The hermit was digging the ground.
- (5) I pray you to answer my questions.
- (6) “Forgive me.”
- (7) The sun began to sink.

12. Narrate an experience of your own that has helped you to realise that ‘Patience is bitter, but its fruit is sweet.’ Write it in your notebook, in about 20 lines.

13. After reading this story, develop a dialogue with 2 of your classmates about the characters in the story. Besides the tactful introduction to the conversation and write 8 to 10 sets of dialogues.

14. From the library or Internet, read the story ‘How much land does a man need?’ by Leo Tolstoy and write a review of the same, covering the following points.

- Background of the story
- Characters
- Plot/Theme
- Climax
- Message/Moral

If necessary, the students can read the same story two or three times to understand all the points.



2.3 Connecting the Dots

Warming Up!

1. (A) Connect the dots to get what means a lot to you.

I Y B N
 A Z O. F .M J
 B X K
 Q G N H W
 P N C. S. U. .P I A
 R È Ì N
 D N V

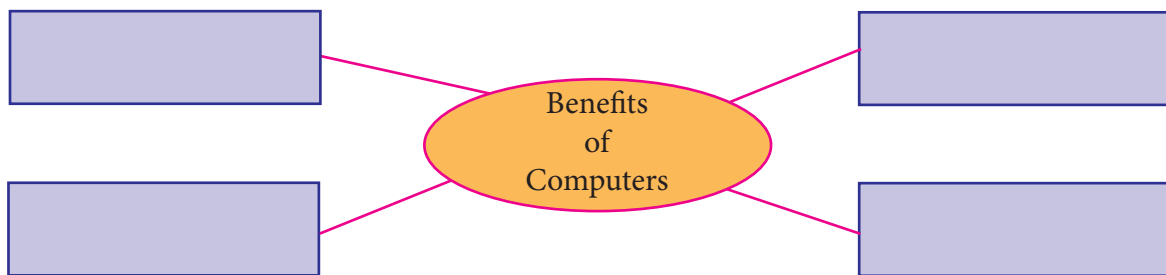
The word is

(B) With your benchmate, use the letters given above to make a word register of 'computers'. Set a time-limit of 5 minutes and compare your list with that of other classmates.

2. You are quite familiar with computer, especially the personal computer. Form pairs and make a list of famous computer manufacturing companies. One is given to you.

(a) Apple (b) (c) (d)

3. Complete the web by filling the various benefits of computers.



4. (A) Expand the following into their full forms.

(a) that's (b) didn't (c) here's
 (d) can't (e) I've

(B) Write the shortened forms of the following.

(a) You have (g) will not
 (b) I would (h) shall not
 (c) It is (i) are not
 (d) You are (j) need not
 (e) He will (k) must not
 (f) I had (l) ought not

Connecting the Dots



Steve Jobs (1955-2011) was an American entrepreneur, business magnate, inventor and industrial designer. He was the Chairman, Chief Executive Officer and co-founder of Apple Inc. He is widely recognized as one of the pioneers of the microcomputer revolution of the 1970s and 1980s.

- **dropped out of** : discontinued, left
- **drop in** : visitor
- ◆ *What did Steve Jobs do for two years after he joined Reed College?*
- **dorm** : dormitory
- **cent** : a coin worth one hundredth of the US Dollar
- ◆ *What hardships did Jobs face?*
- **typography** : the appearance of printed matter
- **Mac** : Macintosh computer
- ◆ *What basic course in Reed College helped Jobs while designing the Mac?*
- **connect the dots** : associate one idea (previous to another (next) to find/create a new big picture.

Today I want to tell you three stories from my life. That's it. Just three stories. The first story is about connecting the dots. I **dropped out of** Reed College after the first 6 months, but then stayed around as a **drop-in** for another 18 months before I really quit. Looking back, it was one of the best decisions I ever made. I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

I didn't have a **dorm** room, so I slept on the floor in friends' rooms. I returned Coke bottles for the 5 **cent** deposits to buy food with, and I would walk seven miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Here's one example : Reed College offered perhaps the best calligraphy instruction in the country. Because I had to take a calligraphy class, I learned about serif and san serif typefaces, about what makes great **typography** great.

Ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the **Mac**. If I had never dropped in on that course in college the Mac would have never had multiple typefaces or for that matter even proportionally spaced fonts.

And since Windows just copied Mac, it's likely no personal computer would have them. Of course it was impossible to **connect the dots** looking forward

when I was in college. But it was very clear looking backwards 10 years later.

You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in some things – your **gut**, destiny, life, *karma*, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss. I found what I loved to do early in life. Woz (Steve Wozniak) and I started Apple when I was 20. In 10 years Apple had grown from just the two of us in a garage into a \$2 billion company. And then **I got fired**. It was **devastating**.

But something slowly **began to dawn on** me – I still loved what I did. And so I decided to start over.

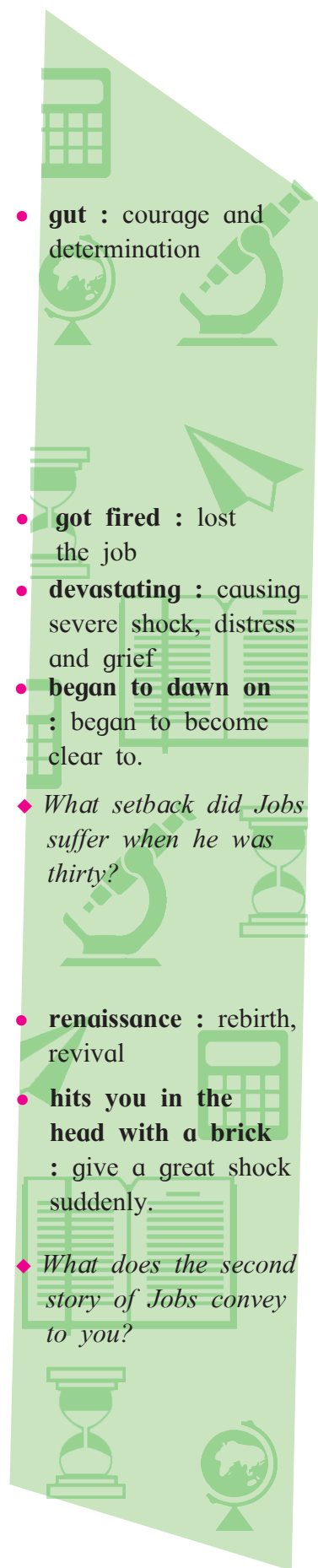
The heaviness of being successful was replaced by the lightness of being a beginner again. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company Next, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar is now the world's most successful animation studio, Apple bought Next. I returned to Apple and the technology we developed at Next is at the heart of Apple's current **renaissance**. And Laurene and I have a wonderful family together.

Sometimes life **hits you in the head with a brick**. Don't lose faith. The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.

My third story is about death.

About a year ago I was diagnosed with cancer. My doctor advised me to go home and get my affairs in order, which is doctor's code for 'prepare to die'. I lived with that diagnosis all day. Later that evening I had a biopsy. It turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.



- **gut** : courage and determination

- **got fired** : lost the job

- **devastating** : causing severe shock, distress and grief

- **began to dawn on** : began to become clear to.

- ◆ *What setback did Jobs suffer when he was thirty?*

- **renaissance** : rebirth, revival

- **hits you in the head with a brick** : give a great shock suddenly.

- ◆ *What does the second story of Jobs convey to you?*

◆ *What does Jobs warn you about life and dogma?*

- **dogma** : belief or a set of beliefs held by a group or organisation which others are expected to accept without argument
- **drown out** : be louder than another sound and prevent it from being heard
- **intuition** : instinctive understanding
- ◆ *How does Jobs close his address to the graduate students?*
- **anew** : in a new or different way
- **Stay Hungry** : Always keep wanting something more, something new.
- **Stay Foolish** : Always keep an open mind. Never think you know everything.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you : Your time is limited, so don't waste it living someone else's life.

Don't be trapped by **dogma** – which is living with the results of other people's thinking. Don't let the noise of other's opinions **drown out** your own inner voice.

And most important, have the courage to follow your heart and **intuition**. They somehow already know what you truly want to become.

When I was young, there was an amazing publication called *The Whole Earth Catalogue*. In the final issue, on the back cover they put a photograph of an early morning country road. Beneath it were the words : Stay Hungry, Stay Foolish. It was their farewell message as they signed off. I have always wished that for myself. And now, as you graduate to begin **anew**, I wish that for you. **Stay Hungry, Stay Foolish.**

– Steve Jobs

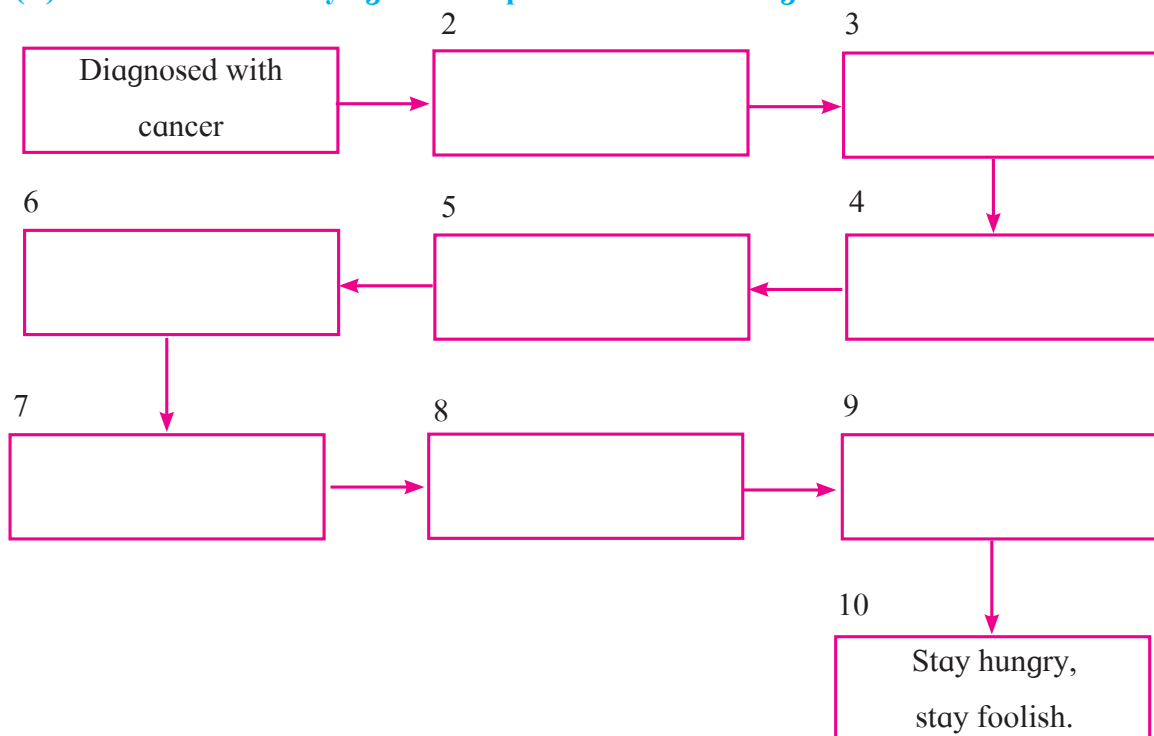
Here is a list of twenty amazing life lessons we can all learn from Steve Jobs :

- (1) Don't wait.
- (2) Make your own reality.
- (3) Control everything you can.
- (4) Own your mistakes.
- (5) Know yourself.
- (6) Leave the door open for the fantastic.
- (7) Don't hold back.
- (8) Surround yourself with brilliance.
- (9) Build a team of 'A' players.
- (10) Be yourself.
- (11) Be persuasive.
- (12) Show others the way.
- (13) Trust your instincts.
- (14) Take risks.
- (15) Follow Great with Great.
- (16) Make tough decisions.
- (17) Presentation can make a world of difference.
- (18) Find a way to balance your intensity.
- (19) Live for today.
- (20) Share your wisdom.

1. (A) Rearrange the incidents in the life of Steve Jobs in chronological order.

- (a) Steve Jobs started Next.
- (b) Jobs underwent a surgery.
- (c) Jobs learned about serif and sans serif type faces.
- (d) Jobs returned to Apple Inc.
- (e) Jobs married Laurene.
- (f) Jobs was diagnosed with cancer.
- (g) Jobs dropped out of Reed College.

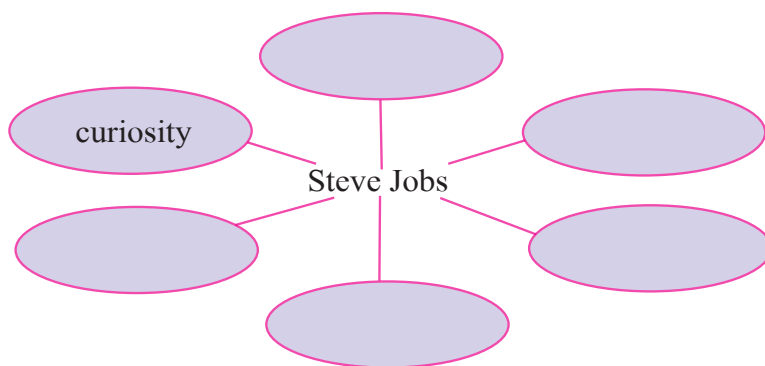
(B) Read the third story again. Complete the flow-chart given below.



2. Read the lesson. Refer to a dictionary and match the words in column 'A' with their meanings in column 'B'.

| No | 'A' | | 'B' |
|-----|-------------|-------|---|
| (a) | diagnosis | (i) | the power believed to control events |
| (b) | devastating | (ii) | complete list of items especially in a special order and description. |
| (c) | intuition | (iii) | act of identifying the nature of a problem or illness. |
| (d) | calligraphy | (iv) | power of understanding situations or people's feelings before hand. |
| (e) | destiny | (v) | causing great destruction |
| (f) | catalogue | (vi) | beautiful handwriting done with a special pen or brush. |

3. Go through all the three stories. Identify some qualities of Steve Jobs and complete the webchart.



4. Complete the following table.

‘The Three Stories in the Life of Steve Jobs’

| | About | Setbacks | Reactions | Achievements and benefits |
|--------------|-------|----------|-----------|---------------------------|
| First story | | | | |
| Second story | | | | |
| Third story | | | | |

5. Say HOW?

- The calligraphy classes helped Steve Jobs after 10 years.
.....
- You can connect dots.
.....
- Jobs reacted later on, after the shock of being fired from Apple.
.....
- Jobs was cured of a rare cancer.
.....
- Jobs acquired the famous words ‘Stay Hungry. Stay Foolish’
.....

6. Besides those given at the end of the talk by Steve Jobs, pick out other pieces of advice that Jobs gives in his speech.

- (a)
- (b).....
- (c)

7. (A) Use the following idioms/phrases in sentences of your own.

- drop it
- drop out
- stumble on
- look backwards
- look forward
- let (someone) down
- sign off
- begin anew

(B) Fill in the gaps choosing the appropriate idioms.

(drown out, hits in the head with a brick, get one's affairs in order, connect the dots, begin to dawn, stay hungry)

- (a) The wealthy landlord made a will before he could die.
- (b) Those who aspire for success should always to learn more.
- (c) If you you will realise that crime ultimately leads to poverty.
- (d) The siren of the ambulance all other traffic noise.
- (e) When the father learned about his son's misdeeds, it
- (f) On reading exactly same essays in both answer sheets, it the examiner, that the students had cheated during exams.

8. (A) Name the Tense of the Verbs underlined to include Time (Past/Present/Future) and Aspect (Simple/Continuous/Perfect/Perfect Continuous)

- (1) I slept on the floor.
- (2) You haven't found it.
- (3) We were designing the first Macintosh computer.
- (4) It had made all the difference.....
- (5) I am fine, now.
- (6) I have been facing death.
- (7) I shall be telling you three stories.

(B) Change the Tense as instructed.

- (1) I got fired. (Future Perfect)
.....
- (2) Life hits you in the head. (Present Perfect Continuous)
.....
- (3) The dots will somehow connect. (Past Perfect)
.....
- (4) I started a company. (Present Continuous)
.....
- (5) My doctor advised me. (Past Perfect Continuous)
.....

9. Read the News item and write an application for a suitable job in the same company. Attach a separate CV/Resume.

May 19, 2016

Apple Opens Development Office in Hyderabad

- (A) The new office in Hyderabad will focus on development of maps, Apple products, like iPhone, iPad, Mac. etc. This will create upto 4000 jobs - - - -
- (B) Imagine you are already working as an Engineer in Apple Development Office, Hyderabad. Write an application for 2 weeks leave to the HR Manager as you have to undergo an urgent surgery.
(Follow all steps of formal letter writing for both the above letters.)

10. Prepare a speech on the title “The Will to Win” to be delivered before the class during a competition.

Hints -

- Title
- Introduction
- Objective and Illustrations
- Specific examples
- Purpose of the title.
- Sources/Resourses for implementation.
- Usefulness/Benefits
- Conclusion.

11. Project :

Collect more information about Steve Jobs with the help of Internet. Complete it with images into a file.

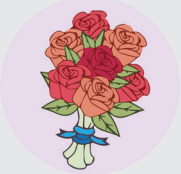
12. Do you remember doing some activities in your childhood that you didn’t like it. Form pairs and make a list of all those activities. Do you think, any one of these activities have helped you in solving your problems ? Share your experience with the class.



2.4 The Pulley

Warming Up!

1. Go through the following images and try to link them with our lives. For example, Storm – Hardships that we face in our life.

| | |
|---|-------------------|
|  | Sorrowful moments |
|  | Determination |
|  | Strength |
|  | Life |
|  | Honour |
|  | Hope |
|  | Wisdom |
|  | Beauty |

2. You may have often indulged in talking to yourself audibly.

For example,

- “Oh, dear ! Why didn’t I get up sooner?”
- “Let me finish this quickly and then I’ll be free”.
- “How silly of me! Why didn’t I think of it before?”

Such expressions are called Dramatic Monologues.

Imagine and write Monologues suitable in the following situations.

- It’s your birthday next week.

.....

- You have been waiting long at the city bus stop.

.....

- Your final exam results are to be declared tomorrow.

.....

- Your mother has been chatting for very long on the telephone.

.....

3. ‘The Pulley’ is a mechanical device.

Try and write down places where it can be used, and for what purpose.

.....
.....
.....
.....



The Pulley

George Herbert (1593-1633) was a Welsh poet. He was a priest by profession. He wrote religious poems with a lot of imagery and conceits. The poem exhibits a strange but two way relationship between God and his worshippers. Though He has showered/bestowed upon His worshipper with all His blessings, somewhere He holds them up with a pulley drawn, to be grateful to Him in all their endeavours.

God gives so many precious gifts to the devotee but at the same time God also expects something in return! What does He expect? Why does He withhold?

“The Pulley” shows how God lifts man towards Himself with the pulley of restlessness. What is distinctly metaphysical about the poem is that a religious notion is conveyed through a secular scientific image.

When God at first made Man,
Having a glass of blessings standing by;
Let us (said He) “pour on him all we can:”
Let the worlds **riches**, which **dispersed** lie,
Contract into a **span**.

So strength first made a way;
Then beauty flow’d, then wisdom, honour, pleasure:
When almost all was out, God made a stay,
Perceiving that alone of all His treasures
Rest in the bottom lay.

For if I should (said He)
Bestow this **jewel** also on my creature,
He would **adore** my gifts instead of me,
And rest in Nature, not the God of Nature.
So both should losers be.

Yet let him keep the rest,
But keep them with **repining restlessness**:
Let him be rich and **weary**, that at last,
If goodness lead him not, yet weariness
May **toss** him to my breast.

– George Herbert

- **riches** : wealth bounties
- **dispersed** : scattered
- **contract** : collect together
- **span** : small space
- **perceiving** : noticing, becoming conscious of
- **bestow on** : give as a gift to
- **jewel** : precious valuable thing, (here) contentment (rest)
- **adore** : love very much
- **repining restlessness** : continuous anxiety due to dissatisfaction
- **weary** : very tired
- **toss** : (here) bring, throw close

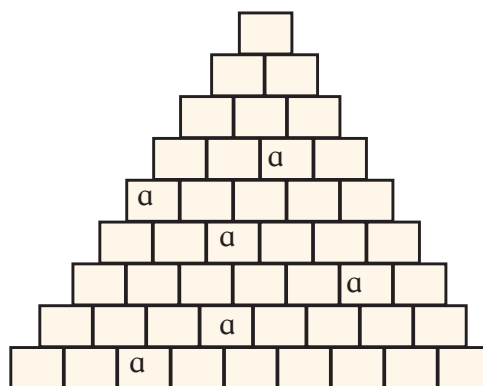
◆ *What did God’s glass of blessings contain?*

◆ *What would the human being do if God gifted him with ‘Rest’?*

ENGLISH WORKSHOP

1. With the help of the clues, pick out words containing the letter 'a' from the poem and build a word-pyramid.

- (a) an article
- (b) a preposition
- (c) past tense of 'lie'
- (d) maximum length of your open palm
- (e) make much of
- (f) loveliness
- (g) in place of
- (h) a collection of priceless valuables
- (i) restlessness and discontent



2. Choose the correct alternative from the following.

- (a) Herbert's poem 'The Pulley' displays as the two main themes.
 - (i) Origin of Morality/Spirituality
 - (ii) Origin of species
 - (iii) Origin of the universe/galaxy
 - (iv) Origin of the earth/space
- (b) The theme of the poem 'The Pulley' is
(Find two correct statements from the given alternatives.)
 - (i) to focus on the mechanical operation of a pulley.
 - (ii) to teach a lesson to a creation (man) by the Creator (God)
 - (iii) to know the different gifts bestowed on man by God.
 - (iv) to remind man about his creator in his exhaustion.
 - (v) God pulled man towards Him by making him restless and weary.
- (c) In the poem, 'The Pulley' is considered
 - (i) a mechanical device.
 - (ii) a gift to mankind
 - (iii) an image to lift objects.
 - (iv) an image by which God compels people to become devout.
- (d) is an example of Pun from the poem.
 - (i) Rest in the bottom lay.
 - (ii) So strength first made a way.

- (iii) Having a glass of blessings
- (iv) So both should losers be
- (e) is an example of Paradox from the poem.
 - (i) And rest in Nature, not the God of Nature
 - (ii) He would adore my gifts instead of me
 - (iii) Let him be rich and weary
 - (iv) When God at first made man
- (f) is an example of Synecdoche from the poem.
 - (i) So both should losers be
 - (ii) Then beauty flowed
 - (iii) “Let us” said he “pour on him”
 - (iv) May toss him to my breast
- (g) is an example of Alliteration from the poem.
 - (i) Made a way
 - (ii) Bottom lay
 - (iii) Repining restlessness
 - (iv) Keep the rest
- (h) is an example of Inversion from the poem.
 - (i) Contract into a span
 - (ii) So both should losers be
 - (iii) Bestow this jewel
 - (iv) And rest in nature
- (i) The rhyme scheme of the poem is
 - (i) a a b b c.
 - (ii) a b c b c.
 - (iii) a b c c b.
 - (iv) a b a b a.

3. Discuss and answer in your own words, and write in your notebook.

- (a) The poet has used the word REST thrice in the poem. Write what the word implies in each of the three lines it occurs.
- (b) What does God want in return from man, for the gifts He has bestowed upon him?
- (c) Why did God withhold the gift of ‘Rest’ from man?
- (d) Besides those given in the poem, what other gifts has God blessed mankind with above his other creations? Enlist them.

(e) When does man generally turn to God? Give one example to support your response.

4. (A) Discuss with your group and justify the title of the poem 'The Pulley' in your own words.

.....
.....
.....
.....
.....

(B) Pick out 3 lines that contain Monologues of God.

.....
.....
.....

5. (A) Pick out two lines that contain the following figures of speech.

- (a) Antithesis
 - 1.
 - 2.
- (b) Alliteration
 - 1.
 - 2.
- (c) Inversion
 - 1.
 - 2.

(B) Explain the Figures of Speech in the following lines.

- (a) Rest in the bottom lay – PUN because
.....
- (b) Bestow this jewel also on my creature – METAPHOR because
.....
- (c) And rest in nature, not the God of Nature – REPETITION because
.....

6. Write Critical Appreciation of the poem in a paragraph format.
(Refer to page no. 5)

7. 'Pun' can be defined as play on words based on their different meanings. Example : 'Writing with a broken pencil is pointless.' In this poem there is an example of Pun. Find and make a sentence of your own. Share a joke with the class where the use of 'Pun' creates humour.

8. Write a paragraph on the points in each block given below to get a summary on each of the four stanzas of the poem.

I

God
↓
Created man
↓
Best creations
↓
Offered Blessings/Gifts

.....
.....
.....
.....

II

God gifted man
↓
Beauty, wisdom, honour, etc.
↓
Did not give 'Rest'

.....
.....
.....

III

Man
↓
If happy/contented
↓
Forgets God
↓
Instead worships Gifts

.....
.....
.....
.....

IV

Man needs to be reminded
of the Giver
↓
God made his life
discontented
↓
So man is lifted with a
Pulley
towards HIM.

.....
.....
.....



2.5 Let's March

Warming Up!

1. Observe the pictures and answer.



- (a) Main difference between the two images
-
- (b) Change required
-
- (c) Your contribution as a student to help and make a difference to needy children.
-

2. Put a or

A good speech delivered requires the following characteristics.

- (1) Well planned and thoughts well-organized.
- (2) Delivered softly and in a low voice.
- (3) Speaker need not greet the dignitaries and audience.
- (4) Language used should be suitable to the audience.
- (5) Speech should be of a proper duration.
- (6) Speaker should be passive, and have no facial expressions.
- (7) Speech should be supported by good examples/episodes/
visual aids. (where possible)
- (8) Speaker should switch over from one language to another.

3. Read the expressions and insert them in the proper columns. Put the proper expression numbers in the right column.

| Greeting/ Salutation | Introduction | Body of the Speech | Conclusion | Thanking the Audience |
|-------------------------|--------------|-----------------------|------------|--------------------------|
| | | | | |

Expressions

- (1) Imagine ! After ten years, what will happen?
- (2) Let me begin, today, by sharing my own experience.
- (3) Honourable Chief Guest , eminent dignitaries, ladies and gentlemen.
- (4) I don't understand why we accept this issue so passively.
- (5) I am Adarsh Birajdar, (designation) standing before you
- (6) A renowned personality (name) says "....."
- (7) Good morning, to one and all present today.
- (8) I express my deep gratitude to the organisers of this event/function
- (9) Let me give you an example
- (10) Thank you all for a patient listening and your interest in my talk.
- (11) You must have noticed that
- (12) Before I conclude, I would like you to think over the fact that

4. With the help of your teacher and classmates make a list of as many Indian Nobel Laureates as you can. (You can use Internet or school library.)

| Name | Nobel Prize for |
|-------|-----------------|
| | |
| | |
| | |
| | |



Let's March



Kailash Satyarthi (1954) is an Indian children's rights and education advocate and an activist against child labour. He founded the *Bachpan Bachao Andolan* in 1980 and has acted to protect the rights of more than 83,000 children across 144 countries.

He has been honoured with many awards including 'Nobel Peace Prize' of 2014. He had addressed this speech on the eve of Nobel Prize Distribution ceremony.

