

Unit

1

Reading A : The Snake and the Mirror

Reading B : The Duck and the Kangaroo (Poem)

Reading C : Little Bobby

Humour

Humour



Humour

Look at the picture and answer the questions that follow.



1. What did the lion do on looking at its own reflection?
 - a. enjoyed its beauty
 - b. felt threatened
 - c. felt angry

Give your reasons for your option.

2. Have you heard or read a story of a pet or an animal looking into a mirror? If yes, how did the animal feel?

Now read the story, in which a doctor describes a snake that looks into a mirror.

The Snake and the Mirror

“Has a snake ever coiled itself round any part of your body? A full-blooded cobra?” All of us fell silent. The question came from the homeopath. The topic came up when we were discussing snakes. We listened attentively as the doctor continued with the tale.

“It was a hot summer night about ten o’ clock. I had my meal at the restaurant and returned to my room. I heard a noise from above as I opened the door. The sound was a familiar one. One could say that rats and I shared the room. I took out my box of matches and lighted the kerosene lamp on the table.



The house was not electrified; it was a small rented room. I had just set up medical practice and my earnings were meagre. I had about sixty rupees in my suitcase. Along with some shirts and *dhotis*, I also possessed one solitary black coat which I was then wearing.

I took off my black coat, white shirt and not-so-white vest and hung them up. I opened the two windows in the room. It was an outer room with one wall facing the open yard. It had a tiled roof with long supporting gables that rested on the beam over the wall. There was no ceiling. There was a regular traffic of rats to and from the beam. I made my bed and pulled it close to the wall. I lay down but I could not sleep. I got up and went out to the veranda for a little air, but the wind god seemed to have taken time off.

I went back into the room and sat down on the chair. I opened the box beneath the table and took out a book, *The Materia Medica*. I opened it at the table on which stood the lamp and a large mirror; a small comb lay beside the mirror.

One feels tempted to look into a mirror when it is near. I took a look. In those days I was a great admirer of beauty and I believed in making myself look handsome. I was unmarried and was a doctor. I felt I had to make my presence felt. I picked up the comb and ran it through my hair and adjusted the parting so that it looked straight and neat. Again I heard that sound from above.

I took a close look at my face in the mirror. I made an important decision – I would shave daily and grow a thin moustache to look more handsome. I was, after all, a bachelor, and a doctor!

I looked into the mirror and smiled. It was an attractive smile. I made another earth-shaking decision. I would always keep that attractive smile on my face . . . to look more handsome. I was after all a bachelor, and a doctor too on top of it!

Again came that noise from above.

I got up, lit a *beedi* and paced up and down the room. Then another lovely thought struck me. I would marry. I would get married to a woman doctor who had plenty of money and a good medical practice. She had to be fat; for a valid reason. If I made some silly mistake and needed to run away she should not be able to run after me and catch me!

With such thoughts in my mind I resumed my seat in the chair in front of the table. There were no more sounds from above. Suddenly there came a dull thud as if a rubber tube had fallen to the ground. . . surely nothing to worry about. Even so I thought I would turn around and take a look. No sooner had I turned than a fat snake wriggled over the back of the chair and landed on my shoulder. The snake's landing on me and my turning were simultaneous.



I didn't jump. I didn't tremble. I didn't cry out. There was no time to do any such a thing. The snake slithered along my shoulder and coiled around my left arm above the elbow. The hood was spread out and its head was hardly three or four inches from my face!

It would not be correct to say merely that I sat there holding my breath. I was turned to stone. But my mind was very active. The door opened into darkness. The room was surrounded by darkness. In the light of the lamp I sat there like a stone image in the flesh.

I felt then the great presence of the Creator of this world and this universe. God was there. Suppose I said something and he did not like it. I tried in my imagination to write in bright letters outside my little heart the words 'O God!'

There was some pain in my left arm. It was as if a thick leaden rod – no, a rod made of molten fire – was slowly but powerfully crushing my arm. The arm was beginning to be drained of all strength. What could I do?