- **aspiration** : an ardent wish or desire

Part I

My dear children of the world ... Your Majesties, Your Royal Highnesses, Excellencies, distinguished members of the Norwegian Nobel Committee, dear brother Tom Harkin, brothers and sisters, and my dear daughter Malala.

From this podium of peace and humanity, I am deeply honoured to recite a *mantra* from the ancient texts of wisdom, Vedas. This *mantra* carries a prayer, an **aspiration** and a resolve that has the potential to liberate humanity from all man-made crises.

Let's walk together. In the pursuit of global progress, not a single person should be left out or left behind in any corner of the world, from East to West, from South to North.

Let's speak together, let our minds come together! Learning from the experiences of our ancestors, let us together create knowledge for all that benefits all.

I bow to my late parents, to my motherland India, and to the mother earth.

With a warm heart I recall how thousands of times, I have been liberated, each time I have freed a child from slavery. In the first smile of freedom on their beautiful faces, I see the Gods smiling.

I give the biggest credit of this honour to my movement's Kaalu Kumar, Dhoom Das and Adarsh Kishore from India and Iqbal Masih from Pakistan who made the supreme sacrifice for protecting the

freedom and **dignity** of children. I humbly accept this award on behalf of all such martyrs, my fellow activists across the world and my countrymen.

My journey from the great land of Lord Buddha, Guru Nanak and Mahatma Gandhi; India to Norway is a connect between the two centres of global peace and brotherhood, ancient and modern.

Friends, the Nobel Committee has generously invited me to present a “lecture.” Respectfully, I am unable to do that. Because, I am representing here - **the sound of silence**. The cry of innocence. And, the **face of invisibility**. I represent millions of those children who are left behind and that’s why I have kept an empty chair here as a reminder.

I have come here only to share the voices and dreams of our children – because they are all our children – (gesture to everyone in the audience). I have looked into their frightened and exhausted eyes. I have held their injured bodies and felt their broken spirits.

Twenty years ago, in the foothills of the Himalayas, I met a small, skinny child labourer. He asked me: “Is the world so poor that it cannot give me a toy and a book, instead of forcing me to take a gun or a tool?”

I met with a Sudanese child-soldier. He was kidnapped by an extremist militia. As his first training lesson, he was forced to kill his friends and family. He asked me: “What is my fault?”

Friends, all the great religions teach us to care for our children. Jesus said: “Let the children come to me; do not hinder them, for the kingdom of God belongs to them.” The Holy Quran says: “Kill not your children because of poverty.”

Friends! There is no greater violence than to deny the dreams of our children. Therefore ... I refuse to accept that all the temples and mosques and churches and prayer houses have no place for the dreams of our children.

I refuse to accept that the world is so poor, when just one week of global military expenditure can bring

- **dignity** : self- respect

- **the sound of silence** : the unheard plea of the deprived

- **face of invisibility** : unnoticed suffering of the poor and innocent

♦ *What does Satyarthi refuse to accept?*

● **shackles** : chains that bind

◆ *What is the only aim in life for Kailash Satyarthi?*

◆ **culminate** : *reach the highest level*

◆ **unprecedented** : *never known or experienced before*

all the children to classrooms.

I refuse to accept that all the laws and constitutions, police and judges are unable to protect our children.

I refuse to accept that the **shackles** of slavery can ever be stronger than the quest for freedom. I REFUSE TO ACCEPT here.

My only aim in life is that every child is free to be a child,

- free to grow and develop,
- free to eat, sleep, and see daylight,
- free to laugh and cry,
- free to play and learn,
- free to go to school, and above all,
- free to dream.

I have the privilege of working with many courageous people who have the same aim. We have never given up against any threat or attack and we never will.

We have made progress in the last couple of decades. We have reduced the number of out-of-school children by half. We have reduced the number of child labourers by a third. We have reduced child mortality and malnutrition, and we have prevented millions of child deaths.

But, let us make no mistake, great challenges still remain.

Friends! The biggest challenge or biggest crisis knocking on the doors of humankind is fear and intolerance.

We have utterly failed our children in imparting an education. An education that gives the meaning and objective of life. An education that gives a sense of global citizenship among the youth.

I am afraid that the day is not very far away when the cumulative result of this failure, will **culminate** in an **unprecedented** violence, and that will be suicidal for humankind.

Rights, security, hope can only be restored through education.

Young people like Malala ... I've started calling her my daughter Malala not just Malala ... So my daughter Malala and other daughters including Kayanat.. in fact.. two Kayanats, and Shazia, and the daughters from Africa, and from all over the world. They are rising up and choosing peace over violence, tolerance over extremism, and courage over fear.

The solutions are emerging. But these solutions cannot be found in the **deliberations** in conferences alone, and cannot be found in prescriptions from a distance.

They lie in small groups and local organisations and individuals, who are **confronting** with the problem every day. Even if they remain unacknowledged, unrecognised and unknown to the world the solutions are with them.


Part II

We can do it ...

You may ask that – what can one person do? I would recall a story of my childhood: A heavy fire had broken out in the forest. All the animals were running away, including lion, the king of the forest. Suddenly, then he saw a tiny bird rushing towards the fire. He asked the bird, “What are you doing?” To the lion’s surprise, the bird replied “I am going to extinguish the fire.” The lion laughed and said, “How can you do it keeping just one drop of water, in your beak?” The bird was adamant, and she said, “I am doing my bit.”

Eighteen years ago, millions of individuals marched across the globe. And demanded a new international law for the abolition of worst form of child labour, and it has happened, we did it, millions of individuals did it.

Friends! We live in an age of rapid globalisation. We are connected through high-speed Internet. We



♦ **deliberations** : long discussion after careful thinking

♦ **confronting** : facing and attacking

♦ *What did millions of individuals demand eighteen years ago?*

- **compassion** : pity and concern for those suffering
- **inculcate** : develop by instructing

- ◆ **intergenerational** : involving several generations
- ◆ *Why does the eight year old girl's question shake Mr.Satyarthi?*
- ◆ *What matters according to Satyarthi?*
- ◆ *What does Satyarthi challenge?*

- ◆ **passivity** : no action taken
- ◆ **neutrality** : not supporting or helping

exchange our goods and services in one single global market. Thousands of flights every day connect us from one corner to another corner of the globe. But there is one serious disconnect and there is a lack of **compassion**. Let us **inculcate** and transform these individuals' compassion into a global compassion. Let us globalise compassion.

Mahatma Gandhi said, "If we are to teach real peace in this world... we shall have to begin with the children." I humbly add, let us unite the world through the compassion for our children.

I ask – Whose children are they who stitch footballs, yet never played with one?

Whose children are they who harvest cocoa, yet have never tasted chocolate?

Whose children are they who are dying of Ebola?

Whose children are they who are kidnapped and held hostage?

They are all our children.

I remember an eight-year-old girl we rescued from **intergenerational** forced labour from stone quarries. When she was sitting in my car right after her rescue, she asked me: "Why did you not come earlier?"

Her angry question still shakes me – and has the power to shake the whole world. Her question is for all of us. What are we doing? What are we waiting for? How many girls will we allow to go without rescue?

Children are questioning our inaction and watching our actions.

We need collective actions with a sense of urgency.

Every single minute matters, every single child matters, every single childhood matters.

Therefore, I challenge the **passivity** and pessimism surrounding our children. I challenge this culture of silence and this culture of passivity, this culture of **neutrality**.

Part III

I call upon all the governments, intergovernmental agencies, businesses, faith leaders, workers, teachers and NGOs, and each one of us, to put an end to all forms of violence against children. Slavery, trafficking, child marriages, child labour, sexual abuse, and illiteracy these things have no place in any civilised society.

Friends, we can do this. Governments must make child-friendly policies, and invest in education and young people. Businesses must be more responsible, accountable and open to **innovative** partnerships. Intergovernmental agencies must work together to accelerate action. Global civil society must rise above the business-as-usual and **fragmented agendas**. Faith leaders and institutions, and all of us must stand with our children.

We must be bold, we must be ambitious, and we must have the will. We must keep our promises.

Over fifty years ago, on the first day of my school, I met a cobbler boy my age sitting outside the gate of my school. I asked my teachers: "Why is he working outside? Why is he not with us in the school?" My teachers had no answer. One day, I gathered the courage to ask the boy's father. He said: "Sir, I have never thought about it. We are born to work."

His answer made me angry. It still makes me angry.

As a child, I had a vision of tomorrow. A vision of that cobbler boy sitting with me in my classroom.

Now, that tomorrow has become TODAY.

I am TODAY, and you are TODAY. TODAY it is time for every child to have a right to life, right to freedom, right to health, right to education, right to safety, right to dignity, right to equality, and right to peace.

TODAY, beyond the darkness, I see the smiling faces of our children in the blinking stars. TODAY, in every wave of every ocean, I see my children are playing and dancing. TODAY, in every plant, in

- **innovative** : having new advanced ideas or methods
- **fragmented**: split up or disunified
- **agenda**: a plan of things to be done to solve a problem
- ♦ *What was the response of the boy's father? What was Satyarthi's reaction to it?*
- ♦ *What was Mr.Satyarthi's vision as a child?*
- ♦ *What is your vision of tomorrow?*
- ♦ *What rights should every child have, in our times?*

◆ *What does Mr. Satyarthi request the listeners?*

◆ *According to Mr. Satyarthi, who are calling for us?*

- **democratise** : make democratic
- **exploitation** : take undue advantage of

every tree, and mountain, I see our children growing freely with dignity.

Friends, I want you to see and feel this TODAY inside you.

My dear sisters and brothers, as I said many interesting things are happening today. May I please request you to put your hand close to your heart – close your eyes and feel the child inside you?

I am sure you can – Now, listen to that child. Listen please.

Today, I see thousands of Mahatma Gandhis, Nelson Mandelas and Martin Luther Kings calling on us.

Let us **democratise** knowledge. Let us universalise justice. Together, let us globalise compassion!

I call upon you in this room, and all across the world. I call for a march from **exploitation** to education, I call for a march from poverty to shared prosperity, a march from slavery to liberty, and a march from violence to peace.

Let us march from ignorance to awakening. Let us march from darkness to light. Let us march from mortality to divinity.

Let us march!

- (Nobel Acceptance Speech by Kailash Satyarthi)

ENGLISH WORKSHOP

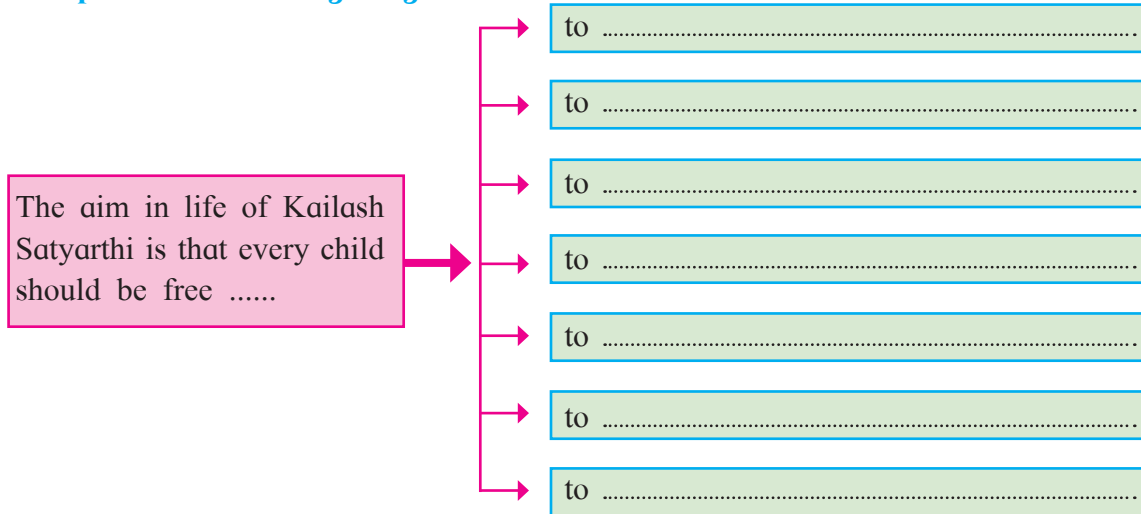
1. Name the following.

- (a) The persons to whom Kailash Satyarthi gives the highest credit of his honour –
- (b) The greatest personalities from the land of Buddha –
- (c) So called daughters of Kailash Satyarthi –
- (d) The foreign activists of equal rights, mentioned in the speech –

2. Mention the social issues highlighted by Kailash Satyarthi in his speech. One social issue is given for you.

- (a) Child labour
- (b)
- (c)
- (d)
- (e)
- (f)

3. Complete the following diagram/chart.



4. Complete the following web-chart.



5. Think and give your own response.

- How can education help the deprived children and child labourers?
- Name any other social activist who has worked/is working earnestly for child-welfare. Write about his/her activities.
- What message does the little bird's story of the forest fire convey to us? Explain.
- Besides the political freedom that our nation enjoys, what other freedom should it strive for? Say why.
- What is your impression of the acceptance speech given by Kailash Satyarthi, when he received the Nobel Prize? Write in 3 to 4 sentences.

6. Choose the correct option and write in front of the given word, to convey the exact meaning.

- divinity :
(i) goodness (ii) godliness (iii) god-fearing
- extremist :
(i) militant (ii) robber (iii) spy
- culminate :
(i) destroy (ii) succeed (iii) rise to a peak
- exploitation :
(i) explosion (ii) misuse (iii) employment
- mortality :
(i) death (ii) virtues (iii) starvation
- dignity :
(i) self-pride (ii) self-support (iii) self-esteem

7. Pick out from the lesson the—

(A) Noun forms of the following words—

- (a) dignified
- (b) pacify
- (c) pursue
- (d) ignore
- (e) poor
- (f) divine

(B) Verb forms of—

- (a) democracy
- (b) global
- (c) hindrance
- (d) resolution
- (e) liberty
- (f) service

8. (A) Use the following words as a noun as well as a verb and make meaningful sentences with each set, in your notebook.

march, honour, credit, stitch

(B) Write minimum 4 hidden words of more than 4 letters from - 'intergovernmental'.

(C) Make meaningful sentences by using the following phrases, in your notebook.

- (a) in the pursuit of
- (b) be afraid of
- (c) give up

(D) Pick from the lesson the antonyms of

- ignorance ×
- immortality ×
- deny ×
- violence ×
- well-known ×
- slavery ×

9. (A) What will you do in the following situations?

- (a) If you see a child working in a restaurant
.....
- (b) If you find a child working at a construction site
.....
- (c) If you find a child working at a brickwork site
.....
- (d) If you come across a beggar child
.....

(B) Write any 2 efforts that you can make to enrol deprived children/ out of school children into a school. One is given for you.

- (a) I will persuade parents of such children to send them to school.
- (b)
- (c)

10.(A) Types of Sentence

A sentence is a group of words that expresses a complete idea. Sentences can be classified in various ways. The following is a classification of sentences.

(i) **Assertive sentence (Statement)** : A sentence that makes a statement or assertion is a sentence.

For example, 'There are many villages in India.'

(ii) **Interrogative sentence** : It is a sentence that asks a question. It is of two sub-types.

Yes/no interrogative sentence :

It generally begins with a helping verb or an auxiliary verb

can be answered by saying 'Yes' or 'No'. For example, 'Are you coming with us?'

Wh-interrogative sentence : It begins with a wh- word, such as 'who' and 'why' and cannot be answered by saying 'yes' or 'no'. For example, 'What is the time?'

(iii) **Imperative sentence** : It expresses commands, requests etc. It generally begins with a verb. For example, 'Open your books'.

(iv) **Exclamatory sentence** : It expresses a strong feeling.

For example, 'How wonderful the river looks !' 'What a shame !'

(B) Say whether the following sentences are Assertive (Statements), Imperative (Commands, Requests, etc.), Interrogative (Questions) or Exclamatory (Exclamations).

- (1) The Mantra carries a prayer.
- (2) Is the world so poor?
- (3) Kill not your children because of poverty.
- (4) Let's walk together.
- (5) What can one person do?
- (6) We have made progress.
- (7) How utterly we have failed our children!
- (8) What a big challenge it is!

(C) Rewrite the following sentences as Assertive (statements).

- (1) Why didn't you come earlier?
- (2) How frightened their eyes look!
- (3) How angry it makes me!
- (4) Should I accept such shackles of slavery?
- (5) What can one person do?

11. (A) Observe the following underlined phrases. Here 'have/has' are followed by the past participle form of the verb. This construction indicates the present perfect tense. Find more such sentences from the text.

- (1) We have made progress in the last couple of decades.
- (2) We have prevented millions of child deaths.
- (3) It has happened.
- (4)
- (5)

(B) In the following sentences the underlined words are called infinitives. Find such examples from the speech and underline the infinitives.

- (1) Every child is free to grow.
- (2) I refuse to accept that all the laws and constitutions, police and judges are unable to protect our children.
- (3)
- (4)
- (5)

(C) Complete the following sentences with the help of the sentence given below.

(a) The biggest challenge knocking on the doors of human kind is fear and intolerance.

(i) No other challenge knocking
as big as

(ii) Fear and intolerance are bigger

(b) The Nobel Prize is one of the greatest honours in the world.

(i) Very few honours

(ii) The Nobel Prize is greater than

**12. (A) Match the sentences given in part ‘A’ with the sentences given in part ‘B’.
Note the differences in structure.**

| ‘A’ Part | ‘B’ Part |
|--|---|
| (1) He was kidnapped by an extremist militia. | (a) They forced the child to kill his friends and family. |
| (2) The child was forced to kill his friends and family. | (b) We can do this. |
| (3) This can be done by us. | (c) An extremist militia kidnapped him. |

(B) You might have observed that –

The sentences in Part A are in the passive voice while the sentences in Part B are in the active voice. Now change the following sentences into the passive voice.

1. We can do it.
2. Her angry question still shakes me.
3. Governments must make child-friendly policies.
4. His answer made me angry.

13. Imagine your school invites Malala to preside over ‘Children’s Day’ celebration programme. Draft a welcome speech for this guest of honour. Gather information about her from Internet or your school library. While drafting a speech the following points should be kept in mind.

- (1) Greeting and salutation
- (2) Self introduction and introduction of the topic
- (3) A catchy thought/piece of news/short episode, to start with
- (4) Body of the speech supported with related examples and episodes
- (5) Conclusion



2.6 Science and Spirituality

Warming Up!

1. Get into pairs/groups and match the columns :

| ‘A’ | ‘B’ |
|------------------|---|
| (1) Science | The study of the basic nature of knowledge, reality and existence, especially as an academic subject. |
| (2) Religion | The study of nature of God and religious belief. |
| (3) Spirituality | The intellectual and practical activities in a systematic study of structure and behaviour of the natural world through experiment and observation. |
| (4) Philosophy | The belief in and worship of a superhuman controlling power God. |
| (5) Theology | The quality of being more concerned with the human spirit as opposed to material or physical things. |

2. Given below are some incomplete Quotes. Complete them choosing from the words **SCIENCE/RELIGION/SPIRITUAL** and make them meaningful :

- without religion is lame; without science is blind.
- has outrun our power, we have guided missiles, but misguided man.
- On a journey, we all have the same destination.
- is meant to awaken man’s love for his Source – God !
- provides a means of with the Creator of Heaven and Earth, in the language of your heart and soul.
- is a beautiful gift to humanity; we should not distort it.

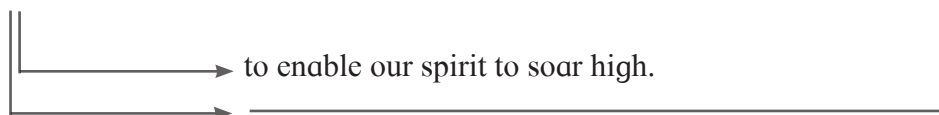
3. What’s the difference between science and technology ? Discuss in pairs and tell your answer to the class.

4. Do you think that science and faith are both important in our lives ? Why ? Discuss in your group and give a small presentation in front of the class.

5. We need science



We need faith



6. Refer to a dictionary to find out the meanings of the following words.

Spirit – a person’s mind or feelings or soul.

- Spiritual
- Spirituality
- Spiritualism
- Spiritualist

Science and Spirituality

Part I

We often witness conflict between two groups of people – one that believes in science and the other that believes in religion.

Dr Kalam was a great scientist – this is indisputable. But he was also convinced that fact and faith can, together, create a better planet. He once told me, ‘Science and faith *must* coexist for the human good. Science provides focus – focus helps us solve questions, discover the truth and conceive inventions. Faith provides **perspective** – perspective helps us see how our creations and discoveries go on to impact a combination vital for the success of societies. Science accelerates progress and faith **curbs** it within reasonable limitations. If the two function true to their roles, they will work together for the betterment of humanity.’

Dr Kalam’s own life was nourished by multiple faiths.

His father, a boatman, also served as an *imam* at their local mosque, and his two best friends were from two different religions – one was a Hindu and the other was a Christian. Pakshi Lakshmana Shastrigal was the head priest of the famous Rameswara temple and a Vedic scholar, and the Reverend Father Bodal had built the first church on Rameswara Island. Dr Kalam recalled how ‘All three of them, in the unique attire of their religion, used to sit and discuss the community’s problems and find solutions. Throughout the nation and the world, the need to have a frank dialogue among cultures, religions and civilizations is felt now more than ever.’

When asked where he got his humility from Dr Kalam would always attribute it to his father. In him, he saw how simplicity and divinity could go together. Even though his father was a boatman and Dr Kalam went on to become the President of India, they shared the same values in life. Both believed that if one leads a spiritual life then that spirituality can lift them out of any kind of confusion misery or failure.

- **perspective** : view, particular attitude towards something

- **curbs** : controls, keeps something within limit

- ◆ *Why do science and faith have to go hand in hand ?*

Part II

In the 1960, when Dr Kalam joined ISRO, it was just a **fledgling** organization. His interactions with the great scientist Professor Vikram Sarabhai and the Reverend Peter Bernard Pereira, shaped his thoughts on religion. It was here that he learnt about the true meaning of religious service. Professor Sarabhai and his team had selected a site in Thumba, Kerala, to set up their space research facility. It was an ideal site due to its proximity to the magnetic equator. But there was a major roadblock in getting possession of the site as it was the fishing grounds of Thumba's fishermen. Moreover, it had an old church of St Mary Magdalene, a bishop's house and a school, which was under the administration of the church. Government officials predicted that it would be impossible to relocate so many people from the site and destroy religious institutions for the sake of a space research centre.

But upon Dr Sarabhai's persistence, it was suggested that they approach the only person who could help them in this situation – Father Pereira, the then bishop of the region.

Dr Sarabhai and Dr Kalam approached Father Pereira on a Saturday evening. The Reverend said, 'Oh Vikram, you are asking me for my children's abode, for my abode, and for God's abode. How is it possible?' Father Pereira then invited the party to visit the church on a Sunday morning. Dr Sarabhai, his team, and the forever-inquisitive disciple, Dr Kalam, took up the offer.

At church the next Sunday, the Reverend invited Dr Sarabhai up to the dais after the prayer service. Turning to everyone present, he said, 'Dear children, here is a scientist, Dr Vikram Sarabhai. What does science do for us? We benefit from the devices that science has developed to light up our homes. I am able to talk to you using this **mic**, thanks to technological advancement. Medical science allows doctors to diagnose and treat patients. Science and technology enhance the overall comfort and quality of human life. And what do I do as a preacher? I pray for you, for your well-being, and for your peace. In short, Vikram and I are doing the same job. Both science and spirituality seek the Almighty's blessings for the prosperity of the human

• **fledgling** : new and inexperienced

◆ *Why was the site in Thumba selected for building the space research centre?*

◆ *What shaped Dr Kalam's thoughts on religion?*

◆ *What was the major obstacle in getting possession of the site?*

• **mic** : microphone, mike

◆ *Who helped to solve the problem of acquiring the site?*

◆ *How did the people respond to the appeal made by Rev. Pereria? Would you have given the same response?*

● **reverberated** : echoed loudly

◆ *How can we lead a pure life?*

● **obscuring** : making unclear

◆ *Whose philosophy actually had an impact on the writer?*

● **resonated** : echoed, resounded

◆ *What advice did Dr Kalam give the narrator after his graduation?*

mind and body.

‘Dear children, Dr Vikram says that, within a year, he wants to build scientific facilities near the sea coast, replacing all the settlements that now stand there. Now, can you give up your abode? Can I give up my abode? Can we give up God’s abode for such a great scientific mission?’ Dr Kalam recalled how he witnessed ‘a pin-drop silence for a long moment’. Then everyone got up, and the whole church **reverberated** with the deafening noise of a collective ‘amen’.

And so work on the research centre was soon under way. But not without alternate accomodation being offered to the affected fishermen, the church and the Reverend Pereira.

Part III

A few years later, in the early 1980s, Professor Satish Dhawan, the Director of ISRO, under whom Dr Kalam had made his first unsuccessful launch in 1970 and then a successful one in 1980, had provided him with more soul-shaping wisdom.

One day in 2012, we were discussing the number of Ph.Ds Dr Kalam had received. He said to me, ‘Srijan, Professor Dhawan had so many master’s degrees – all from the best institutions, no less – so I asked him how one can become so academically accomplished. He responded saying that academic brilliance is no different from the brilliance of a mirror, which can be diminished by a coating of dust. Only when the dust is removed, does the mirror shine and the reflection becomes clear. We can remove the impurities **obscuring** our souls by living pure and ethical lives, and by serving humanity. And then God will shine through us.’ These words took me back to my meeting with Dr Kalam after my graduation from IIMA, in 2009. At the time, he had advised me to use my degree and gold medal to transform the society I lived in. Back in the present moment, it suddenly struck me that Dr Kalam’s advice had, in fact, directly **resonated** from Professor Dhawan’s beliefs. The more I lived and worked with Dr Kalam, the more I realized that through his words of wisdom I was getting to learn from countless great minds.

In April 2009, Dr Kalam was invited to attend

the 102nd birthday celebrations of His Holiness Dr Sri Sri Shivakumara Mahaswamiji in the Tumkur district of Karnataka. Mahaswamiji is a remarkable person, who has dedicated his life to the service of humanity. His greatest contribution is the establishment of a free residential education system for more than nine thousand children in the *ashram*. The most astonishing aspect of the entire event of his birthday was that the 102 year old Swamiji stood on his feet without any support! He looked as steady and alert as any other youngster present there. This display of inner strength touched Dr Kalam deeply.

A couple of days later, we were discussing this unusual birthday party. I said to him, ‘Sir, do you know, only four out of 1 lakh people cross the age of 100?’ I had googled the subject beforehand. He replied, ‘But how many of these four would be able to stand tall for half an hour, give a wise **discourse**, and then go on to feed thousands of children?’ Of course nobody could know the exact answer to his question but the question itself led to many other relevant **queries**. ‘I wonder what powers Mahaswamiji possesses that keep him so strong at such an advanced age? Maybe it’s a balanced diet and a healthy lifestyle, or perhaps it’s **genetics**?’ I asked.

Dr Kalam sat contemplating deeply.

He recollected the **tenet** of goodness of action from Pramukh Swamiji. Then, perhaps swimming in silence to the shores of Mahapragyaji, he gathered the sands of conscience to be our guide, our best friend. Deeper down in the space-time of memory, he must have heard Professor Brahma Prakash’s words about the need of living a pure and ethical life, and Father Pereira’s and Dr Sarabhai’s lesson of selflessness in service. Eventually his thoughts would have settled on Swami Sivananda of Rishikesh, in whom he saw great **tranquility**, and finally they must have come full circle with the memory of the life of simplicity of his father, who always **espoused** the value of giving back.