At my slightest movement the snake would strike me! Death lurked four inches away. Suppose it struck, what was the medicine I had to take? There were no medicines in the room. I was but a poor, foolish and stupid doctor. I forgot my danger and smiled feebly at myself.

It seemed as if God appreciated that. The snake turned its head. It looked into the mirror and saw its reflection. I do not claim that it was the first snake that had ever looked into a mirror. But it was certain that the snake was looking into the mirror. Was it admiring its own beauty? Was it trying to make an important decision about growing a moustache or using eye shadow and mascara or wearing a vermilion spot on its forehead?



I did not know anything for certain. What sex was the snake, was it male or female? I will never know; for the snake unwound itself from my arm and slowly slithered into my lap. From there it crept onto the table and moved towards the mirror. Perhaps it wanted to enjoy its reflection at closer quarters.

I was no mere image cut in granite. I was suddenly a man of flesh and blood. Still holding my breath I got up from the chair. I quietly went out through the door into the veranda. From there I leapt into the yard and ran for all I was worth.”

“Phew!” Each of us heaved a sigh of relief. All of us lit *beedis*. Somebody asked, “Doctor, is your wife very fat?”

“No,” the doctor said. “God willed otherwise. My life companion is a thin reedy person with the gift of a sprinter.”

Someone else asked, “Doctor, when you ran, did the snake follow you?”

The doctor replied, “I ran and ran till I reached a friend’s house. Immediately I smeared oil all over myself and took a bath. I changed into fresh clothes. The next morning at about eight-thirty I took my friend and one or two others to my room to move my things from there. But we found we had little to carry. Some thief had removed most of my things. The room had been cleaned out! But not really, the thief had left behind one thing as a final insult!”

“What was that?” I asked

The doctor said, “My vest, the dirty one. The fellow had such a sense of cleanliness . . . ! The rascal could have taken it and used it after washing it with soap and water.”

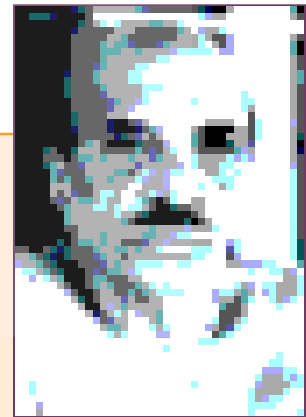
“Did you see the snake the next day, doctor?”

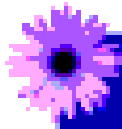
The doctor laughed, “I’ve never seen it since. It was a snake which was taken with its own beauty!”

- **Vaikom Muhammad Basheer**
(Translated by V. Abdulla)

About the author

Vaikom Muhammad Basheer (21 January 1908 – 5 July 1994) was a Malayalam fiction writer from the state of Kerala in India. He was a humanist, freedom fighter, novelist and a short story writer. He is noted for his down-to-earth style of writing that made him equally popular among literary critics as well as the common man. He is regarded as one of the most successful and outstanding writers from India. Translations of his works into other languages have won him worldwide acclaim. The story ‘*The Snake and the Mirror*’ was translated into English. His notable works include *Baalyakaalasakhi*, *Shabdangal*, *Mathilukal*, and *Anarga Nimisham*. He was awarded the Padma Shri in 1982. He is fondly remembered as the Beypore Sultan.





Glossary

| | | |
|----------------------------------|---|---|
| full-blooded (<i>adj</i>) | : | strong |
| meagre (<i>adj</i>) | : | small in quantity |
| solitary (<i>adj</i>) | : | single |
| vest (<i>n</i>) | : | a garment worn under a shirt / a piece of underwear |
| gable (<i>n</i>) | : | upper part of a wall below a sloping roof |
| parting (<i>n</i>) | : | a line on a person's head where the hair is divided with a comb |
| pace (<i>v</i>) | : | to walk up and down many times |
| thud (<i>n</i>) | : | (here) a dull sound made when a heavy object falls |
| wriggled (<i>v</i>) | : | moved by twisting and turning |
| slithered (<i>v</i>) | : | moved / glided |
| quarters (<i>n</i>) | : | parts of the body |
| hood (<i>n</i>) | : | (here) a hood-like structure on the head of a snake |
| molten (<i>adj</i>) | : | heated to a very high temperature |
| lurk(ed) (<i>v</i>) | : | be about / lie in wait |
| mascara (<i>n</i>) | : | a substance put on eyelashes to make them look dark and thick |
| vermilion (<i>adj</i>) | : | bright red in colour |
| I was no image cut in granite | : | the doctor no longer stood there like a statue |
| a man of flesh and blood | : | a normal man (The doctor became normal.) |
| reedy (<i>adj</i>) | : | not pleasant |
| sprinter (<i>n</i>) | : | a fast runner |
| taken with (<i>phr.v</i>) | : | attracted by |

I. Answer the following questions.

1. The doctor heard a sound coming from above three times. What was it?
2. Why did the doctor sit like a stone?

3. What made the doctor forget his fears and have a sense of relief?
4. Did the snake admire its beauty? Yes or no? Pick the lines from the passage in support of your answer.
5. Why did the doctor want to marry a woman doctor? What kind of woman doctor would he like to marry?
6. What did the doctor think about the snake when it looked into the mirror?
- * 7. Why did the doctor run to his friend's house? Did the snake want to harm the doctor? Why or why not?

II. Here is a list of sentences from the story. Tick (✓) the sentences that tell you that the author was afraid of the snake.

| Sl. No. | Sentence | Boxes for Ticking |
|---------|---|-------------------|
| 1. | I don't tremble. I don't cry out. | |
| 2. | I sat there holding my breath. | |
| 3. | I forgot my danger and smiled feebly at myself. | |
| 4. | Holding my breath I got up from the chair. | |
| 5. | I leapt into the yard and ran for all I was worth. | |
| 6. | I don't claim that it was the first snake that had ever looked into a mirror. | |

Vocabulary

I. Tick (✓) the correct meaning of the words underlined below.

1. The house was not electrified.
 - a. There was no electricity in the house.
 - b. The house was not away from the electricity board.
 - c. The house was not lit up.

2. The earnings were meagre.
 - a. very high
 - b. very small
 - c. nil
3. I also possessed one solitary black coat.
 - a. single
 - b. unique
 - c. expensive
4. I made another earth-shaking decision.
 - a. valuable
 - b. dangerous
 - c. important
5. The room was surrounded by darkness.
 - a. full of
 - b. covered
 - c. encircled
6. Some thief had removed most of my things.
 - a. damaged
 - b. destroyed
 - c. stolen

II. Read the following sentence from the text and notice the underlined word.

Suddenly there came a dull thud as if a rubber tube had fallen to the ground.

'Thud' means to fall with a low dull sound.

Here is a list of words related to sounds. Say what these words mean. Refer to a dictionary.

| Word | Meaning |
|-------|---------|
| bang | |
| clang | |
| buzz | |
| ring | |

III. Use the linkers given in the box to complete the story. A linker may be used more than once.

A young doctor lived in a village. The doctor told his friends an interesting story about himself and a cobra. It was a hot summer night. _____ he opened the door, he heard a sound _____ was well known to him. He and rats shared the same room. There was no electricity in the house, _____ he took out a box of matches and lit a kerosene lamp. He took off his clothes and lay down _____ he could not sleep. He got up from the bed and started reading a story-book. Near the table there was a mirror, _____ tempted him to look into at himself. He was unmarried _____ he was particular about his handsomeness. He wanted to marry a woman doctor _____ had plenty of money and should be fat. _____ he was having such thoughts, suddenly he felt _____ a rubber tube had fallen to the ground _____ a snake landed on his shoulder. At that time the only thing he could do was to pray to God. The snake would bite him at any moment _____ suddenly it turned its head and started admiring its beauty in the mirror. The doctor was thus saved.

as if, but, who, when, which, so, while



Grammar

I. Read the following sentences from the story.

We found we had little to carry. Some thief had removed most of my things.