At long last, he spoke. ‘It is the very spirit of What Can I Give.’ He elaborated, ‘Mahaswamiji lives with the beliefs and **ethos** of our mission. He gives and gives – education to famished minds, food to famished bodies. In giving so much, he becomes strong. His

◆ *What was Mahaswamiji’s tremendous contribution ?*

◆ *What was unique about Mahaswamiji?*

● **discourse** : a formal talk including a debate.

● **queries** : questions

Guess the meaning of :
genetics

◆ *What was the secret of Mahaswamiji’s fitness even at the age of 102 years ?*

● **tenet** : a principle or belief

● **tranquility** : peace, calmness

● **espoused** : gave support to

● **ethos** : characteristic spirit of a culture or era

- **munificence** : generosity
- **circumspectly** : cautiously
- ◆ *What makes society corrupt and unfair?*
- **inequity** : injustice
- ◆ *Which question inspires humanitarianism?*
- **astounding** : amazing, surprisingly impressive

munificence fuels his strength. That is what keeps him standing tall and active in life. The essence of a happy life and a peaceful society lies in one sentence- *What can I give?*

‘Turning to me, he asked, ‘What is the reverse of “What can I give?”’

Circumspectly I replied, ‘What can I...take?’

‘Yes,’ he said, ‘and that is the thought which is responsible for all the wrong we see around us. We think that we can take from the environment and destroy it indiscriminately; we think of what we can take from other humans, leading us to corruption and **inequity**. This attitude of taking and taking even destroys families. To keep this planet liveable and the human race thriving, we have to replace this attitude of ‘what can I take’ with the goodness of ‘what can I give’.

The gravity of the message struck me. This challenge became my silent motivation.

Three years later, in 2012, this idea became a reality as our What Can I Give movement, through which Dr Kalam tried to combat corruption, environmental degradation and social evils.

It is important that we ask ourselves this question for in the answer lies the truth of humanity. So go ahead and question yourself.

What can I give?

The answers will be **astounding**.

– Adapted from the ‘What Can I Give’ by Srijan Pal Singh

ENGLISH WORKSHOP

1. (A) Read ‘Part I’ and match the words in Column ‘A’ with associating words given in Column ‘B’.

| No | ‘A’ | | ‘B’ |
|-------|---------------------------|-----|---|
| (i) | Science and faith | (a) | Created by fact and faith |
| (ii) | Science | (b) | Success of societies |
| (iii) | Better Planet | (c) | Betterment of humanity |
| (iv) | Creations and Discoveries | (d) | Believers of science and religions |
| (v) | Conflict | (e) | Solves questions, discovers truth, conceives inventions |

(i) (ii) (iii) (iv) (v)

(B) Read 'Part II'. Go through the given statements and say whether you agree or disagree to each of them.

- (a) The Space Research set up facility was planned at Allapi, Kerala -
- (b) The person who could help and can be contacted was the Bishop -
- (c) It was quite easy to relocate so many people and destroy religious institutions for space-research centre -
- (d) Dr. Kalam joined ISRO in 1970 -
- (e) Science and spirituality seeks prosperity of the human life

(C) Go through 'Part III' and complete the following statements.

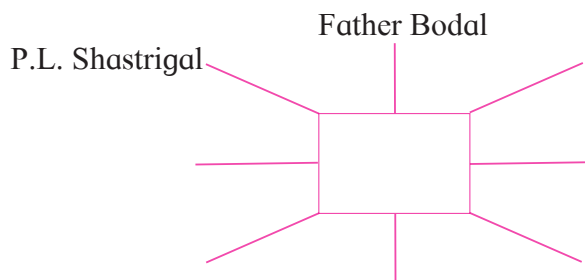
- (a) The essence of a happy life and a peaceful society lies in one sentence -
- (b) To keep this planet liveable and the human race thriving, we have to
- (c) Mahaswamiji's greatest contribution is the
- (d) We can remove the impurities obscuring our souls by
- (e) The narrator, Srijan, realised that through Dr. Kalam's words of wisdom
- (f) Mahaswamiji possesses powers that kept him so strong were or

2. Choose the correct alternative for the given statements.

- (A) Dr. Kalam's father was an
 - (a) teacher
 - (b) scientist
 - (c) farmer
 - (d) *imam*.
- (B) Dr. Kalam's friends discussed on
 - (a) science and technology
 - (b) discoveries and inventions.
 - (c) science and spirituality
 - (d) community's problems and solutions.
- (C) According to Dr. Kalam, the need that is felt more than ever is
 - (a) a laboratory to conduct experiments.
 - (b) a new technology to find results.
 - (c) a dialogue among cultures, religions and civilizations.
 - (d) a dialogue between people of different professions.
- (D) Dr. Kalam's father was a symbol of
 - (a) trust and faith.
 - (b) simplicity and divinity
 - (c) teacher and disciple.
 - (d) father and friend.
- (E) Spirituality takes care of
 - (a) education, teaching and learning.
 - (b) science, technology and sci-fi.

- (c) confusion, misery or failure.
- (d) crime, illiteracy and child labour.
- (F) How can academic brilliance diminish ?
 - (a) by disturbance and frustration.
 - (b) by going off track
 - (c) by a coating of dust.
 - (d) by losing focus and seriousness.
- (G) What was most astonishing about 102 year old Swamiji?
 - (a) He was a great speaker and orator.
 - (b) He was a great scientist.
 - (c) He was a great admirer of technology.
 - (d) He looked as steady and alert as any other youngster.
- (H) What Dr. Kalam gathered while swimming in silence at the shores of Mahapragyaji ?
 - (a) beautiful sea shores
 - (b) tree lined beaches
 - (c) sands of conscience
 - (d) beautiful sun-set.

3. Among the three parts, there are people who touched and influenced the life of Dr. A. P. J. Kalam in one or the other ways. Complete the web chart by writing the names of such people.



4. Write the significance of the following years, as given in the text.

- 1960
- 1970
- 1980
- 2009
- 2012

5. Who said to whom and when?

- (a) “Can we give up God’s abode for such a great scientific mission?”
.....
- (b) “And then God will shine through us.”
.....
- (c) “I wonder what power Mahaswamiji possesses, that keeps him so strong.”
.....

6. Answer the following in your own words, and write in your notebook.

- (a) What makes Dr Kalam a humble personality?
- (b) How were different virtues inculcated in Dr Kalam ?
- (c) How did the Reverend relate and compare the work that he and Dr Sarabhai did for people?
- (d) What was so remarkable about Dr Sri Sri Shivakumar Mahaswamiji?
- (e) Why is there an urgent need to replace ‘What can I take’ with ‘What can I give’?

7. In your notebook, write a short paragraph on each of the following covering up their profession and personality traits with examples.

- (a) Rev. Peter Bernard Pereira
- (b) Dr Sri Sri Shivakumar Mahaswamiji
- (c) Dr A. P. J. Abdul Kalam

8. Write in your own simple words what the following expressions convey in the context they occur in the text.

- (a) Faith and fact can, together, create a better planet.
.....
- (b) Dr Kalam’s own life was nourished by multiple faiths.
.....
- (c) But there was a major roadblock.
.....
- (d) Only when the dust is removed, does the mirror shine and the reflection becomes clear.
.....
- (e) Through his (Kalam’s) words of wisdom, I was getting to learn from countless great minds.
.....
- (f) He gathered the sands of conscience to be our guide, our best friend.
.....
- (g) ‘What can I take?’ is the thought which is responsible for all the wrong, seen around us.
.....

9. (A) From the lesson, pick out one word for each of the following.

- (a) increase the speed
- (b) point of view
- (c) nearness in space
- (d) a place of residence
- (e) eager to know everything
- (f) echoed loudly
- (g) giving away much to the needy
- (h) without making a difference

(B) Arrange the following words in the alphabetical order.

inventions, indisputable, interactions, inequity, institutions, inquisitive, indiscriminately

(C) Find from the lesson the noun forms of -

- | | |
|------------------|-------------------|
| 1. combine | 5. advance |
| 2. solve | 6. tranquil |
| 3. simple | 7. liveable |
| 4. divine | 8. strong |

10. Match the word connectors with reference to part I, II, III respectively. Make sentences of each of these connectors.

| No | Word | | Connector |
|-----|------------------|-----|---------------|
| 1. | government | (a) | person |
| 2. | betterment of | (b) | curbs |
| 3. | pure and ethical | (c) | degradation |
| 4. | community's | (d) | launch |
| 5. | religions | (e) | dialogue |
| 6. | astonishing | (f) | silence |
| 7. | technological | (g) | motivation |
| 8. | frank | (h) | aspect |
| 9. | social | (i) | life |
| 10. | faith | (j) | centre |
| 11. | inquisitive | (k) | officials |
| 12. | academic | (l) | problems |
| 13. | environmental | (m) | humanity |
| 14. | pin-drop | (n) | service |
| 15. | alternate | (o) | bodies |
| 16. | remarkable | (p) | evils |
| 17. | silent | (q) | advancement |
| 18. | famished | (r) | brilliance |
| 19. | unsuccessful | (s) | accommodation |
| 20. | space-research | (t) | discipline |

11. Simple sentence : subject + verb + object/complement/adverbial: Analysing a simple sentence is done by separating the subject and the predicate. The predicate is further analysed into -

- (1) verb + object as in 'A doctor treats patients.' / 'He greeted the teacher.'
 (2) verb + complement as in 'They are very tired.' / 'I have a cold.'

(3) verb + adverbial as in (He walks slowly. / Raj arrived late. / The thief is hiding there.)

- **Say whether the predicates in the following sentences have an object/ a complement/an adverbial.**

- (1) There was silence.
- (2) Alexander Bell invented the telephone.
- (3) They have a holiday.
- (4) The dancer danced gracefully.
- (5) The milkman comes daily.
- (6) The hostess served tea.
- (7) The kite soared upwards.

12. (A) Punctuate the following sentences to make them meaningful.

- (1) dinesh took a bus that stopped at nanded railway station after crossing somvar peth
- (2) dr a p j abdul kalam was the past president of india by the way he was a great scientist orator and a humanitarian
- (3) nouns are of different types common proper abstract concrete material
- (4) what a lot of noise you all make said the teacher cant you keep quiet for a while
- (5) wow how lovely that cake looks they said we cant wait to eat it

(B) Copy the first paragraph on page 92 in your notebook, carefully. Encircle all the punctuation marks with a coloured pencil/pen.

“Dear children ‘amen’.

13. Project :

Read Dr. A.P.J. Abdul Kalam’s very renowned books ‘Wings of Fire’; and ‘Ignited Minds’, to find the following :

- (a) Subject of the book
- (b) Special features of the book
- (c) Teachings/learnings/moral/message from the book
- (d) Your own opinion/idea/comment on the book

14. (A) Draft a speech that you would give at your School Assembly convincing junior students that the secret of true happiness lies in Giving and Sharing more than in Receiving and Taking.

Write it with the appropriate steps in your notebook.

(B) Divide your class in two groups and have a Debate on the topic ‘Science and Spirituality can go hand in hand’.



Warming Up!

1. Get into pairs and discuss the following with your partners and complete the table.

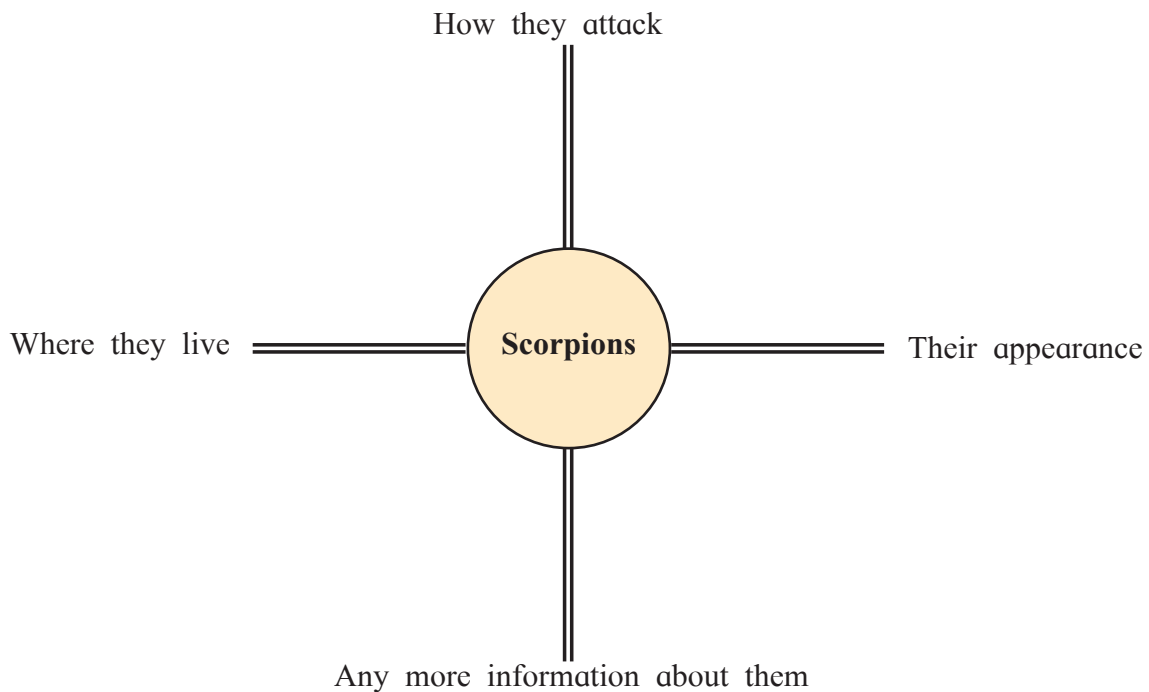
Many people are superstitious. This means that they have belief for which they have no logical reason.

An example of superstition is that – walking under a ladder brings bad luck.

In pairs, list any superstitions that you know of.

| Superstition | What it implies |
|-----------------------|---------------------------------|
| (1) Smashing a mirror | Brings seven years of bad luck. |
| (2) | |
| (3) | |
| (4) | |
| (5) | |

2. Brainstorm what you know about Scorpions. Use the points given below.



Night of the Scorpion

Nissim Ezekiel (1924-2004) was an Indian Jewish poet, actor, playwright, editor and art-critic. He was a foundational figure in post-colonial India's literary history, specifically for Indian writings of a wider range.

The poem depicts the selfless love of a mother, who is stung by a scorpion.

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison – flash
of **diabolic** tail in the dark room –
he risked the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to **paralyse** the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made his poison
moved in Mother's blood, they said.

May he sit still, they said
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world
against the sum of good
become **diminished** by your pain.
May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.

◆ *What forced the scorpion to take shelter in the poet's house?*

● **diabolic** : having the qualities of devil or wicked

● **paralyse** : to stop an activity

◆ *What does the phrase 'to paralyse the evil' mean in stanza 3?*

◆ *Who are 'they' in stanza 4?*

◆ *Who does the word 'him' refer to in line no.3?*

◆ *Why does the poem begin with the poet's remembering the night?*

● **diminished** : to lessen; reduce

◆ *When did the Mother find relief?*

- **groaning** : a mournful sound conveying pain or grief
- **sceptic** : one who doubts general beliefs
- **rationalist** : a person who believes in reason and knowledge than opinion and belief
- **incantation** : the chanting of words that claim to have magical power

More candles, more lanterns, more neighbours,
 more insects, and the endless rain.
 My mother twisted through and through,
groaning on a mat.
 My father, **sceptic, rationalist,**
 trying every curse and blessing,
 powder, mixture, herb and hybrid.
 He even poured a little paraffin
 upon the bitten toe and put a match to it.
 I watched the flame feeding on my mother.
 I watched the holy man perform his rites to tame the
 poison with an **incantation.**
 After twenty hours
 it lost its sting.

My mother only said
 Thank God the scorpion picked on me
 And spared my children.

– Nissim Ezekiel



ENGLISH WORKSHOP

1. After reading the poem, complete the following. What happens?
 There are three main parts of the poem. Do you know what they are about?
 The first one is done for you.

| Lines | What is happening? |
|-------|---|
| 1-7 | The scorpion comes into the home to escape the rain and stings the poet's mother. |
| 8-33 | |
| 34-48 | |

2. Complete the following tables.

(A)

| Background/setting of the poem | |
|--------------------------------|---|
| Type | Evidence (Quote lines from the poem) |
| Rural/Urban | |

(B)

| Scorpion | |
|---|--------------------|
| Many images of the scorpion contrast in the opening lines of the poem. Find examples of each and add them to the columns below. | |
| Timid | Dangerous |
| (1) hides | (i) Diabolic |
| (2) back | (ii) |

(C)

| Imagery | |
|---|---------------------|
| Look at the description of the village peasants. What does the imagery suggest about them? | |
| The Images | What images suggest |
| They came like swarms of flies. | |
| They buzzed the name of God. | |
| They threw giant scorpion shadows on the mud-baked walls. | |
| They clicked their tongues. | |

3. Choose the correct alternative.

- The child is afraid but admires
 (a) the initiative of the peasants.
 (b) his father trying every way to cure.
 (c) the bravery of his mother.
- His father and the villagers panic and hastily suggest
 (a) to take her to the hospital.
 (b) ayurvedic treatment.
 (c) religious remedies to help.
- The poet seems to see the villagers as impractical and almost irritating which suggests that
 (a) the poet is critical of caste
 (b) the poet is critical of religion
 (c) the poet is critical of tradition.

4. This is a poem as it tells a story.
 - (a) reflective
 - (b) imaginative
 - (c) narrative
5. Using the first person gives the feeling that it is told from
 - (a) personal experience
 - (b) public experience
 - (c) private experience
6. 'The scorpion picked on me. And spared my children' depicts
 - (a) mother's bravery
 - (b) mother's endurance
 - (c) selfless and unconditional love of mother.
7. The poem does not have a rhyme scheme, which means the poem is a perfect example of a
 - (a) Ballad
 - (b) Sonnet
 - (c) Free verse
8. The poem is titled 'Night of the Scorpion', for, the major part of the poem,
 - (a) the mother remains triumphant at the end.
 - (b) the scorpion is the victor.
 - (c) the father succeeds in curing the mother.
9. The peasants chant the name of God to
 - (a) nullify the stinging experience
 - (b) praise God.
 - (c) appease God.
10. The click of tongues reflects their to the predicament.
 - (a) individual response
 - (b) collective response
 - (c) group response

4. From the poem provide evidence for the following :

| Stages | Evidence (lines from the poem) |
|---|--------------------------------|
| (a) the attempts by the peasants to help alleviate the mother's pain. (b) the action of these same peasants to kill the scorpion (c) the reaction of the rational father. (d) the various superstitions versus the 'scientific' (e) evil versus good. | |

5. Read the poem and complete the table showing the qualities of the father and mother giving sufficient evidences from the poem.

| Qualities | |
|-----------|--------|
| Father | Mother |
| | |

6. (A) Match the Figures of Speech with the correct definition.

| Poetic Devices | |
|------------------|---|
| Figure | Definition |
| (1) Metaphor | (a) The use of the same sound at the beginning of words |
| (2) Alliteration | (b) An implied comparison. |
| (3) Onomatopoeia | (c) A comparison between two different things, especially a phrase, containing the words 'like' or 'as' |
| (4) Simile | (d) A word which resembles the sound it represents. |

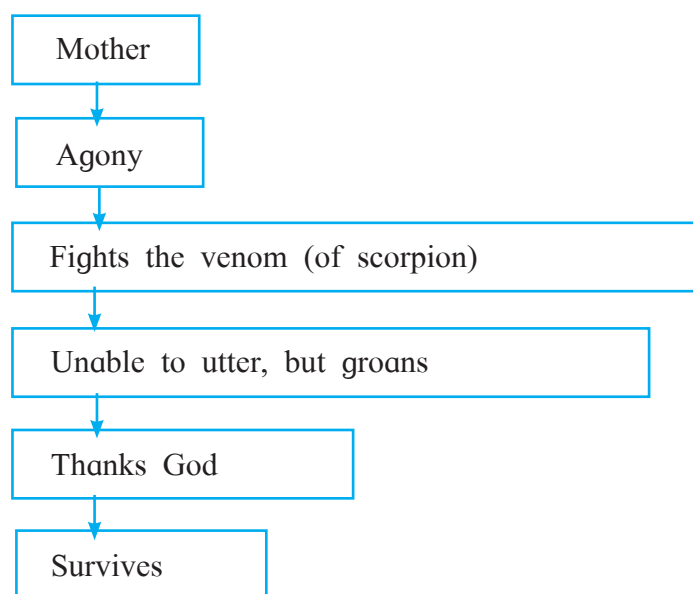
(B) Find examples from the poem that contain :

Similie :

Metaphor :

Onomatopoeia :

7. Expand the flow-chart in writing a paragraph in your own words.



8. The poet has used various kinds of imagery to create an image which appeal to our senses. Pick out various kinds of imagery and complete the table.

| Visual imagery appealing to eyes | Tactile imagery (sense of touch) | Sound imagery | Internal sensations, feelings and emotions |
|--|--|----------------------------|--|
| (1) Scorpion crawling beneath a sack of rice | (1) | (1) buzzed the name of God | (1) fear |
| (2) | (2) Father pouring paraffin on the toe | (2) | (2) |

9. Write an appreciation of the poem in a paragraph format. (Refer to page no. 5.)

10. Project

Prepare a Presentation (on paper or on a PC) as a piece of reference to other students. Make use of the following points.

- (1) Title page
- (2) Introduction of the poet
- (3) The complete poem (All 48 lines)
- (4) Learning objectives
- (5) Style of writing
- (6) Scorpion lines (1-7)
- (7) The peasants
- (8) The poet's father
- (10) The poet's mother
- (11) Vocabulary
- (12) Credits (positive aspects)

Narrative poem/
first person/ Poet's role-

lines of irregular length/
absence of rhyme and metre
enjambement

Free style/colloquial
Repeated use of indirect speech
Repeated imagery/use of similes,
metaphors, alliteration, repetition
and onomatopoeia



3.2 The Night I Met Einstein






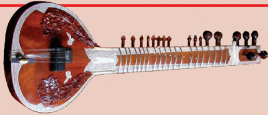
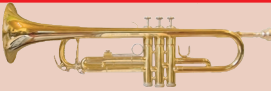
Warming Up!

1. With your bench-mate prepare a profile of Albert Einstein.

ALBERT EINSTEIN

- Profession :
- Field of Science :
- World famous theory proposed :
- Awards :
- Disability in childhood :
- Books written :

2. Look at the pictures of musical instruments and write their names; what the player of the instrument is called and a famous player of the instrument.

| Instrument | Name of the instrument | One who plays is called | A famous player |
|---|------------------------|-------------------------|----------------------|
|  | | | |
|  | | | Ustad Bismillah Khan |
|  | | Pianist | ..... |
|  | | | |
|  | | | |
|  | | | |
|  | | | |

3. Separate the words in the columns they belong to.

(chorus, ballet, melody, swar, kathak, raga, salsa, symphony, mudra, serenade, choreography, tune, audience, tango, allegro, duet, odissi, choir, concert, performance, hip-hop)

| Music | Common to both arts | Dance |
|-------|---------------------|-------|
| | | |

The Night I Met Einstein

Jerome Weidman (1913-1998) was an American playwright and novelist.

In 1960 he won the Pulitzer Prize for his work - a musical (drama) titled 'Fiorello'. He collaborated with George Abbot, Jerry Bocjk and Sheldon Harnick for its music and lyrics.

His book 'I Can Get It For You Wholesale' has also been used for a movie of the same name.

- **dine** : have dinner
- **hostess** : a woman who invites guest to a social event
- **concert** : performance of music by players or singers
- **pianist** : someone who plays the piano
- **tone-deaf** : unable to hear the difference between high and low notes of music
- **Bach** : Johann Sebastian Bach, a German organist and composer of the 17th century.

- ◆ *What was the entertainment arranged for by the hostess ?*
- ◆ *What was the writer's reaction to classical music ?*

When I was a very young man, I was invited to **dine** at the house of a philanthropist. After a wonderful dinner, our **hostess** took us to a large drawing room. Chairs were being arranged. "I'm arranging the chairs for a **concert**", my hostess said, "We're going to listen to a very good **pianist**."

Though everyone else was very happy, I was not. I did not understand classical music. I thought I was **tone-deaf**. I sat down so that I would not be impolite and waited for the concert to begin. I did not pay attention to the music after it began.

After a while, I heard everyone clapping, so I realised that the piece was over. Just then I heard a gentle, but firm voice saying, "You're fond of **Bach**?"

I knew as much about Bach as I did about nuclear physics. I was going to say something ordinary so that I could get out of the situation. I turned in order to look at my neighbour and I saw a very famous face. It was someone with a shock of white hair and a pipe.

I knew that I must tell this man the truth. He looked at me as if my answer was very important.

"I do not know anything about Bach", I said, "I have never heard any of his music." He looked surprised.

"You have never heard of Bach?" he asked.

He made it sound as if I had said that I had never taken a bath!

"I'd like to understand music so that I could understand Bach," I said, "but I'm not able to. I'm tone-deaf."

The old man got up.

“You will come up with me?” he asked. I just remained seated. “I’m requesting you to come with me”, he said again.

So I went up with him. He took me to a room which had a **gramophone** in it and asked, “What kind of music do you like?”

“Well,” I answered, “I like songs that have words, and the kind of music where I can follow the tune.”



He smiled and **nodded**, obviously pleased. “You can give me an example, perhaps?”

I told him I like anything by **Bing Crosby**. At once, I could hear Bing Crosby’s voice filling the room.

“Now, can you please tell me what you just heard?”, he said.

The simplest answer seemed to be to sing the lines. So I sang it back to him.

He smiled. “You’re not tone-deaf,” he said.

I told him this was one of my favourite songs, something I had heard hundreds of times, so it didn’t really prove anything.

“Nonsense!” said Einstein. “It proves everything! Do you remember your first arithmetic lesson in school? Suppose, at your very first contact with numbers, your teacher had ordered you to work out a problem in, say, long division or fractions. Could you have done it?”

- ◆ **gramophone** : machine for playing recorded music.

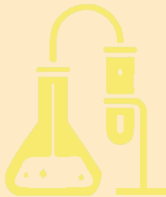
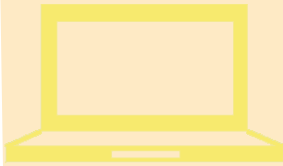


- ◆ *What do you learn from Einstein’s treatment to the young man?*
- ◆ *Do you think the comparison between music and arithmetic was a good one? In what ways?*

- ◆ **nodded** : moved head up and down to indicate agreement
- ◆ **Bing Crosby** : American singer and actor

- ◆ *As far as listening is concerned, what difference do you notice between the writer and Einstein?*

◆ How did Einstein help the narrator appreciate music?



◆ What does the last line tell you about Einstein?



“No, of course not.”

“Exactly! It’s like learning maths. You have to learn addition and subtraction in order to do multiplication and division. Now I’m playing something a little more advanced.”

It was John McCormack singing *The Trumpeter*. “Sing that back”, he ordered.

And we went on from level to higher level until he was playing just music without words. I was amazed that this great man was paying complete attention to me so that I could learn something new. It was as if I was the most important person in his world. Suddenly, he got up and turned off the gramophone.