In the above two sentences, the first one is in the simple past (found, had) and the second is in the past perfect tense (had removed).

As you can see, the action which occurred earlier, is expressed in the past perfect tense, whereas the action which occurred later, is expressed in the simple past tense.

Here are a few more examples.

1. Sujatha had arrived at the station before the train came.

2. The doctor arrived after the patient had died.
- 3: I bought the ticket as soon as I boarded the bus.

When two actions occur nearly simultaneously in the past, both are expressed in the simple past tense (exceptional case)

Now combine the following pair of sentences using the past perfect and the simple past.

(use **after**, **before** or **when** as linkers)

The first one has been done for you.

1. I brushed my teeth. I took my breakfast.

A. *After I had brushed my teeth, I took my breakfast.*

or

I had brushed my teeth before I took my breakfast.

2. She started to go to market. It rained heavily.

A. _____

3. He completed his homework. He went to bed.

A. _____

4. I finished my dinner. Then my father came.

A. _____

5. I fell seriously ill. I met my family doctor.

A. _____

6. I locked the door. I went out to meet my friend at a restaurant.

A. _____

II. Phrasal Verbs

Look at the following phrasal verbs and their meanings.

1. take out - to remove something from inside
2. set up - to arrange for something; to happen / to start
3. take off - to remove
4. lie down - to take rest

5. take time off - to take some time for something
6. look into - to observe oneself keenly
7. look at - to have a look at something
8. get up - to wake up
9. change into - to turn into
10. leave behind - to leave something as a token of memory or gift

As you can see, a phrasal verb is a unit of a verb and one or more particles / a preposition. It cannot be understood on the basis of the meanings of the individual parts in isolation, but rather it must be taken as a whole.

Use the above phrasal verbs in the blanks. Make necessary changes in the verb forms.

Venkata Rao was a rich man. He wanted to _____ some business in the town. So he _____ a lot of money from the bank. On an auspicious day he started his medical business, which increased by leaps and bounds. He became so busy that he could not _____ for any rest. He used to _____ very early in the morning and go to his office. In the afternoon he would _____ his shirt and _____ on his couch in the office. After a nap he would put on his shirt. Then he would _____ the mirror and _____ himself admiringly. Anyhow he _____ some fame in the town even when he went abroad. Everybody believed that he _____ a new man.



Writing

I. Write a descriptive essay on any unusual or humorous incident you may have witnessed or experienced.

II. Preparation of a Poster

Tell the names of some important events / happenings. If you want to publicize the matter, what would you do?

Look at the poster given below.

THE KANDUKURU LAUGHING CLUB

Kandukuru, Prakasam Dist.

ANNOUNCES

THE RAJABABU PRIZE



For the best write-up on
**THE ROLE OF
COMEDY**

The Award Annually Honours
One Print Media Journalist
in each of the following three
categories:

Best Write-up in

1. Telugu
2. Urdu
3. English

Each Award
carries

₹ 5000

Deadline for Entries
JULY 27

(Give your contact
details)

For Further
information and
submission of
published entries
CONTACT:

N. Peraiah, President,
**The Kandukuru
Laughing Club**

9, Bank Street Kandukur,
Prakasam Dist – 523105

Cell: 9849381093

www.klc.org/awards

Now reflect on the following questions.

What are the elements of an effective poster? (colour, size, layout, font size, language etc.)

- Who issued the poster?
- What is the purpose of the poster?
- What is the deadline?
- What are the other details highlighted?
- What should be highlighted in a poster?
- Who are the target audience of the poster?

Now prepare a poster using the information given below by arranging it in a proper sequence.

| Highlights | Information |
|-----------------|--|
| Theme | Humour |
| Occasion | The Laughter Day |
| Category | Stories, Songs, Poems, Essays, Articles and Cartoons |
| Award | Best Comic Writer Award |
| Prize Amount | ₹ 10,000 |
| Contact No. | 9701759549 |
| Deadline | 9th August |
| Issued by | ABC Laughing Club, Mummidivaram, East Godavari Dist. -533216 |
| Target Audience | Writers, Journalists, Poets, Essayists, Cartoonists and Lyricists |



Study Skills

Here is a short narration. Read it carefully and make a list of important points. Suggest a suitable title for it.

The young doctor married a rich fat foreign woman. He told her ‘the episode of the snake and the mirror’. She laughed heartily. He went on talking about cobras and some funny facts (associated) related to them. He said to her “cobras are the most poisonous, active and dangerous snakes. But, surprisingly, most Hindus worship them. It is funny to know that some women drop eggs and pour milk into the ant hills where cobras usually reside.

It is funny to know that some people believe cobras dance to the tunes of charmers. In fact, they have no ears. It is equally humorous to be aware of the fact that most cobra victims go to the charmers instead of the doctors. The charmers enchant some so-called *mantras* taking some neem leaves into their hands. The cobra victim dies and they say the victim came late to them. It is funnier to know that some farmers cremate cobras and perform funeral rites as if one of the members of their family has died.” “Are there any other funny stories related to cobras?” The young wife enquired. “Yes”. There are so many stories to tell but I will tell them tomorrow. The patients may be waiting for me at hospital.” The doctor said and left for hospital in a hurry.



Listening

I. Your teacher will tell the story, ‘Master of the Game.’ Listen to it carefully and answer the following questions.

1. What made the old man talk to the boys?
2. Why did the boys stop playing cricket in the night outside the old man’s house?

B Reading

The Duck and the Kangaroo



Said the Duck to the Kangaroo,
“Good gracious! How you hop!
Over the fields and the water too,
As if you never would stop!
My life is a bore in this nasty pond,
And I long to go out in the world beyond!
I wish I could hop like you!”
Said the Duck to the Kangaroo.

“Please give me a ride on your back!”
Said the Duck to the Kangaroo.
“I would sit quite still, and say nothing but ‘QUACK’,
The whole of the long day through!
And we’d go to the Dee and the Jelly Bo Lee,
Over the land, and over the sea;
Please take me a ride! O do!”
Said the Duck to the Kangaroo.





Said the Kangaroo to the Duck,
“This requires some little reflection;
Perhaps on the whole it might bring me LUCK,
And there seems but one objection,
Which is, if you’ll let me speak so bold,
Your feet are unpleasantly wet and cold,
And would probably give me the roo-
Matiz!” said the Kangaroo.

Said the Duck, “As I sat on the rocks,
I have thought over that completely.
And I bought four pairs of worsted socks
Which fit my web feet neatly.
And to keep out the cold I’ve bought a cloak,
And everyday a cigar I’ll smoke,
All to follow my own dear true
Love of a Kangaroo!”



Said the Kangaroo, “I’m ready!
All in the moonlight pale;
But to balance me well, dear Duck, sit steady!
And quite at the end of my tail!”
So away they went with a hop and a bound,
And they hopped the whole world three times round;
And who so happy – O who,
As the Duck and the Kangaroo?

- *Edward Lear*

About the poet

Edward Lear (12 May 1812 – 29 January 1888) was a British artist, illustrator, author, and poet, renowned today primarily for his literary nonsense, in poetry and prose. In his childhood he suffered from ill health. After a long decline in health, he died of heart disease. His principal areas of work as an artist were threefold: as a draughtsman employed to illustrate birds and animals; making coloured drawings during his journeys; as an author, Lear is principally known for his popular nonsense works, rather than as a travel writer. These show a great ability to use with relish the sound of real and invented English words. The poem ‘*The Duck and the Kangaroo*’ is a poem with a touch of light humour.