“Now young man”, he said, “We’re ready to listen to Bach.”

We went down and sat in the hall. “Just allow yourself to listen”, he said, “that’s all there is to it.”

I have heard that piece many times since that day. But I am never alone. I am sitting beside a small man with a shock of untidy hair and a pipe in his mouth. He has eyes that are unusually warm. When the concert ended, I too was able to clap—sincerely. Our hostess came towards us. We both stood up.

“I’m so sorry, Dr Einstein”, she said, giving me a cold look, “that you missed so much.”

“I’m sorry too”, he said, “My young friend here and I, however, were engaged in the greatest activity of which a human being is capable.”

She looked puzzled. “Really?” she said. “And what is that?”

Einstein smiled and put his arm across my shoulders. “Opening up the frontiers of beauty.”

ENGLISH WORKSHOP

1. Complete the following sentences.

- The narrator was not happy about the concert because
- When the narrator turned to look at his neighbour, he
- Einstein was surprised to hear that
- The narrator’s memory has an image of Einstein as
- The greatest act towards human beings is

2. Who said to whom?

| Statement | Who | To whom | Effect on the listener |
|---|-------|---------|------------------------|
| “We are going to listen to a very good pianist.” | | | |
| “I do not know anything about Bach.” | | | |
| “You are not tone-deaf.” | | | |
| “Just allow yourself to listen that's all there is to it” | | | |

3. List all the words from the story related to ‘Music’.

.....

4. Rewrite the following sentences inserting the appropriate phrases in their proper form.

(to get out of, to come up, to turn on, to give in, to get into, to come down, to work out, to turn off, to give off, to give out, to work in)

- (a) He bed and the living room, to see if the door was closed.
- (b) To enjoy the music and relax, hethe music and the lights.
- (c) Smita to her desire and her favourite toys to the poor.
- (d) You should Mathematics so that you can problem.

5. (A) Give two points of difference between :

| Instrumental Music | Vocal Music |
|--------------------|-------------|
| (1) | |
| (2) | |

(B)

| Light music | Classical music | Folk music |
|-------------|-----------------|------------|
| | | |

6. Prepare a word list of occupations in alphabetical order from the letters A upto T. (You may skip ‘K’ and ‘Q’)

- Actor, Banker, Carpenter, D E
- F G H I J
- L M N O P
- R S T

7. Rewrite the following in indirect narration.

- (a) “You are not tone-deaf”, he said to me.
- (b) “Could you have done it?”, said Einstein.
- (c) “Sing that back”, he ordered me.
- (d) He said, “What kind of music do you like?”
- (e) “I’m so sorry, Dr. Einstein”, she said.

8. (A) Degrees of Comparison (Positive / Comparative / Superlative)

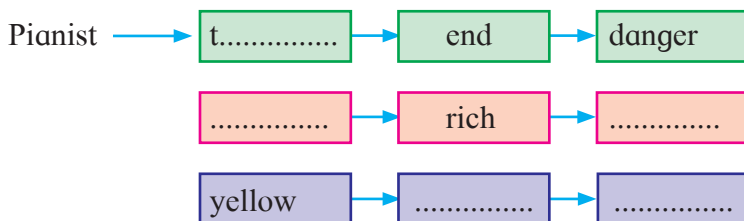
Insert the appropriate expressions, choosing from those given after each sentences, for the positive degree.

- (1) I am not my friend.
(taller than/ more taller/just as tall as)
- (2) They are their neighbours.
(as helpful as/most helpful/more helpful)
- (3) No other desert in Africa is the Sahara Desert.
(biggest of all/nearly so big as/bigger as)
- (4) Very few animals in the wild are an elephant.
(exactly huger than/exactly as huge as/hugest than)
- (5) Some snacks are a pizza.
(at least as tasty as/tastier as/most tasty as)

(B) Change the Degree of Comparison, as directed and rewrite without changing the meaning.

- (1) No one in the class is as brilliant as Tanvi. (Superlative)
.....
- (2) A diamond is one of the most precious of all stones. (Comparative)
.....
- (3) Her handwriting is better than that of her sister. (Positive)
.....
- (4) Jupiter is the largest of all planets. (Comparative)
.....
- (5) He is not the greatest of all leaders. (Positive)
.....
- (6) This painting is better than any other painting in the palace. (Superlative)
.....

9. Prepare a word chain.



10. Pick out words that refer to the following:

- (1) A musical performance in public
- (2) A lady who invites and looks after guests
- (3) A device used to play recorded music
- (4) One who is poor at deciphering musical notes
- (5) Boundaries or limits of a field

11. 'Music is the medicine of the mind'. Narrate an experience that leads to the above conclusion. Write it in your own words, in your notebook.

12. You will come across many famous personalities in the story. Go to library or search on internet the following names and write a few lines about the personalities given below.

- | | |
|---------------------|--------------------|
| (a) Albert Einstein | (c) Bing Crosby |
| (b) Johann S. Bach | (d) John McCormack |

13. Imagine you are the monitor of the class. You are asked to conduct an interview of a famous scientist who is in your city/village. Frame 8 to 10 interview questions with the help of the following points.

- (1) Early life and education
- (2) Interest for this particular field
- (3) Any inspirational incident that occurred in his/her life
- (4) Guru or mentor
- (5) Inventions and awards
- (6) Future plans
- (7) Advice/Message to youngsters

14. Project :

Divide the class into four groups. Collect pictures or draw images of various musical instruments, of the following categories.

- (a) Stringed Instruments (Guitar)
- (b) Wind Instruments (Flute)
- (c) Percussion Instruments (Tabla)
- (d) Solid Metal Instruments (Cymbals)

Paste and decorate pictures on separate sheets of paper. Give proper headings and names. Compile into a file with a cover and suitable file-title.



3.3 Stephen Hawking

Warming Up!

1. Get into pairs and match the prominent personalities with the disabilities they had :

| 'A' | 'B' |
|-------------------------|--|
| (1) John Milton | The great German composer and musician who became deaf at the age of 28 years |
| (2) Beethoven | The great English poet who became blind at the age of 43 years |
| (3) Stephen Hawking | An American entrepreneur, animator, voice actor, had learning disability |
| (4) Walt Disney | Famous scientist of the 20 th century who was paralyzed |
| (5) Albert Einstein | Great inventor who has over 1000 patents had learning disability and became deaf. |
| (6) Thomas Edison | Great 20 th Century scientist and noted physicist who had learning disability |
| (7) Hellen Keller | Dancer whose leg had to be amputated because of an accident |
| (8) Sudha Chandran | Was blind and deaf. |
| (9) Tanay Grey-Thompson | Had polio and was elected as the President of the United States for four terms. |
| (10) Franklin Roosevelt | Is a wheelchair racer. |

2. **Word Building.**

- (a) **Reduplication** : The root/stem of a word is repeated exactly the same or with a slight change.
For example, tweet-tweet, pitter-patter, chit-chat, bang-bang, riff-raff.
- (b) **Blending** : Parts of two or more words combine to form a new one.
For example, ● breakfast + lunch = brunch
● smoke + fog = smog
● motor + hotel = motel
- (c) **Clipping** : Reducing a word to one of its syllables or a part of it.
For example, ● Mathematics - Maths
● Advertisement - Ad
● Laboratory - Lab
- (d) **Acronym** : Words formed from the first letter of each of the words involved.
For example, ● radar, scuba, Unicef, Nasa
● BBC, CID, USA, ATM, VIP
● DOB, KYC, PM, GN, TY etc.

In your notebook, write five examples of each of the above types of word-building devices. (You may take the help of a Dictionary/the Internet)

Stephen Hawking

Stephen Hawking (8th January 1942 - 14th March 2018) : He was an English theoretical physicist, cosmologist, author and Director of Research at the centre of theoretical cosmology within the Cambridge University. Hawking was the first to set out a theory of cosmology explained by a union of the general theory of relativity and quantum mechanics. Hawking was an honorary Fellow of the Royal Society of Arts (FRSA), a lifetime member of the Pontifical Academy of Sciences, and a recipient of the Presidential Medal of Freedom, the highest civilian award in the US.

This lesson gives us an insight into the great scientist, his life and his works.

Stephen Hawking (born January 8, 1942) is a British scientist, professor and author who has done groundbreaking work in physics and **cosmology**, and whose books have helped to make science accessible to everyone. At the age of 21, while studying cosmology at the University of Cambridge, he was diagnosed with amyotrophic lateral sclerosis (ALS). Part of his life story was depicted in the 2014 film ‘The Theory of Everything.’

Over the years, Stephen Hawking has written or co-written a total of 15 books. A few of the most noteworthy include: The Grand Design, The Universe in a Nutshell, The Theory of Everything.

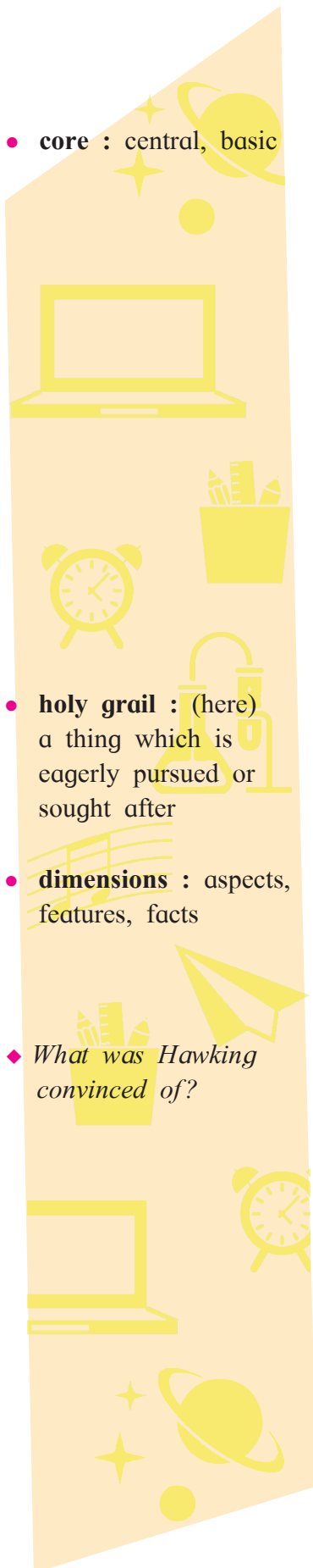
In 1988 Hawking **catapulted** to international prominence with the publication of A Brief History of Time. The short, informative book became an account of cosmology for the masses and offered an overview of space and time, the existence of God and the future. The work was an instant success, spending more than four years atop the ‘London Sunday Times’ best-seller list. Since its publication, it has sold millions of copies worldwide and been translated into more than 40 languages.

‘A Brief History of Time’ also wasn’t as easy to understand as some had hoped. So in 2001, Hawking followed up his book with ‘The Universe in a Nutshell,’ which offered a more illustrated guide to cosmology’s big theories.

- **cosmology** : the science of the origin and development of the universe.

- **catapulted** : launched

- **core** : central, basic



- **holy grail** : (here) a thing which is eagerly pursued or sought after
- **dimensions** : aspects, features, facts

- ◆ *What was Hawking convinced of?*

In 2005, Hawking authored the even more accessible ‘A Briefer History of Time,’ which further simplified the original work’s **core** concepts and touched upon the newest developments in the field like String theory.



Together these three books, along with Hawking’s own research and papers, articulate the physicist’s personal search for science’s **Holy Grail**: a single unifying theory that can combine cosmology (the study of the big) with quantum mechanics (the study of the small) to explain how the universe began. It’s this kind of ambitious thinking that has allowed Hawking, who claims he can think in 11 **dimensions**, to lay out some big possibilities for humankind. He’s convinced that time travel is possible, and that humans may indeed colonize other planets in the future.

In September 2010, Hawking spoke against the idea that God could have created the universe in his book *The Grand Design*. Hawking previously argued that belief in a creator could be compatible with modern scientific theories. His new work, however, concluded that the Big Bang was the inevitable consequence of the laws of physics and nothing more. “Because there is a law such as gravity, the universe can and will create itself from nothing,” Hawking said. “Spontaneous creation is the reason there is something rather than nothing, why the universe exists, why we exist.”

The Grand Design was Hawking’s first major publication in almost a decade. Within his new work, Hawking set out to challenge Sir Isaac Newton’s belief that the universe had to have been designed by God, simply because it could not have been born from chaos.

“It is not necessary to invoke God to light the blue touch paper and set the universe going,” Hawking said.

At the age of 21, Stephen Hawking was diagnosed with amyotrophic lateral sclerosis (ALS, or Lou Gehrig’s disease). In a very simple sense, the nerves that controlled his muscles were shutting down. At the time, doctors gave him two and a half years to live.

Hawking first began to notice problems with his physical health while he was at Oxford – on occasion he would trip and fall, or slur his speech – he didn’t look into the problem until 1963, during his first year at Cambridge. For the most part, Hawking had kept these symptoms to himself. But when his father took notice of the condition, he took Hawking to see a doctor. For the next two weeks, the 21-year-old college student made his home at a medical clinic, where he underwent a series of tests.

“They took a muscle sample from my arm, stuck electrodes into me, and injected some radio-opaque fluid into my spine, and watched it going up and down with X-rays, as they tilted the bed,” he once said. “After all that, they didn’t tell me what I had, except that it was not **multiple sclerosis**, and that I was an **atypical** case.”

Eventually, however, doctors did **diagnose** Hawking with the early stages of ALS. It was **devastating** news for him and his family, but a few events prevented him from becoming completely despondent. The first of these came while Hawking was still in the hospital. There, he shared a room with a boy suffering from **leukemia**. Relative to what his roommate was going through, Hawking later reflected, his situation seemed more tolerable. Not long after he was released from the hospital, Hawking had a dream that he was going to be executed. He said this dream made him realize that there were still things to do with his life.

In a sense, Hawking’s disease helped him become the noted scientist he is today. Before the diagnosis, Hawking hadn’t always focused on his studies. “Before my condition was diagnosed, I had been very bored with life,” he said. “There had not seemed to be anything worth doing.” With the sudden realization that he might not even live long enough to earn his Ph.D,

◆ *When did Hawking first notice his health problems?*

- **multiple sclerosis** : abnormal hardening of body tissue
- **atypical** : very unusual
- **diagnose** : detection of a medical condition
- **devastating** : causing a severe shock

- **leukemia** : a malignant progressive disease in which the bone marrow and the other blood forming organs produce increased numbers of abnormal white blood cells

◆ *In the mid 1970's what did the Hawking's family do?*

◆ *Why was Hawking forced to use a wheelchair?*

● **tracheotomy** : an incision in the windpipe made to relieve an obstruction to breathing.

● **peril** : serious and immediate danger

Guess the meaning of :

predicament :

● **sensor** : a device which detects or measures a physical property and records, indicates or otherwise responds to it.

◆ *What do Stephen Hawking works include?*

◆ *What remains a constant anxiety?*

Hawking poured himself into his work and research.

As physical control over his body diminished (he'd be forced to use a wheelchair by 1969), the effects of his disease started to slow down. Over time, however, Hawking's ever-expanding career was accompanied by an ever-worsening physical state. By the mid-1970s, the Hawking family had taken in one of Hawking's graduate students to help manage his care and work. He could still feed himself and get out of bed, but virtually everything else required assistance. In addition, his speech had become increasingly slurred, so that only those who knew him well could understand him. In 1985 he lost his voice for good following a **tracheotomy**. The resulting situation required 24-hour nursing care for the acclaimed physicist.

It also put in **peril** Hawking's ability to do his work. The **predicament** caught the attention of a California computer programmer, who had developed a speaking program that could be directed by head or eye movement. The invention allowed Hawking to select words on a computer screen that were then passed through a speech synthesizer. At the time of its introduction, Hawking, who still had use of his fingers, selected his words with a handheld clicker. Today, with virtually all control of his body gone, Hawking directs the program through a cheek muscle attached to a **sensor**.

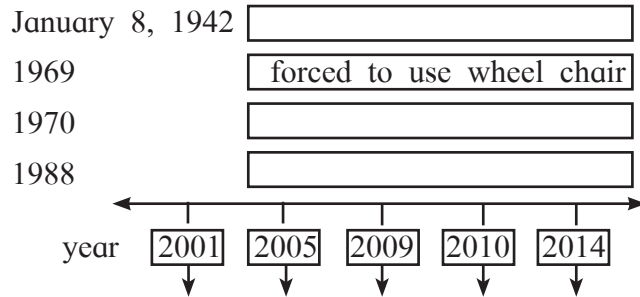
Through the program, and the help of assistants, Stephen Hawking has continued to write at a prolific rate. His work has included numerous scientific papers, of course, but also information for the non-scientific community.

Hawking's health, of course, remains a constant concern – a worry that was heightened in 2009 when he failed to appear at a conference in Arizona because of a chest infection. In April, Hawking, who had already announced he was retiring after 30 years from the post of Lucasian Professor of Mathematics at Cambridge, was rushed to the hospital for being what university officials described as “gravely ill.” It was later announced that he was expected to make a full recovery.

(He passed away on 14th March, 2018.)

ENGLISH WORKSHOP

1. Observe the time line and search the occurrences according to it. Prepare a chart.



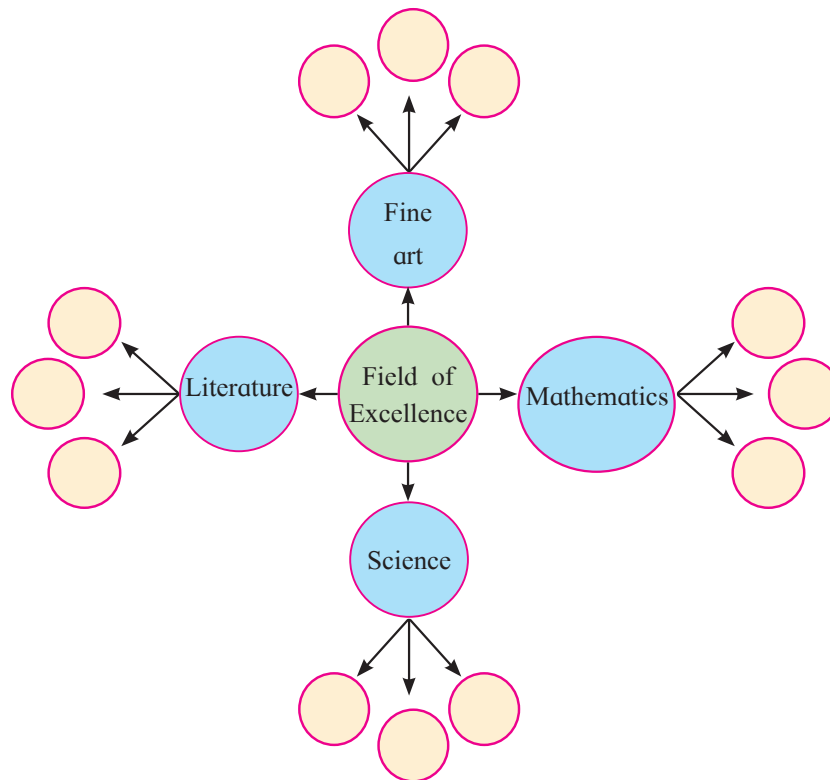
2. Make a list of books written by Stephen Hawking.

| Name of the book | What's in it? (topics covered) | His contribution to the world |
|------------------|-----------------------------------|-------------------------------|
| 1. | (a) | |
| 2. | (b) | |
| 3. | (c) | |
| 4. | (d) | |

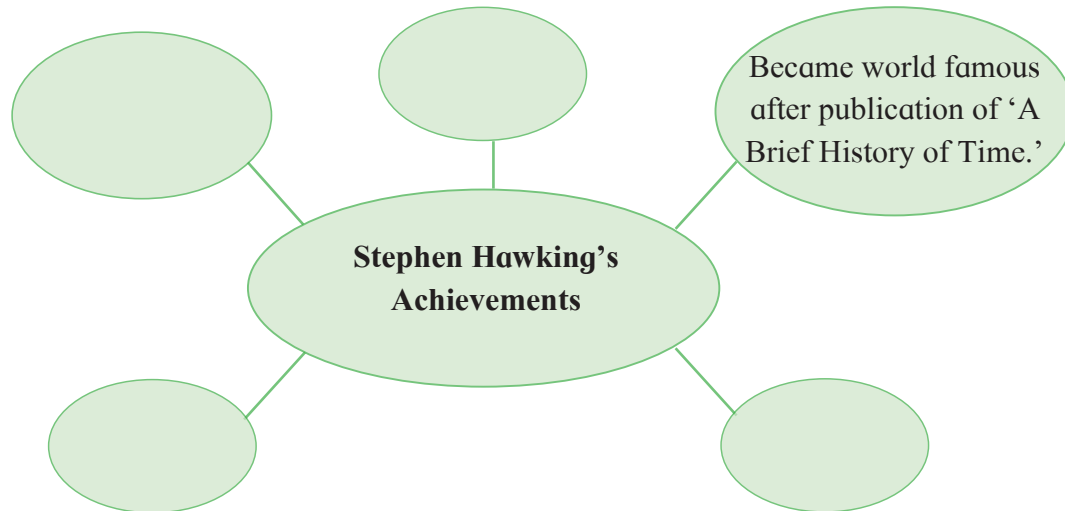
3. Make a list of Hawking's physical inabilities after 1963.

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)

4. Shape your mind. Complete the network of cluster diagram with the name of great personalities and their contribution.



5. Complete the following web.



6. Explain how the life of Stephen Hawking proves the proverb 'Every cloud has a silver lining'. Write it down in your notebook.

7. Do you agree or disagree with the following statements ? Justify your stand/ answer by quoting a line from the text.

- (a) Stephen Hawking was diagnosed with Alzheimer's disease.
- (b) Hawking believed that man cannot live on other planets in the future.
- (c) Though Hawking lost control over his body, he wrote with a prolific rate with the help of assistants.
- (d) Hawking has written or co-written more than 25 books.

8. Following incidents in Stephen Hawking's life are given in jumbled order. Arrange the incidents in proper sequence as per their order of occurrence in Hawking's life.

- (a) Hawking's book 'The Universe in a Nutshell' offered illustrated guide to cosmology's big theories.
- (b) Hawking published the book 'A Brief History of Time' that offered an overview of space and time.
- (c) Hawking was unable to attend a conference in Arizona.
- (d) Hawking was diagnosed with ALS while studying cosmology at the University of Cambridge.
- (e) Hawking published 'A Brief History of Time' that contained the newest development.

9. Fill in the blanks with the proper form of the Verbs as per the Subject :

- (1) Mother a good meal. (cook/cooks)
- (2) Mother and her daughter a good meal. (cook/cooks)
- (3) The rise and fall of the Empire recorded in History. (is/are)
- (4) Neither Ritesh nor Alok well. (play/plays)
- (5) Either of the two guilty. (is/are)

- (6) Everyone mistakes. (make/makes)
- (7) That news published today. (is/are)
- (8) Eight lakh rupees a big amount. (was/were)
- (9) The Committee approved of it. (has/have)
- (10) The cost of all the goods risen. (has/have)

10. From the following sentences, underline the Nouns and encircle their Determiners that specify the noun in a noun phrase.

(articles/possessive pronouns/demonstratives or quantifiers)

- (1) He lost his voice for good.
- (2) Over the years, Hawking has written 15 books.
- (3) These three books articulate his search for science’s Holy Grail.
- (4) A few events prevented him from despondency.
- (5) That dream made him realize it.

11. Complete the information from following graphic organiser and prepare summary.

Summary Maker

Title of the text :

- (a) Name of the personality :
- (b) Age :
- (c) Books (As Author) :
- (d) Field of Excellence :
- (e) Achievements :

12. You have come to know from the text that ‘The Theory of Everything’ is a film describing the life and work of Stephen Hawking. Watch the film on internet and write a complete review of it. You can take help of the following points while writing the review of the film.

- (1) Title
- (2) Characters
- (3) Story
- (4) Dialogues
- (5) Picturisation
- (6) Music
- (7) Special features (if any)
- (8) Opinion / Views
- (9) Message/Moral values.



3.4 The Will to Win

Warming Up!

1. Get into pairs, discuss and tick the most appropriate answer :

(a) You may have lost the match; but

- (i) It is important that you start fighting with your opponent.
- (ii) It is important to have the will to win.
- (iii) It is important that you blame the organizers for the rough ground.

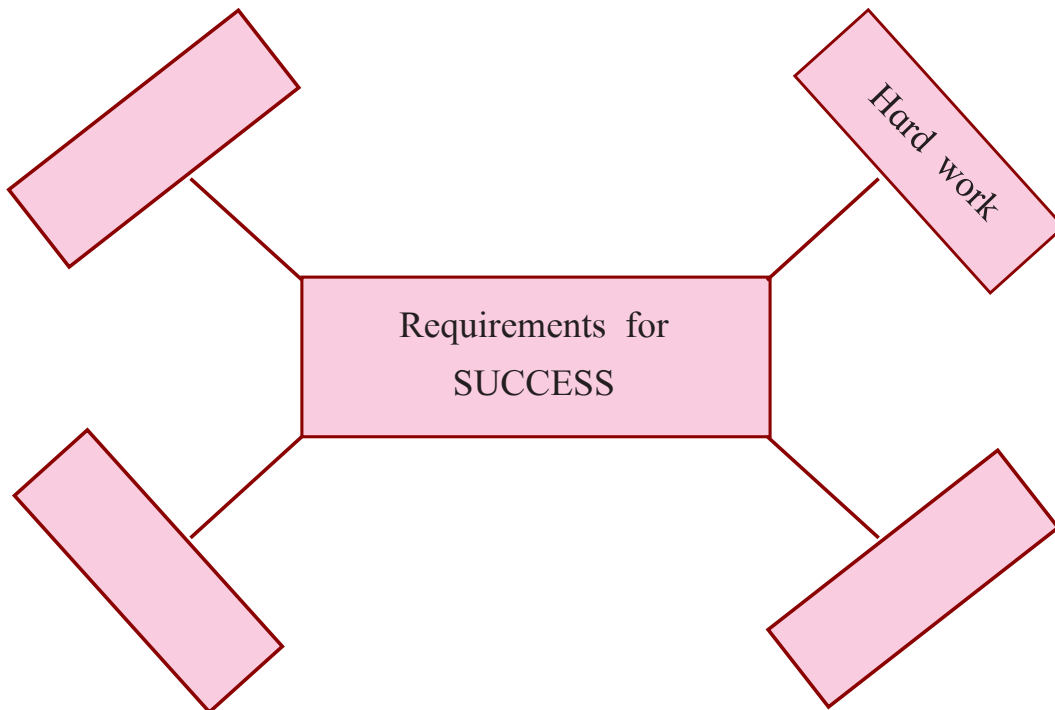
(b) Success is always measured by :

- (i) Ability to pounce upon at the opponent and fight with full force.
- (ii) Match fixing before the match begins.
- (iii) Ability to bounce back after a fall.

(c) For attaining success; we need to :

- (i) Sleep day in and day out and dream about success.
- (ii) Scheme out things to make the opponent fall.
- (iii) Work hard day and night for it.

2. How can we achieve success in life? Complete the boxes by filling the essential qualities required for achieving success.