Glossary

| | |
|----------------------------------|---|
| long (v) | : want / wish very much |
| hop (v) | : move by jumping |
| ride (n) | : a short journey |
| the Dee and the Jelly Bo Lee (n) | : wonderful places imagined by the poet |
| reflection (n) | : thought / careful thought |
| bold (adj) | : (here) frank |
| roo-matiz (n) | : a disease that makes the muscles and joints painful |
| worsted socks | : woolen socks |
| web feet (n) | : feet that have toes connected by membrane |
| cloak (n) | : a coat that protects from cold |

I. Answer the following questions.

1. Why did the Duck get bored in life? What did it want to do?
2. What problem did the Kangaroo find with the Duck? How was it solved?
3. Who was happy in the end? Why?
- *4. What is the underlying message in the poem?

II. Read the above poem once again and choreograph it as described here under.

Do you know how to process choreography?

Here is the process.

Think of the following.

1. How do we begin the poem?
(*Sing the poem three or four times to register the tune and rhythm.*)
2. What are the characters in the poem?
(*The Duck and the Kangaroo.*)
3. What is the theme of the poem?
(*Wish of the Duck to go round the world*)
4. What is the theme of each stanza? (sub themes)

| Sl. No. | Stanza | Theme |
|---------|--------|--|
| 1. | First | Wish of the Duck to hop and go round the world |
| 2. | Second | Requesting the Kangaroo to take her for a ride |
| 3. | Third | Conditional acceptance of the Kangaroo |
| 4. | Fourth | Assurance of comfort from the Duck's side |
| 5. | Fifth | Fulfilment of desire |

5. Convert the themes into incidents and performable actions.
6. What are the actions involved in the poem?
 - *Boredom with present life (feelings of boredom, pain)*
 - *Desire to go round the world (miming)*
 - *Wearing socks and smoking cigarettes (joy)*
 - *Displeasure due to wet and cold feet (gestures)*
 - *Sitting on kangaroo at the end of the tail (miming)*
 - *Joy (facial expression and gestures)*
7. Who are the characters involved?
(*The Duck, the Kangaroo and other creatures in the pond like frogs fish etc.*)
8. Where does the incident take place (Location)?
(*By the side of the pond*)
9. Presentation of the choreography on the stage:
 - *The chorus team sings the poem*
 - *The characters perform their actions*
 - *The action of the Duck and the Kangaroo– expressing boredom, wish, discomfort, joy etc.*
 - *The actions related to miming, facial expressions and gestures.*
 - *Actions related to hopping, sitting, walking jumping*

Little Bobby

Little Bobby came into the kitchen where his mother was making dinner.

His birthday was coming up and he thought this was a good time to tell his mother what he wanted.

Mom, I want a bike for my birthday.

Little Bobby was a bit of a troublemaker.

He had gotten into trouble at school and at home.

Bobby's mother asked him if he thought he deserved to get a bike for his birthday.



Little Bobby, of course, thought he did.

Bobby's mother wanted Bobby to reflect on his behaviour over the last year and said, "Go to your room, Bobby, and think about how you have behaved this year. Then write a letter to God and tell Him why you deserve a bike for your birthday."

Little Bobby stumped up the steps to his room. Jessy, his pet dog followed him. Bobby thought for some time and sat down to write a letter to God. Jessy sat beside him and started watching what Bobby was doing.

Letter 1

Dear God,

I have been a very good boy this year and I would like a bike for my birthday.

I want a red one.

Your friend,

Bobby

Bobby knew that this wasn't true. He had not been a very good boy this year, So he tore up the letter and started again to write another letter.

Letter 2

Dear God,

This is your friend Bobby. I have been a good boy this year and I would like a red bike for my birthday. Thank you,

Your friend,

Bobby

Bobby knew that this wasn't true either. So, he tore up the letter and started again.