3. Discuss and write 5 proverbs/quotations related to the importance of having a strong will-power.

- (a)
- (b)
- (c)
- (d)
- (e)

4. Complete the following table.

Make a list of great personalities of present and past who have achieved success in different walks of life. You can take help of your school library or search on the internet.

| Politics | Social work | Sports | Music |
|----------|-------------|--------|-------|
| | | | |



The Will to Win

Berton Braley was born in Madison, Wisconsin, U.S.A. He inherited his father's talent in writing and had shown his talent at a young age of eleven, when he published his first work – a fairy tale called “Why the grass is green”. Braley was considered a person who was always optimistic and held the belief that everything is possible. Braley had written around 4,000 verses and several hundred short stories making him one of the most widely read American poets of his era.

In this poem, the poet teaches us to have the will to win, come what may.

- **scheme** - plan
- **fret** : worry, be anxious
- **sagacity** : wisdom and good judgement
- **pertinacity** : constant determination
- **famished** : extremely hungry
- **gaunt** : very thin especially from disease, hunger or cold
- **grim** : serious, unhappy

If you want a thing bad enough
to go out and fight for it,
work day and night for it,
give up your time and your peace and your sleep for it

If all that you dream
and **scheme** is about it and life
seems useless and worthless without it

If you gladly sweat for, **fret** for and plan for it and lose
all your terror of the opposition for it.

If you simply go after that thing that you want with all
of your capacity, strength and **sagacity**, faith, hope and
confidence and stern **pertinacity**.

If neither cold or poverty, **famished** or **gaunt**
or sickness or pain
of body and brain
can keep you away from the thing that you want,

If dogged and **grim** you besiege and beset it,
with the help of GOD you'll get it!

– Berton Braley



ENGLISH WORKSHOP

1. (A) In order to achieve success the poet wants us to

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

(B) Write as many phrases as you can using 'enough' and use them in your sentences.

Example : good enough

(C) What does the word 'Scheme' mean here ? Choose the correct alternative from the following.

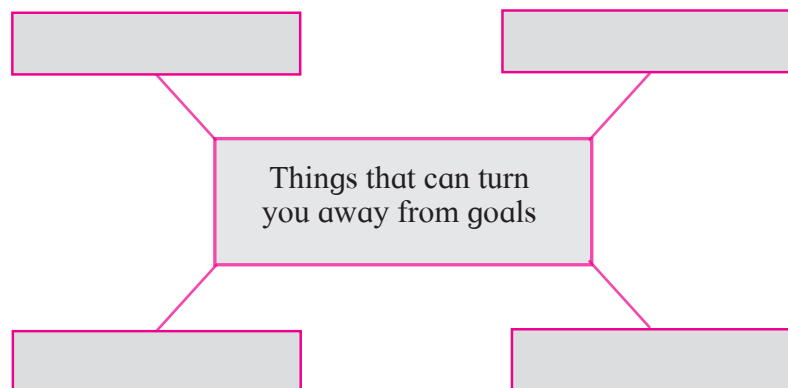
- (a) Housing colony
- (b) Goal in life
- (c) Rhyme pattern
- (d) Plan of action

(D) Do you think the line 'Give up your time and your peace and your sleep for it' means that one should be 'desperate' or 'restless' to achieve one's goal. Explain your opinion, in your notebook.

(E) Following lines are given to you. Find their appropriate meanings after discussing with your partner.

- (a) To go out and fight for it.
- (b) If you gladly sweat for, fret for and plan for it.
- (c) Lose all your terror of opposition for it.
- (d) With all your capacity, strength and sagacity.

(F) Read the poem again and complete the web showing all those things that can turn one away from ones efforts towards a goal.



(G) Find the lines from the poem which mean—

- (a) become crazy for the goal
- (b) toil hard happily
- (c) get rid of all fears

- (d) make efforts continuously
- (e) extremely poor condition

2. The poet has mentioned some hurdles in the poem that keep us away from achieving our goal in our life. Discuss with your partner and make a list of all the hurdles mentioned in the poem.

- sickness
-
-

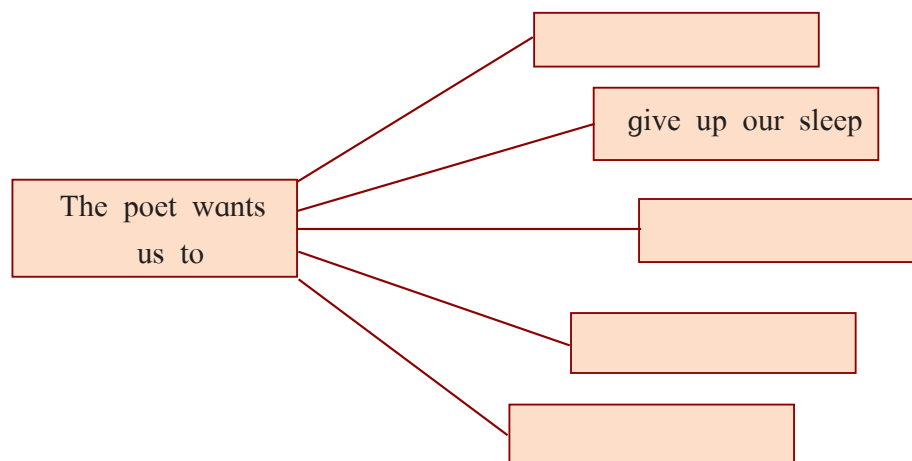
3. The poem explicitly describes some strengths and weaknesses with the help of some words and phrases. The poet wants us to possess all the strengths and keep away from all the weaknesses. Make a list of all the words and phrases showing Strengths in table A and Weaknesses in table B. One is done for you.

| A Strengths | B Weaknesses |
|---|---|
| <ul style="list-style-type: none"> • Work day and night • • • | <ul style="list-style-type: none"> • Sickness • • • |

4. Listen to the poem carefully and state whether the following statements are true or false. Correct the false statements.

- (a) If you want a thing you should not give up your sleep.
- (b) You should be afraid of your opposition.
- (c) Cold or poverty cannot keep you away from achieving your goal.
- (d) You can achieve your goal with the help of God.
- (e) Life will not seem useless and worthless without achieving your goal.

5. Form pairs and complete the web with suitable responses. Tell the class what all things the poet wants us to do to win.



6. Match the phrases in table A with lines of the poem given in table B.

| Phrases | Lines |
|------------------------------|--|
| (1) Toil hard | (a) If you want a thing bad enough... |
| (2) Get rid of all | (b) If neither cold or poverty, famished ... |
| (3) Extremely poor condition | (c) To work day and night for it. |
| (4) Need desperately | (d) Lose all your terror of the opposition for it. |

7. Every stanza begins with word ‘if’. How does it add to the effectiveness of the poem?

8. (A) In poetry, when words/ideas are arranged in an ascending order of importance, the figure of speech used is called ‘Climax’.

For example, Man should work for his family, his country, but most of all for God.

- Pick out two examples of ‘Climax’ from the poem.

(B) When some words, in the line of the poem, express the same idea in different ways, the figure of speech used is ‘Tautology’.

For example, . . . happy and joyful.

. . . motionless and still.

- Pick out two examples of ‘Tautology’ from the poem.

(C) Pick out one example of the following Figures of Speech.

(1) Antithesis :

(2) Alliteration :

(3) Repetition:

9. Work in group and prepare and present a speech on ‘How to Achieve Success.’ (You may take help of the poem).

10. Read the poem again and write an appreciation of the poem ‘The Will to Win’ in a paragraph format. (Refer to page no. 5)

11. Project :

Make a list of Berton Braley’s collection of selected poems. You can take help of your teacher, library or search on the internet. Recite any one poem by Braley in front of the class.



3.5 Unbeatable Super Mom – Mary Kom

Warming Up!

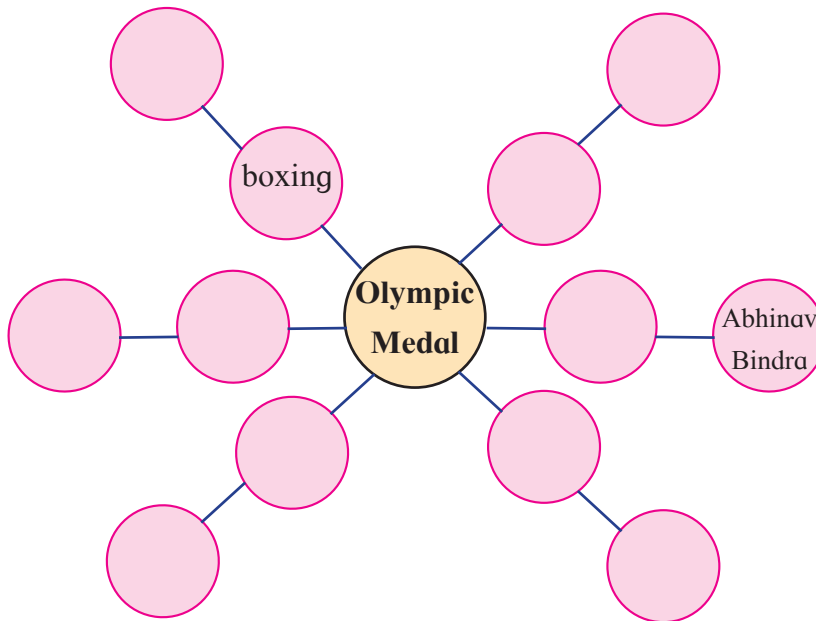
1. Discuss and find out the jobs which were done only by men in the past but nowadays women too have started doing them.

.....

.....

.....

2. Complete the following web of India’s winning medals in Olympics.



The text is about a famous female boxer, Mary Kom, who has brought laurels to our country by winning many national and international boxing championships. Make a list of famous men and women boxers across the world. You can take help of internet or your school library to get this information to complete the table.

| Name of boxer | Gender | Country |
|---------------|--------|---------|
| 1. Mary Kom | Female | India |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Unbeatable Super Mom – Mary Kom

Mary Kom : Chungneijang Mary Kom was born on 24th November, 1982. Better known as Mary Kom, she is an Olympic Indian boxer hailing from the Kom tribe in Manipur. She is a six time World Amateur Boxing Champion, and the only woman boxer to have won a medal in each one of the six world championships.

Nicknamed ‘Magnificent Mary’, she is the only Indian woman boxer to have qualified for the summer 2012 Olympics competing in the flyweight (51 Kg) category and winning the bronze medal.

There had to be one successful story if Indians were to survive in sports and we have that story now. Enough has been said about this great warrior who conquered the world. This warrior is none other than Mary Mangte Kom – the Komqueror and the Komrade. She is famed as a five times World Boxing Champion and the only boxer to win a medal in every one of the six world championships. In the 2012 Olympics, she became the first Indian woman boxer to qualify and win a bronze medal in the 51 Kg flyweight category of Boxing.

Kom was born in Kangthei village, Moirang Lamkhai in Churachandpur district of rural Manipur in eastern India. She came from a poor family. Her parents, Mangte Tonpa Kom and Mangte Akham Kom were tenant farmers who worked in **jhum** fields. Kom grew up in **humble surroundings**, helping her parents with farm related chores, going to school and learning athletics initially and later boxing simultaneously. Her father was a keen wrestler in his younger age.

She had an eager interest in athletics since childhood and the success of Dingko Singh a fellow Manipuri, who returned from the 1998 Bangkok Asian games with a gold medal, Kom recollects, had inspired many youngsters in Manipur to try boxing and she too thought of giving it a try.

Mary Kom’s career started in 2000 after her victory in the Manipur State Women’s Boxing Championship and the regional championship in West Bengal. In 2001, she started competing at international

♦ *What was Mary Kom’s exceptional achievement?*

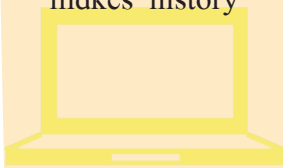
♦ *What has added to her greatness as a boxing champion?*

♦ *How did Kom’s parents make a living?*

• **jhum** : farming, shifting cultivation

• **humble surroundings** : simple and poor conditions

- **debut** : first public appearance or performance
- **reinforced** : strengthened
- **a legend** : one who makes history



- **elation** : great joy



- **sunk in** : realize and accept

- **exhilarated** : very thrilled



◆ *What failed to pressurize Mary Kom during the Olympics?*

- **sparring** : motions of boxing during training, without landing actual blows

level. She was only 18 years old when she made her international **debut** at the first AIBA Women's World Boxing Championship in United States, winning a silver medal in the 48 kg weight category. Her greatness is **reinforced** by the way she apologised to the whole nation for not being able to win the Gold. She is **a legend** for sure and an idol for all the sportswomen to look up to.

AN INTERVIEW

In an exclusive interview with Sportskeeda correspondent Taruka Srivastava, Olympic Bronze medalist Mary Kom talked about her preparation for the Olympics and her **elation** at winning a medal.

Interviewer : First things first-you're the first Indian female boxer to win an Olympics medal for India. Has the feeling completely **sunk in**?

Mary Kom : I am really happy with my achievement and yes it is yet to sink in. I am just so **exhilarated**.

Interviewer : You were the only female representative from India in boxing. Did that put additional pressure on you?

Mary Kom : No, not at all. I was pretty confident about myself. I knew.

Interviewer : Your coach Charles Atkinson was not allowed to accompany you to the Olympics. How did that affect your preparations?

Mary Kom : Well, I did miss him there but thankfully, we had already done our homework and I was well prepared.

Interviewer : During your preparations for the Olympics, you sparred with the male boxers of the Indian contingent. Who was your favourite **sparring** partner?

Mary Kom : (Laughs) Well, I trained hard in Pune and the male boxers were kind enough to practise with me whenever I required them. To name a favourite would be unfair.

Interviewer : You were quoted saying "Adams was very clever, a counter-puncher but, although she

carried power, she wasn't very **tactical**. I was scoring but the judges were not pressing the buttons." Do you think **dodgy** judging was part of the reason for your loss in the semi-finals?

Mary Kom : Yes, I think some of the decisions were unfortunate and did not work to my benefit.

Interviewer : India managed just 6 medals in the 2012 Olympics even though we are a nation of 1:3 billion people. Where do you think a change is required to help us win medals that are proportionate with our population?

Mary Kom : I think more and more people should take up sports as a full-time career if we want more gold medals. More **corporates** should come in and **sponsor** players so that the players don't have any financial pressure and can just focus on their games.

Interviewer : Do you think interest in boxing in India will ever go beyond the Olympics?

Mary Kom : Yes, I am sure that in a few years boxing will be very popular among everyone in India, all the year round.

Interviewer : How aware are Indian women of their nutritional requirements? Diet and nutrition must've been a key factor in your **conditioning** for the Olympics. Do you think nutrition is a neglected area in Indian sports?

Mary Kom : The awareness is growing now among the female athletes when it comes to nutritional requirements. Nutrition has definitely been a neglected area in Indian sports. I had to gain 3 kgs since I had to fight in the 51kg event instead of the usual 48kgs that I fight in. So I had to focus on what to eat. I gained weight by eating the right kind of healthy food rather than bad **saturated fats**.

Interviewer : How big a role did **OGQ** play in shaping the boxing scene in India for the better?

Mary Kom : OGQ really played an important part in my success. They helped me out whenever I needed something. They took care of everything, which helped me focus on my boxing and kept me stress-free.

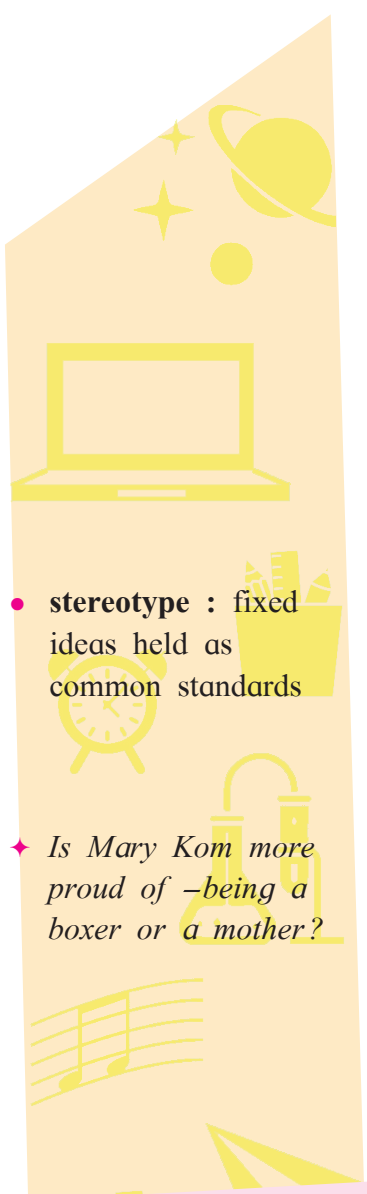
Interviewer : What's your opinion on the future of Indian boxing?

- **tactical** : planned actions to gain victory
- **dodgy** : unjust/partial

- **corporates** : companies or industries
- **sponsor** : organization that pays or aids sportsmen or a sports event
- ◆ *What can help Indian Sportsmen to win more Olympic Medals?*
- **conditioning** : becoming fit

◆ *How did Mary Kom increase her weight?*

- **saturated fats** : unhealthy fats
- **OGQ** : Olympic Gold Quest
- ◆ *What did OGQ do for Mary Kom?*



• **stereotype** : fixed ideas held as common standards

♦ *Is Mary Kom more proud of –being a boxer or a mother?*

Mary Kom : The future is very bright and I am sure many more boxers will get medals for us.

Interviewer : Do you find it difficult to convince your children not to fight when they watch you go out and do it in style all the time?

Mary Kom : Well, I have twins and yes, sometimes it becomes really difficult to keep them under control.

Interviewer : Will you train your kids to become boxers as well?

Mary Kom : I haven't really thought about it. As of now, just let their mother box!

Interviewer : You have broken several **stereotypes** about the women in India by showing that women can compete with men in any field. But how good are you at the 'traditional' feminine activities like cooking?

Mary Kom : Well, I am good at cooking and other household work too.

Interviewer : Would you be interested in coaching Indian women in boxing one day?

Mary Kom : Let's see. In the future, may be yes.

Interviewer : What do you prefer being called – Super Mom or Super Boxer?

Mary Kom : I love being a mom. That's the best thing that has ever happened to me.

Awards and recognitions

- Arjuna Award (Boxing) in 2003
- Padma Shree (Sports) in 2006
- Contender for Rajiv Gandhi Khel Ratna Award in 2007
- People of the Year – Limca Book of Records in 2007
- CNN-IBN and Reliance Industries Real Heroes Award in 2008
- Pepsi MTV Youth, AIBA in 2008
- 'Magnificent Mary', AIBA in 2008
- Felicitation by Zomi Student's Federation (ZSF) at New Lamka YPA Hall in 2008
- Rajiv Gandhi Khel Ratna award in 2009
- International Boxing Association's Ambassador for Women's Boxing in 2009
- Sportswoman of the year, Sahara Sports Award in 2010
- The first Indian Woman Boxer to win Gold at the 2018 Commonwealth Games.

ENGLISH WORKSHOP

1. Choose the correct alternative and underline it.

- (a) What is included in the text?
(i) story (ii) speech (iii) interview (iv) poem
- (b) Which State does Mary Kom belong to?
(i) Maharashtra (ii) Tamil Nadu (iii) Kerala (iv) Manipur
- (c) Who inspired Mary Kom and other youngsters in Manipur to choose boxing as a career?
(i) Dingko Singh (ii) Charles Atkinson (iii) Mangte Tonpa Kom (iv) Adams
- (d) What does Mary Kom prefer being called?
(i) Super mom (ii) Super boxer (iii) Super woman (iv) Super being

2. Go through the text again and find out the name of cities and their importance in Mary Kom's life. One is given for you.

- (a) Kangthei – Mary Kom's birth place
- (b)
- (c)
- (d)

3. Go through the text again and complete the following sentences.

1. Mary Kom helped her parents with
2. The success of Dingko Singh inspired
3. Mary Kom made her debut at
4. We can get more gold medals if
5. Mary Kom was able to increase her weight by
6. Mary Kom is good at
7. Mary Kom loves to be
8. Mary Kom apologised the nation for
9. Kom's parents were Her father was
10. Kom was the first woman boxer to

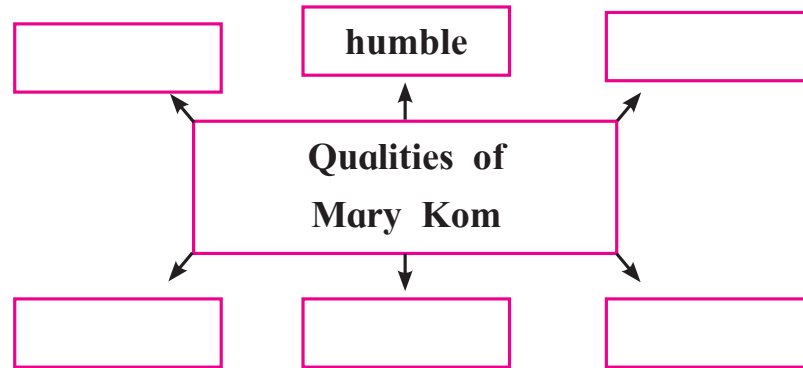
4. You will find some Acronyms (short forms) in the text. Go to the library or search the internet to find their full forms. Discuss with your partner. One is given for you.

- (a) OGQ - Olympic Gold Quest
- (b) IBN -
- (c) MTV -
- (d) YPA -
- (e) AIBA -
- (f) CNN -

5. Fill in the factfile of Mary Kom.

- (a) Full name :
- (b) Native of :
- (c) Early life and interests :
- (d) Special sports taken up :
- (e) Inspired by :
- (f) Coach :
- (g) Early achievements :
- (h) International achievements :
- (i) Her passion :
- (j) Future plans :

6. Glance through the text and find the special qualities of Mary Kom. Complete the web by putting different qualities of Mary Kom in the boxes.



7. ‘Super Mom’ refers to an excellent mother. Give three reasons why ‘super’ has been added to the word ‘mom’ as in the title.

- 1.
- 2.
- 3.

8. Answer the following questions in your own words.

- (a) What makes the writer call Mary Kom ‘a legend’?
- (b) What prime quality did Mary Kom display during her first attempt in Olympic games? What was her bad luck?
- (c) What does Mary Kom suggest, for India to win more Olympic Gold Medals?

9. Rearrange the facts below in their proper order, as per the text.

- (a) Mary Kom made her first appearance at international level.
- (b) She sparred with male boxers in Pune.
- (c) Mary Kom won the Manipur State’s Women’s Boxing Championship.
- (d) She won a bronze medal in the 2012 Olympics.
- (e) Mary Kom decided to take up boxing.

10. Mary Kom prepared rigorously to win many championships. Read the text again and make a list of various things done by Kom regarding her preparations.

- Variety of preparations
- Diet
- Focus

15. Imagine that you are the Captain of your team. A famous cricketer is going to visit your school. You are assigned the task to conduct an interview of that famous cricketer. Frame a set of 10 questions that you will ask the cricketer. Take help of the points given below.

- (a) Early life
- (b) Interest in this field
- (c) Inspiration
- (d) Coaching and guidance
- (e) Achievements/ Records
- (f) Future plans
- (g) Advice to youngsters

16. Write a short paragraph describing the life and work of Mary Kom. Take help of the points given below. You can take help of the factfile that you have prepared earlier (Activity 5).

- (a) Early life
- (b) Training
- (c) Achievements
- (d) Future Plans

17. ‘What men can do, women can do better.’

Divide your class in 2 groups. Let one group offer points ‘For the topic’ and the other, ‘Against the topic.’ Note down the points in your notebooks and expand the points in two separate write-ups, as views and counterviews. Suggest suitable titles for each.

18. Two famous proverbs – ‘Actions speak louder than words’ and ‘Fortune favours the brave’ are best suited to the personality of Mary Kom. Form two groups in the class. Each group should write a paragraph on one proverb with reference to the life and achievements of Mary Kom.



3.6 The Concert

Warming Up!

1. Pair up with your partner and ask and answer the following questions.
 - (a) Do you like music?
 - (b) What does a concert mean?
 - (c) Have you ever attended any live concert?
 - (d) Have you seen a concert on Television?
 - (e) Whose concert would you love to attend?
2. Look at the web diagram given below and study the traits of a good concert organizer.



The Concert

Shanta Rao (1930-2007) was a notable dancer from India. She was exponent of Bharatnatyam and also studied Kathakali and Kuchipudi. She was recipient of Padmashri and Sangeet Natak Academy Award and Kalidas Sanman for Music, dance and drama.

This is a true story, but all the names except Pandit Ravishankar's and Ustad Allah Rakha's have been changed.

◆ *Why was Smita excited?*

Note : Bombay was the official name of Mumbai until 1995.

● **maestro** : a prominent conductor or performer of classical music.

● **murmur** : quietly spoken words

◆ *What was the chance of a lifetime for Anant?*

◆ *Why did Smita become nervous?*

One morning in a small apartment in Bombay a girl of about sixteen looked up from the newspaper and said excitedly, 'Pandit Ravi Shankar is playing tomorrow at the Shanmukhananda auditorium.'

'Sh-sh,' said her mother pointing to the figure sleeping on the bed. 'You'll wake him up. You know he needs all the sleep and rest he can get.'

But the boy on the bed was not asleep. 'Pandit Ravi Shankar!' he said. 'Pandit Ravi Shankar, the sitar **maestro**? He raised himself up on his elbows for one second, then fell back. But his eyes were shining. 'We mustn't miss the chance,' he said. 'I've - I've - always wanted to hear him and see him...'

'Lie down son, lie down.' His mother sprang to his side. 'He actually raised himself up without help,' she **murmured** with a catch in her throat and her eyes turned to the idols on a corner shelf. The prayer, which she uttered endlessly, came unbidden to her lips.

'I must hear him and see him,' the boy repeated. 'It's the chance of a lifetime.' Then he began to cough and gasp for breath and had to be given oxygen from the cylinder that stood under the bed. But his large eyes were fixed on his sister.

Smita bit her lip in self-reproach. She had been so excited at seeing the announcement, that she had not remembered that her brother was very ill. She had seen how the doctors had shaken their heads gravely and spoken words that neither she nor even her parents could understand. But somewhere deep inside Smita had known the frightening truth - that Anant was going to die. The word cancer had hung in the air - her brother

was dying of cancer even though she pretended that all would be well and they would return together, a small family of four, to their home in Gaganpur. And he was only fifteen and the best table-tennis player in the school and the fastest runner. He was learning to play the sitar ; they were both taking sitar lessons, but Anant was better than her as in many other things. He was already able to compose his own tunes to the astonishment of their *guru*. Then cancer had struck and they had come to Bombay so that he could be treated at the cancer hospital in the city.

Whenever they came to Bombay they stayed with Aunt Sushila. Her apartment was not big but there was always room for them.

They had come with high hopes in the miracles of modern science. They told themselves that Anant would be cured at the hospital and he would again walk and run and even take part in the forthcoming table-tennis tournament. And, he would play the sitar—perhaps be a great sitarist one day. But his condition grew worse with each passing day and the doctors at the cancer hospital said, ‘Take him home. Give him the thing he likes, **indulge** him,’ and they knew then that the boy had not many days to live. But they did not voice their fears. They laughed and smiled and talked and surrounded Anant with whatever made him happy. They fulfilled his every need and gave him whatever he asked for. And now he was asking to go to the concert. ‘The chance of a lifetime,’ he was saying.

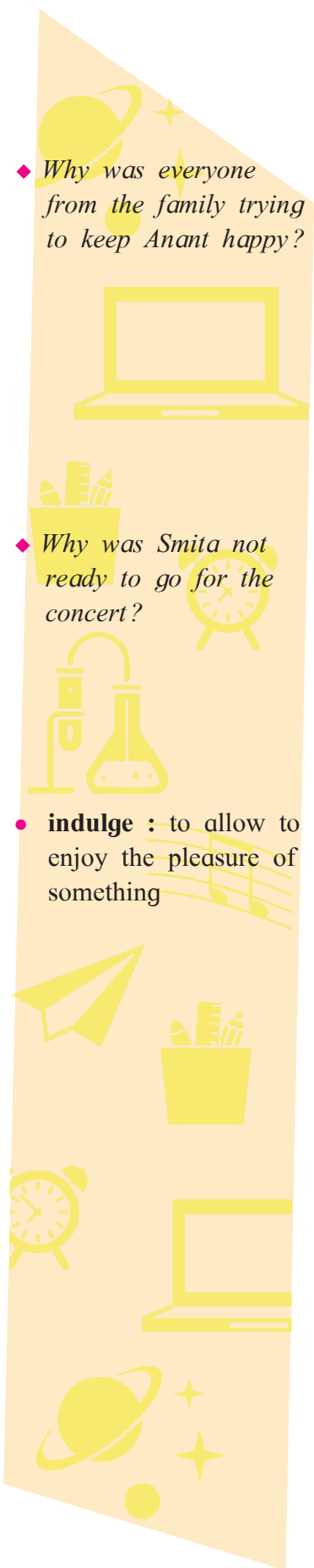
‘When you are better,’ his mother said. ‘This is not the last time they are going to play.’

Smita stood at the window looking at the traffic, her eyes wet with tears. Her mother whispered, ‘But you Smita, you must go. Your father will take you.’

When she was alone with Aunt Sushila, Smita cried out in a choked voice, ‘No, how can I? We’ve always done things together, Anant and I.’

‘A walk in the park might make you feel better,’ said Aunt Sushila and Smita was grateful for her suggestion.

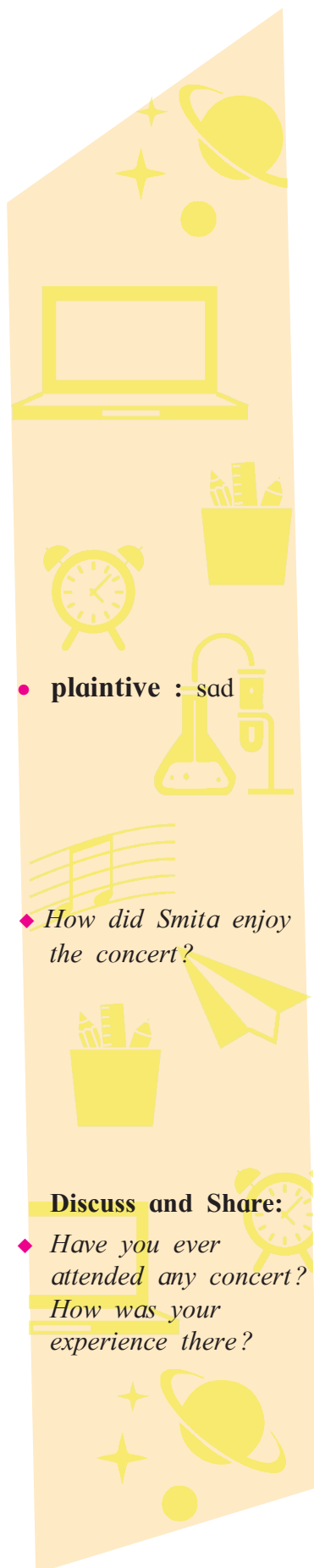
In the park, people were walking, running, playing ball, doing yogic exercises, feeding the ducks and eating



◆ *Why was everyone from the family trying to keep Anant happy?*

◆ *Why was Smita not ready to go for the concert?*

● **indulge** : to allow to enjoy the pleasure of something



roasted gram and peanuts, Smita felt alone in their midst. She was lost in her thoughts.

Suddenly a daring thought came to her and as she hurried home she said to herself. ‘Why not? There’s no harm in trying it.’

‘It would be nice to go to the concert. I don’t know when we’ll get another opportunity to hear Pandit Ravi Shankar,’ she said to her mother later. And her father agreed to get the tickets.

The next day as Smita and her father were leaving for the concert, her brother smiled and said, ‘Enjoy yourself,’ though the words came out in painful gasps. ‘Lucky you!’

Sitting besides her father in the gallery, Smita heard as in a dream the thundering welcome the audience gave the great master. Then the first notes came over the air and Smita felt as if the gates of a land of enchantment and wonder were opening. Spellbound, she listened to the unfolding ragas, the slow **plaintive** notes, the fast twinkling ones, but all the while the plan she had decided on the evening before remained firmly in her mind. ‘The chance of a lifetime.’ She heard Anant’s voice in every beat of the tabla.

The concert came to an end, the audience gave the artistes a standing ovation.

A large moustachioed man having a long moustache, made a long boring speech. Then came the presentation of bouquets. Then more applause and the curtain came down. The people began to move towards the exits.

Now was the time. Smita wriggled her way through the crowds towards the stage. Then she went up the steps that led to the wings, her heart beating loudly. In the wings a small crowd had gathered to talk about the evening concert, to help carry bouquets and teacups and instruments.

He was there, standing with the man who played the tabla for him, the great wizard of music, Ustad Allah Rakha. Her knees felt weak, her tongue dry. But she went up and standing before them, her hands folded, ‘Oh sir,’ she burst out.

‘Yes?’ he asked questioningly but kindly. And her story came pouring out, the story of her brother who

lay sick at home and of how he longed to hear him and the Ustad play.

‘Will you come to Aunt Sushila’s house and play for him?’ she asked at the end breathlessly. ‘Please,’ she begged, ‘Please come.’

‘Little girl,’ said the moustachioed man who had made the long speech. ‘Panditji is a busy man. You must not bother him with such requests.’

But Pandit Ravi Shankar smiled and motioned him to be quiet. He turned to Ustad Sahib and said, ‘What shall we do, Ustad Sahib?’

The Ustad moved the wad of *paan* from one cheek to another. ‘Tomorrow morning we perform for the boy – Yes?’ he said.

‘Yes,’ Panditji replied. ‘It’s settled then.’

It was a very excited Smita who came home late that night. Anant was awake, breathing the oxygen from the cylinder.

‘Did you – did you hear him?’ he whispered.

‘I did,’ she replied, ‘and I spoke to him and he’ll come tomorrow morning with the tabla Ustad and they’ll play for you.’

And the following morning Aunt Sushila’s neighbours saw two men get out of a taxi which pulled up outside their block... they could not believe their eyes. ‘Is it... It’s not possible?’ they said.

Pandit Ravi Shankar and Ustad Allah Rakha went up the wooden staircase and knocked softly on the door of Aunt Sushila’s apartment. They went in, sat down on the divan by the window and played for the boy, surrounding him with a great and beautiful happiness as life went out of him gently, very gently.

-Shanta Rao



◆ *What was Smita’s plan?*

◆ *Why were the neighbours surprised?*

◆ *Music can calm the minds. What is your opinion about it. Share with your partner.*

ENGLISH WORKSHOP

1. Who said to whom ?

- (a) “We mustn’t miss the chance.”
- (b) “This is not the last time they are going to play.”
- (c) “A walk in the park might make you feel better.”
- (d) “Tomorrow morning we perform for the boy – Yes?”

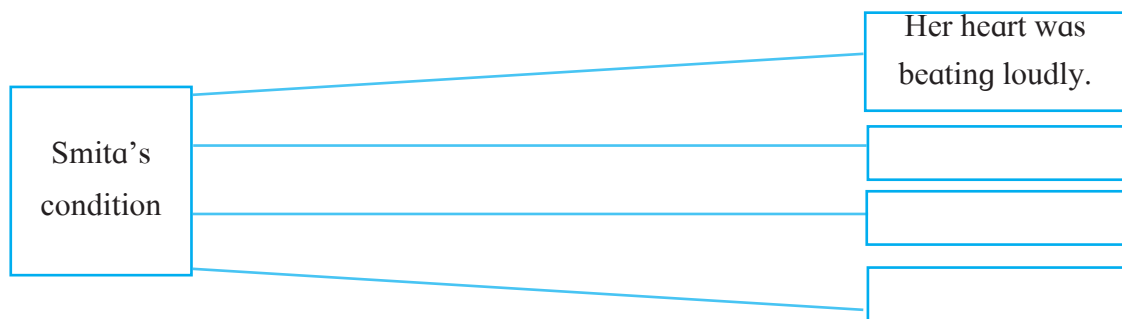
2. Read the following sentences and write which emotions are revealed from these sentences.

- (a) Pandit Ravi Shankar is playing tomorrow at Shanmukhananda auditorium.
- (b) It’s the chance of a lifetime.
- (c) Will you come to Aunt Sushila’s house and play for him?
- (d) Did you...did you hear him?
- (e) Is it...It’s not possible?

3. Read the text carefully, you will find some words describing a particular speciality of the individuals/personalities in the text. Explain the meaning of the following words given in the table with reference to the particular personality mentioned in the text.

| Speciality | Personality | Explanation |
|--------------|--------------|---|
| Maestro | ..... | ..... |
| Pandit | Ravi Shankar | ..... |
| Ustad | ..... | ..... |
| Moustachioed | ..... | a person having a large or bushy moustache. |

4. Describe the condition of Smita when she was going towards the stage. Read the text again and complete the boxes given below. One is done for you.



5. The whole story revolves around Anant. Write a short paragraph on Anant. Take help of the following points to develop the paragraph.

- 1. Health
- 2. Disease
- 3. Early interests
- 4. Intense desire/wish
- 5. Fulfillment of desire/wish.

6. The story has three important characters – Anant, Smita and Aunt Sushila. Go through the story again and complete the following table that highlights their special traits of character. You can put X mark if that trait is not mentioned in the text.

| Special traits | Smita | Anant | Aunt Sushila |
|----------------|-------|-------|--------------|
| Strength | | | |
| Weaknesses | | | |
| Dreams | | | |
| Motivation | | | |

7. The two contradictory pictures are depicted in the story. Discuss in pairs and describe them in your words in front of the class.

8. The text has a big collection of Indian words in it. Using words from another language in a write up is called Code-mixing. Make a list of all the Indian words in table A and their meanings in table B. One is done for you.

| 'A' Indian word | 'B' Meaning |
|-----------------|---|
| 1. Raga | (a) piece of Indian classical music based on one of the six basic musical modes |
| 2. | (b) |
| 3. | (c) |
| 4. | (d) |
| 5. | (e) |
| 6. | (f) |
| 7. | (g) |
| 8. | (h) |
| 9. | (i) |

9. (A) Choose the appropriate Adverb or Adjective form to fill in the gaps.

- (1) She spoke in an tone. (excited / excitedly)
- (2) Smita accepted the suggestion (grateful / gratefully)
- (3) They gave him whatever made him (happy/ happily)
- (4) He ran very (slow / slowly)
- (5) He would become a sitarist some day. (great / greatly)
- (6) Life went out of him (gentle / gently)

(B) Rewrite in Indirect speech

1. "Please", she begged him, "Please come".
.....
2. He said, "What shall we do, Ustad Sahib ?"
.....
3. Her brother said, "Enjoy yourself". He added, "Lucky you!"
.....
4. 'Yes' Panditji replied. "It's settled then. Tomorrow morning we shall perform, for the boy."
.....

10. The text mentions names of stalwarts like Pandit Ravi Shankar and Ustad Allah Rakha. Both have earned world wide name and fame for their outstanding contribution to the field of music. Form groups of 5 students each and write a brief note on other stalwarts in this (music) field. You can take help of your school library or search the relevant information on the internet.

Take help of the following points.

1. Name :
2. Field : Music
3. Specialisation : Tabla/Sitar/Violin etc.
4. Guru :
5. Early life :
6. Education :
7. Early success :
8. Contribution to the field and world :
9. Awards:
10. Any special incident that has occurred in his/her life :

11. Imagine you are the monitor of your class. You are assigned the task to invite a classical singer as a chief guest for the Annual Day Programme. Write a letter of invitation to a famous classical singer. Take help of the following points.

Write in short -

1. About your school.
2. About the Annual Day Programme
3. Interest and love of students for music.
4. Motivation.



Warming Up!

1. (A) Fill in the Acrostic with names of things related to Nature.

B
 E
 A
 U
 T
 Y

(B) Make a list of 10 words related to the word 'joy', for example, happiness.

| | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

2. Recollect a picnic or a trip to a spot of natural beauty (a hill station/ a beach/forest area etc.) when you were younger.

Write four beautiful unforgettable scenes that left a deep impact on you.

(1)
 (2)
 (3)
 (4)

3. 'Meter' in poetry is a pattern of stressed and unstressed syllables in lines of a poem. It gives rhythm to the poem.

Read the poem below aloud and with any coloured pen/ pencil put stress-marks (') on those syllables that are stressed in the words of the poetic lines.

*THE steadfast coursing of the stars,
 The waves that ripple to the shore,
 The vigorous trees which year by year
 Spread upwards more and more ;
 The jewel forming in the mine,
 The snow that falls so soft and light,
 The rising and the setting sun,
 The growing glooms of night,
 All natural things both live and move
 In natural peace that is their own ;
 Only in our disordered life
 Almost is she unknown.*

4. Consonance and Assonance

Consonance : Repetition of consonant sounds within a word, phrase or a short sentence.

For example : pitter-patter/ chuckle-fickle/ sick-duck/ Betty bought some bitter butter

Assonance : Repetition of vowel sounds within a word/ phrase/ sentence.

For example : Jack had a bag.

Men sell metal- kettle.

Let the engineer steer without fear.

(**Note** : Here, the focus is on pronunciation and not on the spellings of words.)

From the above poem pick out examples of consonance and of assonance within words/ phrases.



A Thing of Beauty is a Joy For Ever

John Keats (1795-1821) an English poet was one of the most popular of all British Romantic Poets. His poems are characterised by imagery from nature, that appealed to one's senses.

The present poem is the first stanza of a longer poem 'Endymion' based on Greek Mythology.' The first line has become proverbial. The poem was first published in 1818.



A thing of beauty is a joy for ever :
Its loveliness increases; it will never
Pass into nothingness; but still will keep
A **bower** quiet for us, and a sleep
Full of sweet dreams, and health and quiet breathing.
Therefore, on every **morrow**, are we **wreathing**
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman **dearth**
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways
Made for our searching : yes, in spite of all,
Some shape of beauty moves away the **pall**
From our dark spirits. Such the sun, the moon,
Trees old, and young, sprouting a shady **boon**
For simple sheep ; and such are daffodils
With the green world they live in ; and clear **rills**
That for themselves a cooling **covert** make
'Gainst the hot season ; the mid forest **brake**,
Rich with a sprinkling of fair musk-rose blooms :
And such too is the grandeur of the **dooms**
We have imagined for the mighty dead;
All lovely tales that we have heard or read :
An endless fountain of immortal drink
Pouring unto us from the heaven's **brink**.

- **bower** : a pleasant shady place under trees or climbing plants
- **morrow** : the following day
- **wreathing** : (here,) weaving with flowers
- **spite of despondence** : in spite of despair
- **dearth** : shortage
- **pall** : a sheet spread over the dead
- **boon** : gift
- **rills** : streams
- ◆ *List the things of beauty mentioned in the poem.*
- ◆ *List the things that cause suffering and pain.*
- **covert** : (here,) shade
- **brake (Archaic)** : ferns
- **dooms** : last day of existence known or displayed
- **brink** : edge



Nor do we merely feel these essences
 For one short hour ; no, even as the trees
 That whisper round a temple become soon
 Dear as the temple's self, so does the moon,
 The passion **poesy**, glories infinite,
 Haunt us till they become a cheering light
 Unto our souls, and bound to us so fast,
 That, whether there be shine, or gloom **o'ercast**
 They always must be with us, or we die.

- John Keats

ENGLISH WORKSHOP

1. Read the poem and fill in the table.

| Sr. No. | Expressions of Beauty (joy) | Expressions of sorrow |
|---------|-----------------------------|-----------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

2. Answer in your own words.

- (a) What is the impact of a beautiful thing on us?
- (b) What does a thing of beauty keep in store, for us?
- (c) Who are the mighty dead? Why are they attributed with 'grandeur'?
- (d) How does the memory of a beautiful visual scene become a joy forever?

3. Pick out and rewrite 5 lines that contain Imagery.

For example : (a) we are wreathing a flowery band...

- (b)
- (c)
- (d)
- (e)

4. Choose the correct Figure of Speech that occurs in the following lines. Justify your choice.

(a) but still we keep a bower quiet for us

- (i) Simile
- (ii) Irony
- (iii) Metaphor

- (b) Some shape of beauty moves away the pall
- (i) Personification (ii) Alliteration (iii) Hyperbole
- (c) A thing of beauty is a joy for ever
- (i) Epigram (ii) Antithesis (iii) Climax
- (d) Trees old and young, sprouting a shady boon.
- (i) Exclamation (ii) Personification (iii) Antithesis

5. From the poem pick out words that we do not use often in modern times. They should match the meanings given below.

- (a) gift (f) edge.....
- (b) the next day (g) depression
- (c) a protective spot (h) cover for the dead
- (for animals)
- (d) a cool shady spot (i) streams
- under tall trees
- (e) ferns (j) poetry

6. Copy the first 8 lines and mark the stressed syllables using a coloured pen.

7. Read the poem and write –

- (a) The rhyme scheme of the following lines.
- Lines 1 to 8
- Last stanza
- (b) (i) The number of stressed syllables (Rhythm) in the line.
- A thing of beauty is a joy forever.
- (ii) Does the poem retain a steady rhythm throughout?
- (c) Give four examples of each. Pick the lines from the poem.
- (i) Consonance :
- (1) (2)
- (3) (4)
- (ii) Assonance :
- (1) (2)
- (3) (4)

8. Go through the poem again and write in your notebook an appreciation of the poem in the paragraph format. (Refer to page no. 5)

9. Project :

Collect from various sources proverbs or maxims related to ‘beauty of nature.’ Make a chart/ poster with the same. Decorate it with images, drawings, pictures and put it up by turns in your class.



4.2 The Luncheon

Warming Up!

1. Talk with your partner and discuss the following questions :

- (a) Have you ever been invited to lunch, at any hotel, by your friend?
- (b) What was the occasion?
- (c) Did you enjoy the lunch? Why?

2. Discuss in pairs :

People with foibles are often not conscious of them. Do you agree or disagree? Why?

3. As you know, every country has its own currency. Find out the currency of at least 6 countries alongwith their current exchange rate in India, with the help of the internet. One is done for you.

For example, Switzerland: franc; 1 franc = 66.73 INR

| Country | Currency | Exchange Rate in Indian Currency |
|---------|----------|----------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



The Luncheon

William Somerset Maugham (1874-1965) was a distinguished British playwright, novelist and short story writer. He was among the most popular writers of his era and reputedly the highest paid author during the 1930s. His work is characterized by a clear unadorned style, cosmopolitan settings, and a shrewd understanding of human nature.

A most delightfully humorous narrative 'The Luncheon' is a *Slice of Life* story about Maugham's luncheon date proposed to him by a woman who he hopes is a supporter of his art.

I caught sight of her at the play and in answer to her call. I went over during the interval and sat down beside her. It was long since I had last seen her and, if someone had not mentioned her name, I hardly think I would have recognised her. She addressed me brightly.

"Well, it's many years since we first met. How time does fly! We're none of us getting any younger. Do you remember the first time I saw you? You asked me to luncheon."

Did I remember?

It was twenty years ago and I was living in Paris. I had a tiny apartment and I was earning barely enough money. She had read a book of mine and had written to me about it. I answered, thanking her, and presently, I received from her another letter saying she was passing through Paris and would like to have a chat with me. But her time was limited and the only free moment she had was on the following Thursday and would I give her a little luncheon at *Foyot's* afterwards? *Foyot's* is a restaurant and it was so **far beyond my means** that I had never even thought of going there. I had eighty francs (gold francs) to last me the rest of the month and a modest luncheon should not cost more than fifteen. If I cut out coffee for the next two weeks, I could manage well enough.

I answered that I would meet my friend at *Foyot's* on Thursday at half-past twelve. She was, in appearance, **imposing** rather than attractive and she gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose.

◆ What is the profession of the narrator?

◆ When was the lady free?

◆ Where and when did they decide to have luncheon?

● **far beyond one's means** : not affordable

● **imposing** : grand or impressive

◆ *What do you think the woman reassured the narrator about?*

◆ *'I never eat anything for luncheon'. Explain the irony in this line.*

● **caviar** : an expensive dish made of eggs of a fish, sturgeon

◆ *What does the use of the word 'sank' suggest about the narrator's feelings?*

She was talkative, but since she seemed to want to talk about me, I was prepared to be an attentive listener.

I was startled when the menu was brought, for the prices were a great deal higher than I had thought. But she reassured me.

"I never eat anything for luncheon," she said.

"Oh, don't say that!" I answered generously.

"I never eat more than one thing. I think people eat far too much nowadays. A little fish, perhaps. I wonder if they have any salmon."

Well, it was early in the year for salmon and it was not on the menu, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in – it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked. "No," she answered, "I never eat more than one thing. Unless you had a little **caviar**. I never mind caviar."

I knew I could not afford caviar, but I could not very well tell her that. For myself, I chose the cheapest dish on the menu and that was a mutton chop.

"I think you're unwise to eat meat," she said. "I don't believe in overloading my stomach."

She ate the caviar and she ate the salmon. She talked gaily of art and literature and music. But I wondered what the bill would come to. When my mutton chop arrived, she took me quite seriously to task.

"I see that you're in the habit of eating a heavy luncheon. I'm sure it's a mistake. Why don't you follow my example and just eat one thing? I couldn't possibly eat anything more unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them."

My heart sank. I had seen them in the shops and I knew that they were horribly expensive. My mouth had often watered at the sight of them.

"I'm not in the least hungry," my guest sighed, "but if you insist, I don't mind having some asparagus." I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."

We waited for the asparagus to be cooked. Panic seized me. It was not a question now of how much money I should have left over for the rest of the month, but whether I had enough to pay the bill. It would be **mortifying** to find myself ten francs short and be obliged to borrow from my guest. I knew exactly how much I had and if the bill came to more. I made up my mind that I would put my hand in my pocket and with a dramatic cry, start up and say it had been picked. Of course, it would be awkward if she had not money enough either to pay the bill. Then, the only thing would be to leave my watch and say I would come back and pay later.

The asparagus appeared. I watched her thrust them down her throat in large mouthfuls. At last, she finished.

“Coffee?” I said.

“Yes, just an ice cream and coffee,” she answered. I was past caring now, so I ordered coffee for myself and an ice cream and coffee for her.

“You know, there’s one thing I thoroughly believe in,” she said, as she ate the ice cream. “One should always get up from a meal feeling one could eat a little more.”

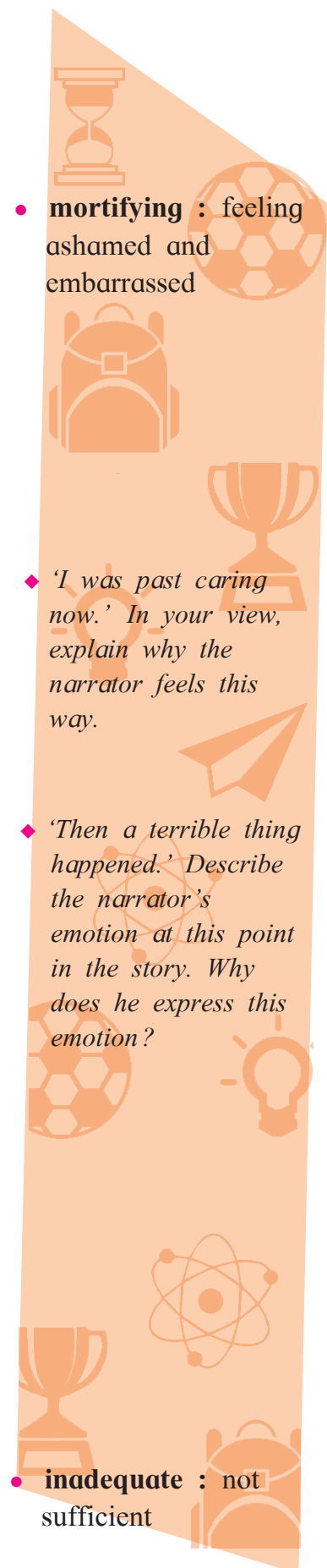
“Are you still hungry?” I asked faintly.

“Oh, no, I’m not hungry. You see, I don’t eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you.”

“Oh, I see.” Then a terrible thing happened. While we were waiting for the coffee, the head waiter came up to us bearing a large basket full of huge peaches. But surely peaches were not in season then? Lord knew what they cost! I knew a little later, for my guest going on with her conversation, absent-mindedly took one.

“You see, you’ve filled your stomach with a lot of meat,” my one miserable little chop “and you can’t eat any more. But I’ve just had a snack and I shall enjoy a peach.”

The bill came and when I paid it I found that I had only enough for a quite **inadequate** tip. Her eyes rested for an instant on the three francs I left for the



• **mortifying** : feeling ashamed and embarrassed

◆ *‘I was past caring now.’ In your view, explain why the narrator feels this way.*

◆ *‘Then a terrible thing happened.’ Describe the narrator’s emotion at this point in the story. Why does he express this emotion?*

• **inadequate** : not sufficient

- **retorted** : replied quickly with anger

- ◆ *How many things did the guest eat in all?*

- **vindictive** : revengeful

- **stone** : a unit of weight equal to 14 pounds.

waiter and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

“Follow my example,” she said as we shook hands, “and never eat more than one thing for luncheon.”

“I’ll do better than that,” I **retorted**, “I’ll eat nothing for dinner tonight.”

“Humorist!” she cried gaily, jumping into a cab. “You’re quite a humorist!”

But I have had my revenge at last. I do not believe that I am a **vindictive** man, but when the gods take a hand in the matter it is understandable to observe the result with satisfaction. Today, she weighs twenty-one **stone**.

ENGLISH WORKSHOP

1. Choose the correct option from the bracket and fill in the blanks given below.

(addressed, luncheon, generously, unwise, insist)

(a) The chief guestthe students.

(b) The crow was to sing.

(c) I invited my relatives to

(d) Parents always on children to be allrounders.

(e) The king decided to donate his wealth among his subjects

2. Go through the story again and find out various instances which create humour in ‘The Luncheon’. Complete the table by picking up various humorous instances and the particular line from the story. One is done for you.

| Humorous Instance | Line from the story |
|----------------------------------|---|
| ● The woman is a voracious eater | “ Follow my example, and never eat more than one thing for luncheon.” |

3. Who said these words/sentences? Under what circumstances?

| Words/Sentences | Who said? | Under what circumstances? |
|---|-----------|---------------------------|
| 1. I never eat anything for luncheon. | | |
| 2. It’s many years since we first met. | | |
| 3. Are you still hungry? | | |
| 4. I don’t believe in overloading my stomach. | | |
| 5. I’ll eat nothing for dinner tonight. | | |

4. Answer in your own words.

- (a) Although the author was not a vindictive man, he was very happy to see her weigh twenty one stone and had finally had his revenge. What makes him say this? Explain.
- (b) There are quite a few places where the author uses the expressions ‘My heart sank, panic seized’etc. What was the reason for this ? Explain.
- (c) What are the instances which create humour in “The Luncheon”?
- (d) Describe the use of irony and humour in “The Luncheon”.

5. Pick out the words and phrases in the story that indicate that the author was not financially well off. One is done for you.

| | | | | |
|----------------|-----------------|--|--|--|
| Words | not afford | | | |
| Phrases | beyond my means | | | |

6. After reading the story, put the following events into correct order :

- (a) She gave me her last kind advice how to improve my eating habits.
- (b) I met her in the theatre after many years and I could hardly recognize her.
- (c) Twenty years ago, I lived in Paris and earned just enough money to get by.
- (d) I was really scared what could happen when I would pay the bill.
- (e) “I never eat anything for luncheon.”
- (f) I ordered a mutton chop for myself.
- (g) She had read a book of mine.
- (h) She ordered asparagus.
- (i) She suggested him to invite her to a famous and expensive restaurant.
- (j) I didn’t have dinner for the rest of the month.

7. Irony is the expression of meaning through the use of language signifying the opposite. Describe the use of irony in ‘The Luncheon’. Pick the sentences from the story that are examples of irony. Fill in the table ‘A’ the general direct meaning while in table ‘B’ its hidden meaning or the opposite meaning intended by the speaker. One is done for you.

| Sentence | Direct meaning | Hidden meaning |
|--|---------------------------|---|
| * If I cut out coffee for the next two days, | * to stop drinking coffee | * to stop spending money in order to save money for some purpose. |

8. Fill in the blank a word or a phrase given in the brackets in their appropriate forms. (startle, catch sight of, overload, water, pass)

1. “I never my stomach”, she said.
2. I was when the menu was brought.
3. The author the guest at the play.
4. I had seen asparagus in the shops, my mouth often at the sight of them.
5. The author’s guest was through Paris.

9. Use appropriate articles.

1. I have just had snack.
2. I have cup of coffee in the morning.
3. I want just ice cream and coffee.
4. Author and his guest gave order and then waited for asparagus to be cooked.

10. Classify the following words in the given table appropriately.

(modest, luncheon, generously, rank, restaurant, appearance, large, expensive, watch, coffee, brought, afford, practical, apartment, moment, brightly, started, thoroughly)

| Noun | Verb | Adjective | Adverb |
|------|------|-----------|--------|
| | | | |

11. Study the different uses of ‘could’. Identify what it indicates.

- (a) Lack of rain could cause draught. (possibility/condition)
- (b) Abhi could perform well in his school days. (suggestion/past ability)
- (c) Instead of playing computer games you could play real games with friends. (past ability/suggestion)
- (d) Could I use your computer for surfing net? (possibility/request)
- (e) We could go on an excursion, if we didn’t have exam. (suggestion/condition)

12. Fill in the gaps with appropriate Prepositions to make the passage meaningful.

I waited the airport Atlanta. My old school-mate was going to arrive New Airlines Mumbai, 21st March the year 2018. We had not met 40 years 1978. She was going to stay a week me Atlanta 21st 27th March, 2018.

My joy knew no bounds, when I saw her 40 years. home, I introduced her my family. Then I took her a big mall shopping. It was just my house. We went the street and climbed using the elevator, the staircase.

13. On the occasion of Diwali, write a letter to your friend to invite him/her to celebrate the festival in an innovative way. Use the following hints.

- | | |
|--------------------------|--------------------------------|
| time and place | other friends are also invited |
| special dish is prepared | post lunch fun programmes, |
| | innovative activity |

14. Further reading :

- (a) “The Phantom Luncheon” by Saki.
- (b) “The Ant and the Grasshopper” by William Somerset Maugham.

Form 4 groups of the class. Every group will visit the school’s library or use internet to read both the creations of Saki and W. S. Maugham. After reading them, every group will summarise both the creations and later read out in the class.



4.3 World Heritage

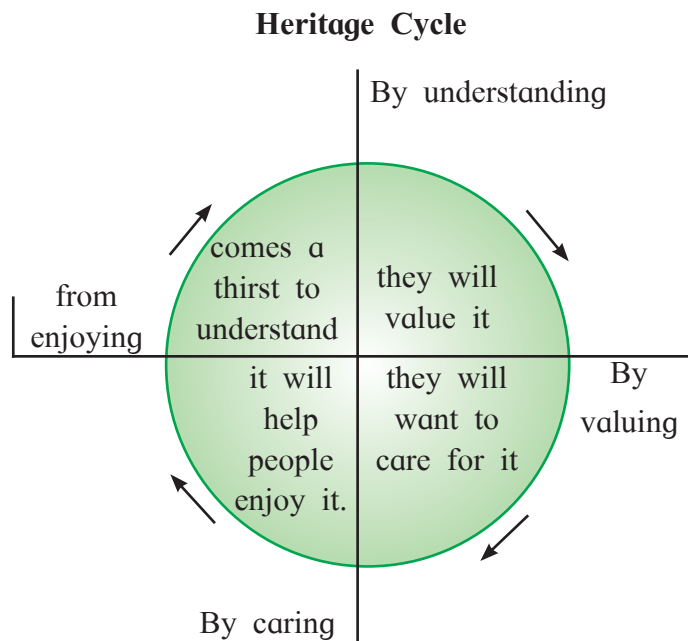
Warming Up!

1. Pair up with your partner and answer the following questions.

- (a) Do you like to travel?
- (b) Where have you travelled?
- (c) Have you heard about the wonders of the world?
- (d) Have you heard about UNESCO?
- (e) What does UNESCO stand for?
- (f) What is meant by Heritage?
- (g) Do you know of any Heritage building in your own city?

2. Your teacher will explain the 'Heritage Cycle'.

- By understanding (cultural heritage) people value it.
- By valuing it people want to care for it.
- By caring for it, it will help people enjoy it.
- From enjoying it, comes a thirst to understand.
- By understanding it



3. Do you know the difference between :

- (a) World Heritage
- (b) Cultural Heritage

Refer to a dictionary/encyclopedia/reference book/the internet to get the detailed meaning.

4. With the help of your partner complete the information in the table.

| Tourist spot | Favourite | Why? |
|------------------------|-----------|------|
| Park | | |
| Mountain | | |
| Beach | | |
| Sea | | |
| Forest | | |
| Countryside/Rural site | | |

5. Heritage Sites - Rank these with your partner. Put the best at the top.

- Great Barrier Reef
- Mount Fuji
- Grand Canyon
- The Pyramids
- Panda Sanctuaries
- Machu Picchu
- Vatican City
- Great Wall of China



World Heritage



A World Heritage Site is a site determined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to have significant cultural or natural importance to humanity. As such the sites are protected and maintained by the International World Heritage Programme which is administered by the UNESCO World **Heritage** Committee. Because World Heritage Sites are places that are significant culturally and naturally, they vary in type but include forests, lakes, monuments, buildings and cities.

World Heritage Sites can also be a combination of both cultural and natural areas. For example, Mount Huangshan in China is a site with significance to human culture because it played a role in historical Chinese art and literature. The mountain is also significant because of its physical landscape **characteristics**.

HISTORY OF WORLD HERITAGE SITES

Although the idea of protecting cultural and natural heritage sites around the world began in the early twentieth century, momentum for its actual creation was not until the 1950s. In 1954, Egypt started plans to build the Aswan High Dam to collect and control water from the Nile River. The initial plan for the

♦ *What significant aspects should a world heritage site have?*

• **heritage** : that which is valued because of historical/natural/cultural importance

♦ *What do world heritage sites include?*

• **characteristics** : distinguishing features or qualities

- **scores of** : plenty of, many of
- **artefacts** : any objects made by a human being
- **dismantling** : disassembling, pulling down
- **initiated** : began, started
- ♦ *Why did UNESCO launch an international campaign in 1959?*
- ♦ *Why did a White House Conference in the United States call for a 'World Heritage Trust'?*
- ♦ *What does the World Heritage Committee consist of?*
- ♦ *What is the World Heritage Committee responsible for?*
- ♦ *When was the convention concerning the protection of World Cultural and Natural Heritage adopted and by whom?*
- **inventory** : a detailed list

dam's construction would have flooded the valley containing the Abu Simbel Temples and **scores of** ancient Egyptian **artefacts**. To protect the temples and artefacts, UNESCO launched an international campaign in 1959 that called for the **dismantling** and movement of the temples to higher ground. The project cost an estimated US \$80 million, \$40 million of which came from 50 different countries. Because of the project's success, UNESCO and the International Council on Monuments and Sites **initiated** a draft convention to create an international organization responsible for protecting cultural heritage.

Shortly thereafter in 1965, a White House Conference in the United States called for a "World Heritage Trust" to protect historic and cultural sites but to also protect the world's significant natural and scenic sites. Finally, in 1968, the International Union for Conservation of Nature developed similar goals and presented them at the United Nations conference on Human Environment in Stockholm, Sweden in 1972. Following the presentation of these goals, the Convention concerning the Protection of World Cultural and Natural Heritage was adopted by UNESCO's General Conference on November 16, 1972.

THE WORLD HERITAGE COMMITTEE

Today, the World Heritage Committee is the main group responsible for establishing which sites will be listed as a UNESCO World Heritage Site. The Committee meets once a year and consists of representatives from 21 State Parties that are elected for six year terms by the World Heritage Center's General Assembly. The State Parties are then responsible for identifying and nominating new sites within their territory to be considered for inclusion on the World Heritage list.

BECOMING A WORLD HERITAGE SITE

There are five steps in becoming a World Heritage Site, the first of which is for a country or State Party to take an **inventory** of its significant cultural and

natural sites. This is called the Tentative List and it is important because nominations to the World Heritage List will not be considered unless the nominated site was first included on the Tentative List. Next, countries are then able to select sites from their Tentative Lists to be included on a Nomination File. The third step is a review of the Nomination File by two Advisory Bodies consisting of the International Council on Monuments and Sites and the World Conservation Union, who then make **recommendations** to the World Heritage Committee. The World Heritage Committee meets once a year to review these recommendations and decide which sites will be added to the World Heritage List. The final step in becoming a World Heritage Site is determining whether or not a nominated site meets at least one of the ten selection criteria. If the site meets these **criteria**, it can then be **inscribed** on the World Heritage List. Once a site goes through this process and is chosen, it remains the property of the country on whose **territory** it sits, but it also becomes considered within the international community.

TYPES OF WORLD HERITAGE SITES

As of 2009, there are 890 World Heritage Sites that are located in 148 countries (map). 689 of these sites are cultural and include places like the Sydney Opera House in Australia and the Historic Center of Vienna in Austria. 176 are natural and feature such locations as the U.S.'s Yellowstone and Grand Canyon National Parks. 25 of the World Heritage Sites are considered mixed i.e. natural and cultural Peru's Machu Picchu is one of these. Italy has the highest number of World Heritage Sites with 44. India has 36 (28 cultural, 7 natural and 1 mixed) World Heritage Sites. The World Heritage Committee has divided the world's countries into five geographic zones which include (1) Africa, (2) Arab States, (3) Asia Pacific (including Australia and Oceania), (4) Europe and North America and (5) Latin America and the Caribbean.

◆ *Who makes recommendations to the World Heritage Committee?*

● **recommendations** : suggestions, proposals

● **criteria** : fixed basis to judge

● **to inscribe** : to print, to write or to engrave

● **territory** : region

◆ *What is Peru's Machu Picchu example of?*

WORLD HERITAGE SITES IN DANGER

Like many natural, historic and cultural sites around the world, many World Heritage Sites are in danger of being destroyed or lost due to war, poaching, natural disasters like earthquakes, uncontrolled **urbanization**, heavy tourist traffic and environmental factors like air pollution and acid rain. World Heritage Sites that are in danger are inscribed on a separate List of World Heritage Sites in Danger which allows the World Heritage Committee to **allocate** resources from the World Heritage Fund to that site. In addition, different plans are put into place to protect and/or restore the site. If however, a site loses the characteristics which allowed for it to be originally included on the World Heritage List, the World Heritage Committee can choose to delete the site from the list. To learn more about World Heritage Sites, visit the World Heritage Centre's website at whc.unesco.org.

• **urbanization** : the process of including more areas in cities, expanding city area

• **allocate** : assign

ENGLISH WORKSHOP

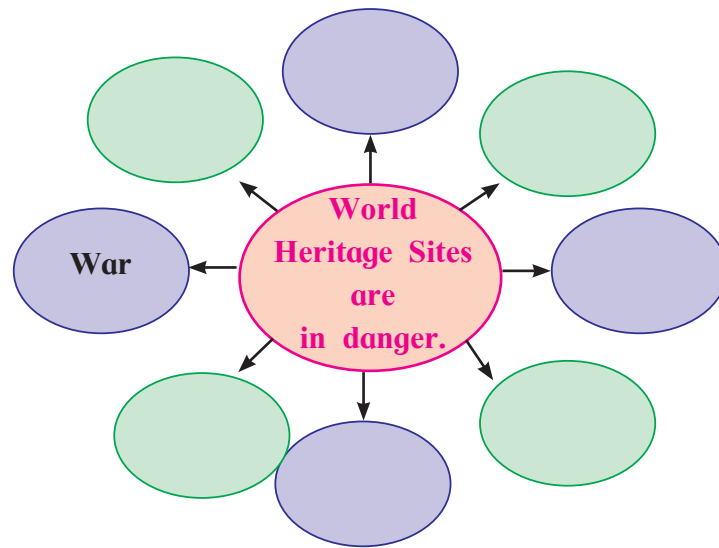
1. Answer the following questions.

- What do heritage sites in the world include?
- What kind of sites are protected and maintained by the International World Heritage Programme?
- How many World Heritage Sites are there around the world?
- What is the role of World Heritage Committees?
- What is the tenure of World Heritage Committee?
- What are our duties towards preservation /conservation of any historical site?
- Why should we preserve the World Heritage Sites?
- What is the role of World Heritage Sites in developing tourism in any country?

2. Complete the following.

| Year | Establishment | Role |
|------|---------------|-------|
| 1954 | | |
| 1959 | | |
| 1965 | | |
| 1968 | | |
| 1972 | | |

3. Complete the following by giving reasons why World Heritage Sites are in danger.



4. Choose the correct alternative and complete the given sentences.

- (a) Mount Huangshan is situated in
(i) Japan
(ii) China
(iii) Phillipines
- (b) The famous dam situated in Egypt on River Nile is
(i) Buzwaa High Dam
(ii) Rizwa High Dam
(iii) Aswan High Dam
- (c) The conference based on Human Environment was held at
(i) Athens, Greece
(ii) Moscow, Russia
(iii) Stockholm, Sweden
- (d) The highest number of World Heritage Sites are located in
(i) France
(ii) Italy
(iii) Germany
- (e) can delete/exclude a site from World Heritage list.
(i) World Heritage Committee
(ii) World Peace Committee
(iii) World Health Committee.
- (f) The tenure of World Heritage Committee is years.
(i) Four
(ii) Five
(ii) Six.

5. Match the pairs to define different roles of the World Heritage Sites.

| | A | | B |
|--------|-------------------------------------|---|--|
| (i) | Identify cultural and natural sites | a | green, local based, stable and decent jobs. |
| (ii) | Identify sites of | b | of outstanding universal value across countries. |
| (iii) | Identify sites that represent | c | preserve outstanding sites and natural resources. |
| (iv) | UNESCO seeks to | d | tourism. |
| (v) | World Heritage Sites should have | e | an asset for economic development and investment. |
| (vi) | World Heritage Sites should | f | protect these sites. |
| (vii) | World Heritage Sites serve as | g | best examples of world's cultural and/or natural heritage. |
| (viii) | World Heritage Sites should ensure | h | special importance for everyone. |
| (ix) | It should at large develop | i | relevant development plan policies. |

6. Look at the words and their meanings. Choose the correct alternative.

- (a) determine : (i) think over
(ii) decide
(iii) ask for
(iv) look over
- (b) monument : (i) statue
(ii) pillar
(iii) memorial
(iv) fort
- (c) significant : (i) clever
(ii) effective
(iii) systematic
(iv) important
- (d) disaster : (i) problem
(ii) incident
(iii) calamity
(iv) accident

7. Find from the text minimum 8 words related to cultural heritage and make a word register. Arrange them in alphabetical order.

8. Complete the following information from the text.

| Tasks | Activities to |
|---|-----------------------------------|
| (a) Preservation of any historical site | → (Duties) i) ii) |
| (b) Preserving World Heritage sites | → (Reasons) i) ii) |
| (c) Promoting tourism | → (Role) i) ii) |

9. Write a report on any tourist place/historical place/World Heritage Site you recently visited using the points given below.

- (i) Title
- (ii) Place/Location
- (iii) Background/History
- (iv) Features/Specialities
- (v) Security policies
- (vi) Sign boards and discipline
- (vii) Overall scenario.

10.(A) Use ‘not only but also’ in the following sentences.

- (a) UNESCO and the International Council on monuments initiated a draft convention to create an international organisation responsible for protecting cultural heritage.
- (b) The state parties are responsible for identifying and nominating new sites.
- (c) Opera House in Australia and the Historic Center of Vienna in Austria are cultural sites of World Heritage.
- (d) World Heritage Sites can also be a combination of both cultural and natural areas.

(B) Rewrite the following sentences replacing ‘as soon as’ by ‘No sooner than’ (Note : The phrase, ‘No sooner’ must always be followed by an auxiliary (helping verb).)

For example : As soon as he came, they all gave an applause.

No sooner did he come, than they all gave an applause.

- (a) As soon as the Bill is passed, it will become an Act.
- (b) As soon as the thief escaped, the family informed the police.
- (c) As soon as you have finished, you can submit your answer-papers.
- (d) As soon as they can manage, they should change their house.
- (e) As soon as the bell rings, the School Assembly will start.

11. Identify whether the following sentences are Simple (One Subject + One Predicate or Complex (One Main Clause + One or more Dependent Clauses) or Compound (Combination of 2 or more Independent/ Co-ordinate Clauses).

- (1) They vary in type but they include forests, monuments etc.

- (2) The mountain is significant because of its characteristics.

- (3) To protect the temples and artefacts, UNESCO launched an international campaign.

- (4) If the site meets with this criteria, it can be inscribed on the World Heritage List.

- (5) There are 890 World Heritage Sites that are located in 148 countries.

- (6) The project cost about US \$ 80 million and \$ 40 million came from 50 different countries.

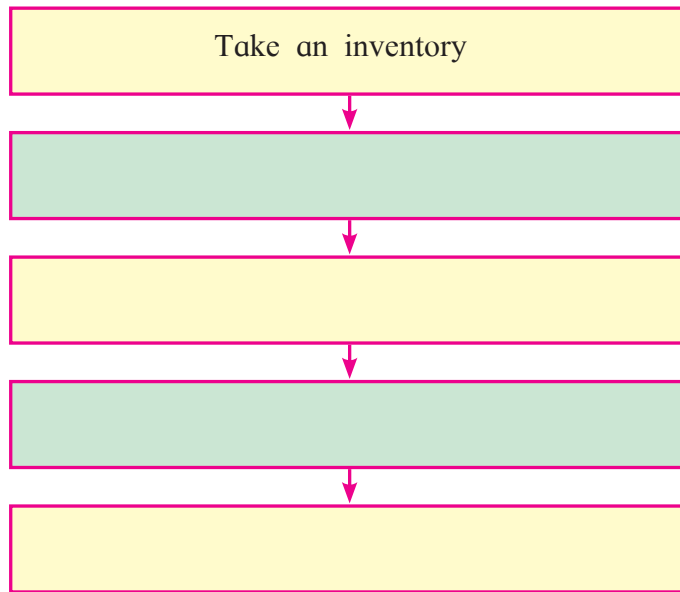
12. Following are the ways to preserve ‘World Heritage Sites.’ Transfer these points into a small paragraph. Suggest a title.

- Practical conservation of posterity
- Human/animal trespassing to be prohibited
- Monitored/controlled/restricted access
- Threat of local administrative negligence to be removed

13. Read the points given in column ‘A’ specifying Dos towards prevention of any historical site. Write Don’ts in column ‘B’ specifying things that should not be done.

| | Dos | Don’ts |
|-------|---------------------------------|---------------|
| (i) | Obey rules and regulations. | |
| (ii) | Maintain discipline and order. | |
| (iii) | Maintain cleanliness. | |
| (iv) | Use dustbins and garbage bags. | |
| (v) | Observe silence. | |
| (vi) | Maintain environmental safety. | |
| (vii) | Protect our country’s heritage. | |

14. Complete the following flow chart by choosing the option given below to show how any site of any country can become a World Heritage Site.



Options :

1. Inclusion of the name of site from tentative list to the nomination file.
2. Name of the site is inscribed on the World Heritage List after meeting the criteria.
3. Inclusion of the name of site for the nomination in a tentative list after an inventory in country or State.
4. Decision of the World Heritage Committee after review of the nominated file.
5. A review of the included file by the advisory bodies.

15. Projects :

- (a) Make a list of sites from our State which are included in the World Heritage Sites. Try to visit one of them. Write the importance of this World Heritage Site. Also write your impression of it in your notebook.
 - (b) Write a 'tourism leaflet' on any one of the following :
 - (i) Your home town
 - (ii) A historical place
 - (iii) A place of natural beauty
 - (iv) A place of pilgrimage
- Make use of the following points :
 - (i) How to reach there?
 - (ii) Accommodation facilities
 - (iii) What to see and visit?/Attractions of the place
 - (iv) Places of interest nearby
 - (v) Best time to visit
 - (vi) Shopping AttractionsAdd your own points.

- (c) Vocabulary Extension - Choose several words from the text. Use a dictionary or the internet to build up more associations/collocations of each word.
- (d) World Heritage Sites - Make a poster about World Heritage Sites, specifying some details and specialities about each of them.
- (e) Letter - Write a letter to an expert on the environment. Ask him/her five questions about your concern/doubts about World Heritage Sites. Give him/her three ideas on how to protect them.
- (f) Article - Write an article for a magazine about the World Heritage Sites at risk. Include imaginary interviews with people who are trying to save them. Read your article in front of your class.



4.4 The Height of the Ridiculous

Warming Up!

Individual activity

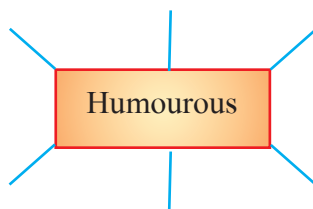
1. The teacher writes incomplete sentences on the board. He/She asks the students to complete them in their notebooks.

- (a) Today, I am happy because
 - (b) Today after the class, I wish
 - (c) Tomorrow, I feel that
 - (d) I want to laugh because
 - (e) Today, the class seems to be cheerful about
- (The teacher asks every student to answer.)

2. The teacher writes an incomplete sentence and asks the students to complete it in a funny way.

- For example, (1) Mother gave me cheese but the cat ate it.
(2) I went to the market and bought an elephant.
(The teacher can add her own sentences.)

3. Give the words related to:



Syllable

A syllable is a unit of spoken language made up of a single uninterrupted sound formed by a vowel and consonants. For example, single syllable : ant, two syllables - water, three syllables : Inferno.

4. Pick out the word from the given box and write it in the correct columns below.

jump, narrow, cable, live, queen, butter, tree, kitten, van, yellow, dale, happy, night, printer, star, sober, paper, cloud, pearl, within, bike, began, slender.

Here the focus is not on the spellings but the pronunciation of the words.

| Words with one syllable | Words with two syllables |
|-------------------------|--------------------------|
| | |

5. Count the syllables and circle the appropriate number in the box.

| | | | | |
|-------------------|--------------------|-----------------|-------------------|------------------|
| elephant 1 2 3 | mirror 1 2 3 | bus 1 2 3 | kangaroo 1 2 3 | rough 1 2 3 |
| insect 1 2 3 | telephone 1 2 3 | monkey 1 2 3 | bucket 1 2 3 | biscuit 1 2 3 |

6. Write the names of any five of your friends and mention the number of syllables in each name.

.....

.....

.....

.....

.....



The Height of the Ridiculous

I wrote some lines once on a time
In **wondrous** merry mood,
And thought, as usual, men would say
They were exceeding good.

They were so queer, so very queer,
I laughed as I would die;
Albeit, in the general way,
A **sober** man am I.

I called my servant, and he came;
How kind it was of him
To mind a slender man like me,
He of the mighty limb.

“These to the printer,” I exclaimed,
And, in my humorous way,
I added (as a **trifling** jest,)
“There’ll be the devil to pay.”

He took the paper, and I watched,
And saw him peep within
At the first line he read, his face
Was all upon the grin
He read the next; the grin grew broad
And shot from ear to ear;
He read the third; a chuckling noise
I now began to hear.

The fourth; he broke into a roar;
The fifth; his waistband split;
The sixth; he burst five buttons off
And tumbled in a fit.

- **Ridiculous** : Too funny to believe
- **wondrous** : delightful

- **Ableit** : though
- **sober** : clear headed, serious
- ♦ *In what frame of mind did the poet write some lines?*

- ♦ *What was the contrast in the narrator and his servant?*
- **trifling jest** : a small simple joke, of no importance
- ♦ *When did the servant grin?*

- ♦ *When was the chuckling noise heard?*
- ♦ *Which line suggests that servant was totally out of control?*



• **wretched** : (here) in a helpless condition
 ✦ *What was the impact of this experience, on the poet?*

Ten days and nights, with sleepless eye,
 I watched that **wretched** man,
 and since, I never dare to write
 As funny as I can.

– Oliver Wendell Holmes
 (1809-1894)

ENGLISH WORKSHOP

1. Find out expressions from the poem that indicate funny moments.

For example, I laughed as I would die.

.....

.....

.....

2. Order of sequence : Arrange the following reactions in their proper order, as per the poem.

- (a) His waistband split
- (b) The grin grew broad.
- (c) Sleepless eye.
- (d) Was all upon the grin.
- (e) He broke into a roar.
- (f) He burst five buttons off.

3. Form pairs and find out the various rhyming words in the poem and two of your own. Complete the following table.

| Words | Rhyming words | |
|-----------|---------------|------------------|
| | From the poem | More of your own |
| 1. ear | | |
| 2. within | | |
| 3. man | | |
| 4. split | | |
| 5. way | | |
| 6. him | | |
| 7. die | | |
| 8. mood | | |

4. Match the lines with the Figures of Speech.

| Lines | Figures of Speech |
|---|---------------------|
| 1. In wondrous merry mood | Tautology |
| 2. They were so queer, so very queer. | Alliteration |
| 3. And saw him peep within | Onomatopoeia |
| 4. The grin grew broad. | Repetition |
| 5. And shot from ear to ear. | Hyperbole |
| 6. He broke into a roar. | Repetition |
| 7. Ten days and nights with sleepless eye | Transferred Epithet |

5. Copy any two stanzas of the poem in the lines below. Using a coloured pen underline the stressed syllables in each line and put a stress-mark (') over each.

6. Complete the lines of the poem by choosing proper pairs of rhyming words and make it meaningful.

- We returned home late, one ,
 In the window, there glowed a
 Burglars !! was our very first ;
 For defence, sticks 'n stones we
 "Let's grab the loot and ,"
 was uttered soft, by
 The door we softly ,
 And then we were truly
 Oops! Before, outside, we'd ,
 The television had been left
 (run, shocked, gone, night, sought, on, someone, thought, light, unlocked)



7. Form groups in your class and together compose a short humorous poem. Use jokes, experiences, etc. and convert it to a poetic form. Write and decorate it on chart-paper and put it up in your class, in turns.

8. Go through the poem and write an appreciation of the poem in a paragraph format. (Refer to page no. 5)

9. Project :

Reading a poem.

Arrange the poetry reading competition. Select the poem of your choice.

- Read the poem silently.
- Repeat the reading of the poem.
- Focus on the pauses, stresses, intonation etc.
- Pay attention to the proper pronunciations.



4.5 The Old Man and The Sea : Book Review

Warming Up!

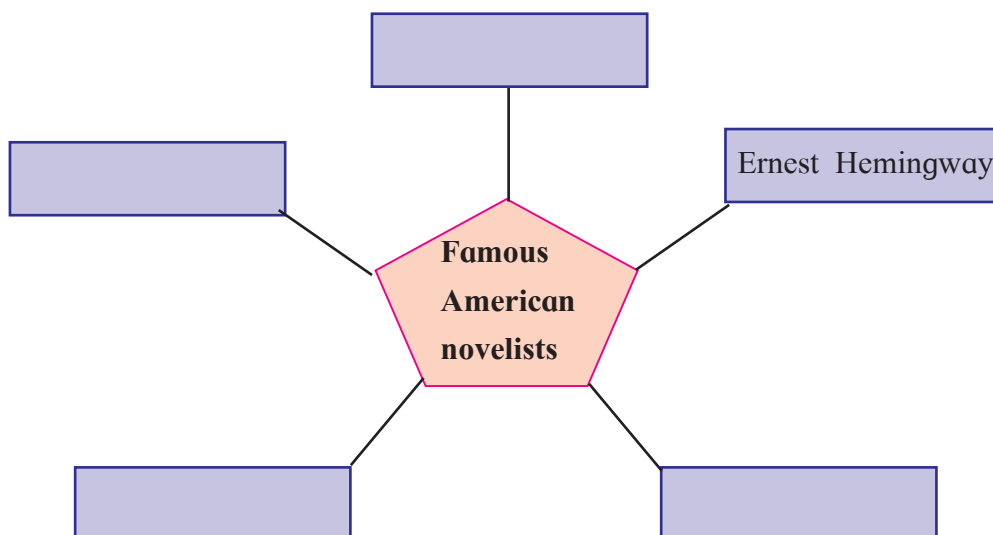
1. Pair up with your partner and answer the following questions :

- Which animal would you relate yourself to and why?
- Do you have a hero or a role model to look up to? Who is he/she?
- Do you have a passion you would fight for? Why?
- What is meant by a review?
- Have you ever read any book review? If yes, which one? If no, make it a point to read one.

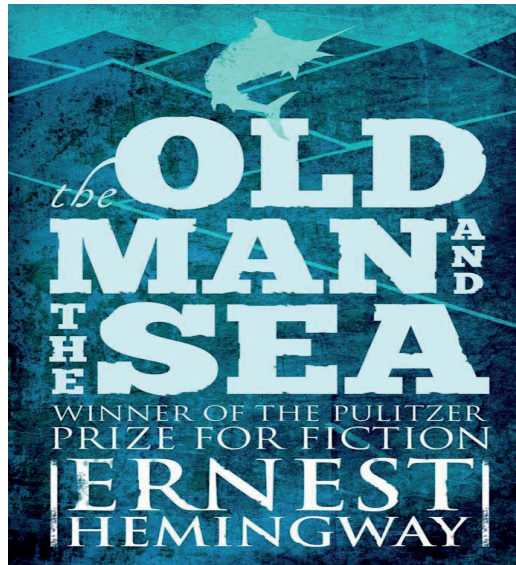
2. Make a list of famous novels of Ernest Hemingway. Two are given to you.

- A Farewell to Arms
- For Whom the Bell Tolls.
-
-
-
-
-

3. Ernest Miller Hemingway was a famous American novelist, short story writer and journalist. Make a list of other famous American novelists. Complete the web filling the boxes with the names of famous American novelists.



The Old Man and The Sea : Book Review



An old and experienced Cuban fisherman has a run of terrible bad luck and is unable to catch any fish for eighty-four days. His young and devoted **apprentice**, Manolin, has been forced by his parents to start working with another fisherman. The old man resolves to sail out farther than all the other fishermen and attempt to catch the really big fish. On the eighty-fifth day he succeeds in hooking a marlin with his bait but the **marlin** is too strong for him and starts pulling the boat. 'The Old Man and the Sea' is the story of the old man's struggle with the marlin and his later battle against sharks.

Social/Historical context:

Hemingway's novel is based on real events and it also draws heavily on his own life. He had experience of fishing in the Cuban waters and like the old man he was also a fan of baseball. He worked for the Red Cross during the First World War and was injured by **shrapnel** when he was in Italy. Hemingway always talks about the need to struggle against defeat or death and how determination and endurance can help one to win in this struggle. The old man is at the end of the novel very near death, but we know that the story of his suffering and loss will live on in the memories of the people of his village. Ultimately, his story becomes one of triumph because the tales of his life will live on even after his death. The novel was published in 1952, when people were trying to recover from the

- **apprentice** : a person who works for another in order to learn a trade
- **marlin** : a large saltwater fish with an elongated body and a spear-like snout
- **shrapnel** : small pieces of metal that fly during an explosion of a bomb/weapon to hurt people

- **wrought** : brought about
- **pithy** : brief, full of vigour
- **formidable** : causing fear

mass destruction **wrought** by the two world wars, and this tale of endurance and ultimate triumph immediately struck a chord with the readers.

Writing Style:

Hemingway's language is simple and **pithy**. He mostly writes in short and straight-forward sentences and practises an extreme economy in his use of words. This simplicity is deceptive and a reader can read his work again and again and find new layers of meaning every time.

My Thoughts:

I first read this novel years ago, when I did not understand it at all and was left unimpressed. In spite of this a vivid image remained with me – an old man holding on to his fishing line with the last of his strength. Recently I read this book again and was extremely moved. The **formidable** strength of the old man's character, the quiet devotion of the empathetic Manolin and the relationship between the two are heart-warming. Hemingway's descriptions of the sea and the creatures of the water are beautiful. The marlin fights for its life desperately and it's hard to know whether our sympathies should lie with the old man or with the marlin. But as the novel progresses the old man and the marlin are inseparably linked because both stand for the same ideal, that is, a noble struggle against destruction.

ENGLISH WORKSHOP

1. Read the passage and name the following.

- Young and devoted apprentice
- The place where Hemingway had experience of fishing
- That which Hemingway was injured by, during First World War
- Language of the novel
- In his first reading, the review writer was left

2. Correct the following sentences using facts from the review.

- Manolin's parents insisted on his working with the same old fisherman.
- This novel is pure fiction.
- Hemingway's style of writing does not unfold the hidden meaning.
- The relationship between the old man and Manolin is coarse.

3. Compare the points that you would use for a book review with those of the review of a play and write in your notebook.

4. The line – ‘I first read this novel years ago, when I did not understand it at all and was left unimpressed.’ tells us about the book reviewer’s opinion about the book. Complete the following sentences using the expressions.

- (1) In my opinion, every hard working person achieves success in life.
- (2) I strongly feel that
- (3) I wish I could
- (4) As far as I know you
- (5) I think

5. The review describes the struggle between the old man with the marlin and sharks, Ernest Hemingway’s struggle against defeat or death and noble struggle against destruction. Find all the words from the text that are related to the word ‘brave’ or ‘courage’.

- strength • • • •

6. The review mentions struggles of both the writer, Ernest Hemingway and the old man. Fill the incidents of struggle of Hemingway in table A and those of the old man in table B.

| Table A | Table B |
|--|---------|
| Ernest Hemingway | Old man |
| <ul style="list-style-type: none"> • • • • | |

7. Read the text again. You will find that the text contains many phrases. Match the phrases in ‘A’ and their meanings in ‘B’. After matching their meanings, make sentences of your own.

| ‘A’ Phrases | ‘B’ Meanings |
|-----------------------------|--|
| 1. run of terrible bad luck | a. hit on a topic |
| 2. draws heavily on | b. without being affected by a particular factor |
| 3. struck a chord | c. endure in difficult circumstances |
| 4. in spite of | d. a period of time when bad things happen |
| 5. holding on | e. makes use of |

8. (A) Rewrite as directed, without change of meaning, in your notebook.

- (1) Hemingway’s novel is based on real events. (Convert the underlined adjective to an Adjectival Clause)
- (2) He hooks a marlin but the marlin is too strong for him. (Rewrite beginning with ‘Although’)

- (3) The reader can read his work again and again and find new layers of meaning. (Begin the sentence with 'On reading')
- (4) As the novel progresses, the old man and the marlin are inseparably linked. (Rewrite using 'progress' as a Noun)
- (5) Being strong, the marlin starts pulling the boat. (Rewrite inserting 'and' as a Co-ordinator)
- (6) When I first read this novel, I was unimpressed. (Rewrite using 'but' as a Co-ordinator)

(B) Write the 'root-word' after dropping the prefix or suffix or both.

- | | |
|-------------------------|------------------------|
| (1) unable | (2) heavily |
| (3) determination | (4) endurance |
| (5) unimpressed | (6) relationship |
| (7) inseparably | (8) empathetic |
| (9) beautiful | (10) simplicity |

9. Write a book review on any book of your choice with the help of the following points.

- Story line
- Social/Historical content
- Writing style
- My thought

10. You know the essential points required for a book review. Now form pairs and find essential points required for a play review and film review. You can take help of your teacher, library or the internet.

| Book Review | Play Review | Film Review |
|-------------|-------------|-------------|
| - | | |
| - | | |
| - | | |
| - | | |

11. Project

Classroom Library :

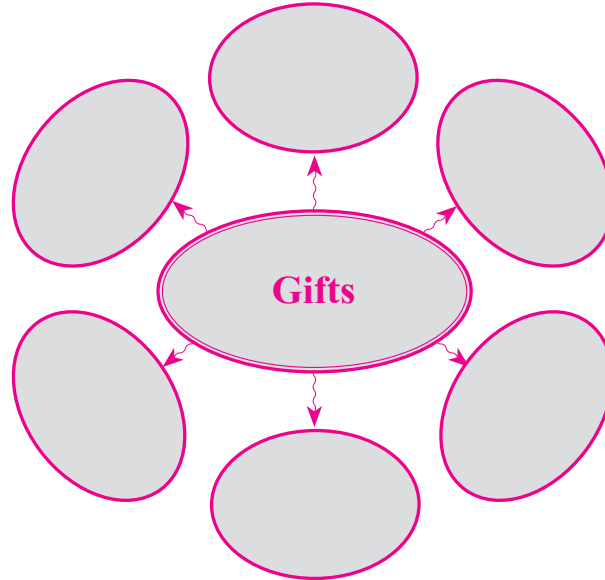
Ask all your classmates to donate a book each to the class. In this way everyone will have a book of his/her own to read. Read the book in a week or two. After reading it, exchange your book with your classmate. Keep exchanging and reading books for the whole year. Every fortnight give the book review of the book that you have read recently in the form of presentation.



4.6 The Gift of the Magi

Warming Up!

1. The moment you hear the word 'Gift', what feelings do you experience? Complete the web with those feelings.



2. 'Gifts' need not be material gifts. They can be abstract and yet priceless. For example, favours, kindness, help in times of need etc.

Think of and enlist such unforgettable gifts given to you by :

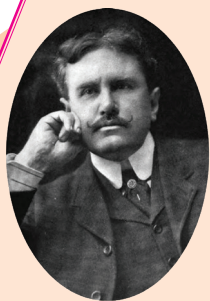
- (1) Parents/ Grand parents :
- (2) Siblings/ relatives :
- (3) Friends :
- (4) Strangers :

3. Say whether the words underlined are infinitives/ participles or gerunds.

- (1) The athletes wanted to take part in the running race.
(a) (b)
- (2) Would you like to eat at the dinning table?
(a) (b)
- (3) Reading is good for the mind and soul. So take up reading books.
(a) (b)
- (4) I like to eat fruits rather than eating sweets.
(a) (b)
- (5) Listening and speaking sharpen your language skills.
(a) (b)



The Gift of the Magi



O Henry (1862 - 1910) William Sydney Porter, better known by his pen name, O Henry, was an American short story writer. He was famous for his art, and his stories which had surprise endings. 'The Gift of the Magi' is a story of an impoverished young couple, who have no money, yet wish to buy each other Christmas gifts.

◆ *Why do you think Della counted the money three times?*

● **bulldozing** :
pressurizing

● **cheeks burned** : felt embarrassed

● **imputation** :
associative action to some person

● **parsimony** :
unwillingness to spend money

● **instigates** : provokes

● **mendicancy squad** :
police who arrest beggars and the homeless

● **coax** : urge

● **appertaining** :
concerning

◆ *What signs indicate that Della was very poor?*

● **unassuming** : simple and humble

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by **bulldozing** the grocer and the vegetable man and the butcher until one's **cheeks burned** with the silent **imputation** of **parsimony** that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it which **instigates** the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the look out for the **mendicancy squad**.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could **coax** a ring. Also **appertaining** there unto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and **unassuming** D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling – something just a little bit near to being worthy of the honour of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very **agile** person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly **accurate** conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its colour within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of James Dillingham Young in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to **depreciate** Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the **basement**, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a **cascade** of brown waters. It reached below her knee and made itself almost a **garment** for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant

- **agile** : quick and light-footed
- **accurate** : correct/precise
- ◆ *What was the cause of Della's disturbed mind?*
- ◆ *What were the couple's prized possessions?*
- **depreciate** : gradually diminish in value
- **basement** : the floor of a building which is partly or entirely below ground level
- **cascade** : a small waterfall
- **garment** : clothing

- **fluttered** : danced/
hovered



- **platinum** : a precious silvery-white metal

- ◆ *What made Della look at her reflection critically?*

- **cents** : a monetary unit in various countries equal to one hundredth of a dollar, Euro or other decimal currency unit

- **gave way** : submitted, yielded

- **prudence** : quality of being wise

- **tremendous** : very big

- **mammoth** : huge



sparkle still in her eyes, she **fluttered** out the door and down the stairs to the street.

Where she stopped the sign read: “Mme. Sofronie. Hair Goods of All Kinds.” One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the “Sofronie.”

“Will you buy my hair?” asked Della.

“I buy hair,” said Madame. “Take yer hat off and let’s have a sight at the looks of it.”

Down rippled the brown cascade.

“Twenty dollars,” said Madame, lifting the mass with a practiced hand.

“Give it to me quick,” said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim’s present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a **platinum** fobchain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation—as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim’s. It was like him. Quietness and value—the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 **cents**. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication **gave way** a little to **prudence** and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love which is always a **tremendous** task, dear friends--a **mammoth** task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror-long, carefully, and critically.

“If Jim doesn’t kill me,” she said to herself, “before he takes a second look at me, he’ll say I look like a Coney Island chorus girl. But what could I do—oh! what could I do with a dollar and eighty seven cents?”

At 7 o’clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit of saying little silent prayer about the simplest everyday things, and now she **whispered**: “Please God, make him think I am still pretty.”

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two—and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor **disapproval**, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

“Jim,” she cried, “don’t look at me that way. I had my hair cut off and sold because I couldn’t have lived through Christmas without giving you a present. It’ll grow out again—you won’t mind, will you? I just had to do it. My hair grows awfully fast. Say ‘Merry Christmas!’ Jim, and let’s be happy. You don’t know what a nice—what a beautiful, nice gift I’ve got for you.”

“You’ve cut off your hair?” asked Jim, laboriously, as if he had not arrived at that **patent** fact yet even after the hardest mental labour.

“Cut it off and sold it,” said Della. “Don’t you like me just as well, anyhow? I’m me without my hair, ain’t I?”

◆ *What good habits did Della have ?*

● **whispered** : spoke very softly

◆ *Why did Jim stare at Della?*

● **disapproval** : disagreement

● **patent** : obvious

• **curiously** : eagerly

• **idiocy** : foolishness

• **trance** : half-conscious state

• **inconsequential** : unimportant

◆ *What gift had Jim brought for Della?*

◆ *Why did the beautiful present flash?*

◆ *Why are Jim and Della referred to as the magi?*

• **coveted** : sought after

Jim looked about the room **curiously**.

“You say your hair is gone?” he said, with an air almost of **idiocy**.

“You needn’t look for it,” said Della. “It’s sold, I tell you—sold and gone, too. It’s Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered,” she went on with sudden serious sweetness, “but nobody could ever count my love for you. Shall I put the chops on, Jim?”

Out of his **trance** Jim seemed quickly to wake. For ten seconds let us regard with discreet scrutiny some **inconsequential** object in the other direction. Eight dollars a week or a million a year—what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

“Don’t make any mistake, Dell,” he said, “about me. I don’t think there’s anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you’ll unwrap that package you may see why you had me going a while at first.”

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs—the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jeweled rims—just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the **coveted** adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: “My hair grows so fast, Jim!”

And then Della leaped up like a little singed cat and cried, “Oh, oh!”

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a **reflection** of her bright and ardent spirit.

“Isn’t it a dandy, Jim? I hunted all over town to find it. You’ll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it.”

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

“Dell,” said he, “let’s put our Christmas presents away and keep ‘em a while. They’re too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on.”

The magi, as you know, were wise men—wonderfully wise men—who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were, no doubt, wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest **treasures** of their house. But in a last word to the wise of these days let it be said that of all who give gifts, these two were the wisest. Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

- O Henry



ENGLISH WORKSHOP

1. Complete the following.

- (a) Della had saved
- (b) Della wanted to buy
- (c) Della’s beautiful hair tell about

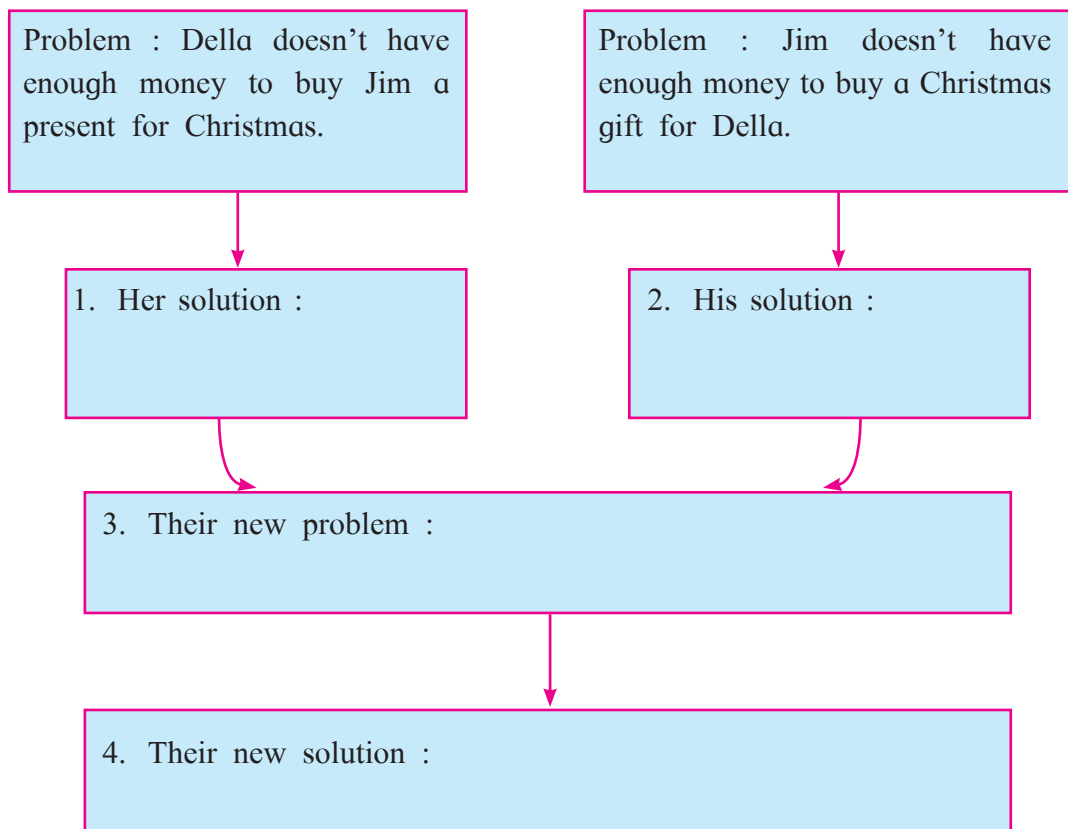
2. Answer the following questions:

- (a) How much did Della save for Christmas? What does it show?
- (b) Why did Della take pride in the beauty of her hair?
- (c) Why and how did Della sell her hair? Do you think she did well?
- (d) Why did Jim sell his gold watch? Do you think he did well?

- (e) Why did Jim and Della want to present the gifts?
- (f) Why did Della feel sad on losing her hair?
- (g) What did Jim bring out from his coat? Describe the scene.
- (h) How beautiful was the gold watch chain? Would you have liked to own it?
- (i) How did the Magi want to celebrate their Christmas (OR) Who were the first people to give Christmas gifts?
- (j) What is the moral of the story?

3. Complete the following activity :

Map the problems and solutions in “The Gift of the Magi” on the diagram below. Two problems have already been filled in.



4. Read the following and answer.

(A) Say WHAT

- (a) troubled Della on Christmas Eve?
- (b) was the current family income?
- (c) could have outshone Queen of Sheba’s jewels?
- (d) was the cost of the fob chain?
- (e) sent Jim into a trance, on his return?

(B) Say WHY

- (a) did Della sell her lovely long hair ?
- (b) was Della a bit apprehensive after she had sold her hair ?

- (c) did Jim avoid checking the time in his gold watch, in a public place?
- (d) did Della's scream of joy change to loud wails ?
- (e) in the end, did Jim ask Della to put the chops on?

(C) Say WHEN

- (a)..... had Jim added 'Dillingham' as his middle name ?
- (b)did a tear or two drop on the old red carpet ?
- (c) did Della go through goods in the stores ?
- (d)did Della say a silent prayer to God ?
- (e)..... did Jim try to divert their attention for ten seconds, at least?

5. Complete : Use the chart below to explain situational irony in 'The Gift of the Magi'. For each character, identify what is expected to happen and what actually happens.

| SITUATIONAL IRONY | |
|--------------------|-------------------------|
| What Della plans : | What actually happens |
| What Jim plans : | What actually happens : |

6. Complete the following activity.

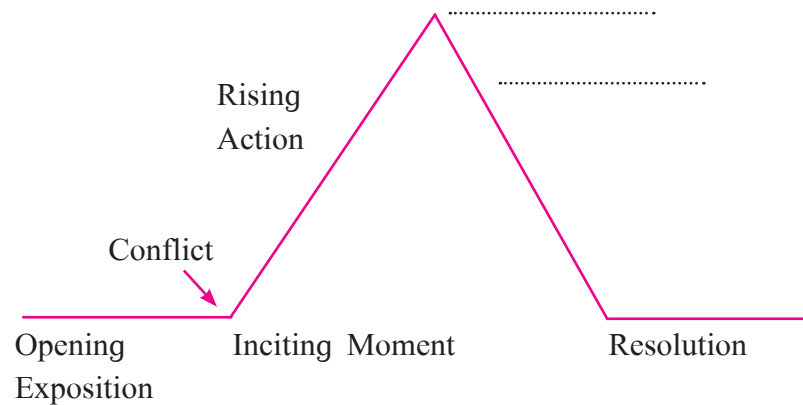
Word List :

- | | | |
|-----------|-----------------|---------------|
| agile | cascade | coveted |
| instigate | prudence | assertion |
| chronicle | inconsequential | predominating |
| subside | gobbling | |

Fill in each set of blanks with the correct word from the word list. The boxed letters will spell out something that Della receives.

| | |
|--|--|
| 1. A small waterfall | - - - <input type="text"/> - - - |
| 2. You wished greedily for something. | - <input type="text"/> - - - - - |
| 3. This describes something important. | - - - - - <input type="text"/> - - - - - |
| 4. You hope a loud siren will do this. | - - <input type="text"/> - - - - |
| 5. Troublemakers do this. | - - <input type="text"/> - - - - - |

7. Complete the following basic plot diagram :



8. Pick out from the story words that mean the following.

Against each consumer write (N) if it is a Noun (V) for Verb and (Adj) for Adjective.

- (1) reluctance to spend money ()
- (2) relating to ()
- (3) urge ()
- (4) reduce in value ()
- (5) wisdom ()
- (6) very huge ()
- (7) foolishness ()

9. Think and answer on your own in a few sentences, in your notebook.

- (a) What would you do if you ran short of money, to buy a birthday gift for one of your parents/ siblings ?
- (b) Think of two alternatives that could have prevented Della and Jim from selling their most precious possessions.
- (c) Justify the title of the story, ‘The Gift of the Magi’.
- (d) Gifts that you buy have fixed prices/ rates. How can the buyer increase the value of a gift bought for someone very dear in the family ?
- (e) What situation is the climax of the story ? How does it end up as an anticlimax ?
- (f) If you share this story with some friends in a junior class, how would they react in the end ?
- (g) Who were the very first people to give Christmas gifts ? What had inspired them to do so ?
- (h) At the end of the story, O Henry remarks that of all who give gifts, Della and Jim were the wisest. Think and explain this paradoxical remark.

10. Pick out and rewrite the exact sentence which indirectly imply the following :

- (a) Della was not too happy about bargaining for grocery etc.
.....
- (b) The flat was in a dilapidated condition.
.....

(c) King Soloman would express his jealousy of Jim.

.....

(d) Della spent a joyful time, for two hours.

.....

(e) Della's elated mood underwent a change as she opened her gift.

.....

(f) The weekly income amount does not matter.

.....

(g) Let us set aside our gifts and get ready for dinner.

.....

11. Frame wh-questions to get the underlined answers.

(1) Life is made up of sobs, sniffles and smiles.

.....

(2) Many a happy hour she had spent planning for something nice for him.

.....

(3) Her hair reached below her knee.

.....

(4) She was ransacking the stores for Jim's present.

.....

(5) At 7 o'clock the coffee was made.

.....

(6) The magi were wise men.

.....

12. (A) Add appropriate question tags.

(1) Della leaped up,?

(2) You'll have to look at the time,?

(3) They were expensive combs,?

(4) I just had to do it,?

(5) I am still pretty,?

(6) Give it to me quick,?

(7) There was clearly nothing to do,.....?

(8) My hair grows so fast,?

(9) Let's put our Christmas presents away,?

(10) She had a habit for saying a silent prayer, ?

(B) Supply short answers (Pronoun + Auxiliary Verb)

Questions

Answers

(1) Don't you like me ?

Yes,

(2) Have you cut off your hair ?

Yes,

(3) Shall I put the chops on ?

Yes,

- | | |
|-------------------------------|------------|
| (4) Isn't it a dandy ? | Yes, |
| (5) Does it make difference ? | No, |
| (6) Will you buy my hair ? | No, |
| (7) Can you afford it ? | No, |
| (8) Are you fooling me ? | No, |

13. Pick out the infinitives/ gerunds/ participles from the following sentences and state what each one is.

(1) I want to see how it looks.

.....

(2) I don't like frightening stories.

.....

(3) We decided to settle in Pune.

.....

(4) Playing sitar is Arjun's hobby.

.....

(5) It was a horrifying experience for all of us.

.....



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