Letter 3

Dear God,

I have been an OK boy this year. I still would really like a bike for my birthday.

Bobby

Bobby knew he could not send this letter to God either. So, Bobby wrote the fourth letter.

Letter 4

God,

I know I haven't been a good boy this year. I am very sorry.

I will be a good boy if you just send me a bike for my birthday.

Please! Thank you,

Bobby

Bobby knew, even if it was true, this letter was not going to get him a bike. Now, Bobby was very upset. He went downstairs and told his mom that he wanted to go to church. Bobby's mother thought that her plan had worked, as Bobby looked very sad. Just be home in time for dinner, Bobby's mother told him. Bobby walked down the street to the church on the corner. Little Bobby went into the church and up to the altar. He looked around to see if anyone was there. Bobby bent down and picked up a small statue of Mary, the mother of God. He slipped the statue under his shirt and ran out of the church, down the street, into the house, and up to his room. He shut the door of his room and sat down with a piece of paper and pen. Bobby began to write his letter to God.

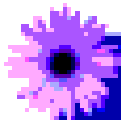
Letter 5

God,

**I'VE KIDNAPPED YOUR MOM. IF YOU WANT TO SEE HER AGAIN,
SEND THE BIKE!!!**

Bobby

- Ritcha Rao



Glossary

| | | |
|---------------------------|---|--|
| troublemaker (<i>n</i>) | : | a person who often causes trouble |
| deserved (<i>v</i>) | : | qualified to have something |
| reflect (<i>v</i>) | : | think |
| stumped (<i>v</i>) | : | walked in a noisy way in an upset mood |

Answer the following questions.

1. Which is the most humorous action? Give reasons in support of your answer.
- *2. If you wanted a bike, what letter would you write to God?
- *3. Would you like the behaviour of Little Bobby? Why or why not? Give a reason.



Project Work

Collect data from 30 families (including men, women and children) on the following programmes they watch on TV.

Family information sheet

| Sl. No. | Name of the Programme | No. of Women Watching | No. of Men Watching | No. of Children Watching |
|---------|-----------------------|-----------------------|---------------------|--------------------------|
| 1 | News | | | |
| 2 | Cookery | | | |
| 3 | Film Reviews | | | |
| 4 | Daily Serials | | | |
| 5 | Reality Shows | | | |
| 6 | Cartoon Programmes | | | |
| 7 | Movies | | | |
| 8 | Discussions | | | |
| 9 | Games and Sports | | | |

Follow the process given below.

Before conducting the survey: Form into three groups.

During the survey: Collect the information to know how frequently people watch different programmes on T.V. depending on their gender and age.

- Each group should collect data from ten families by using the above format.

After the survey:

- On the basis of the individual 10 sheets, prepare one consolidated sheet giving the profile of the families visited.
- Analyse the results in groups and write a brief report on the result of your survey.
- You may use the following phrases:
 Very large number of men/women/children (above 75%)
 Very few number of men/women/children (below 15%)
 A good number of men/women/children (15%-75%)

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

| Indicators | Yes | Somewhat | No |
|--|-----|----------|----|
| I read and understood the text : | | | |
| A. The Snake and the Mirror | | | |
| B. The Duck and the Kangaroo | | | |
| C. Little Bobby | | | |
| I was able to do the exercises given under 'Vocabulary'. | | | |
| I was able to use the combination of 'the Past Perfect and the Simple Past'. | | | |
| I was able to use the phrasal verbs given under 'Grammar'. | | | |
| I was able to write a descriptive essay on a humorous incident. | | | |
| I was able to prepare a poster. | | | |
| I listened to and understood the story 'Master of the Game' and answered the questions. | | | |
| I was able to choreograph the poem 'The Duck and the Kangaroo'. | | | |
| I was able to make a list of important points from the given narration and suggest suitable title for it given under 'Study Skills'. | | | |
| I was able to complete the 'Project Work'. | | | |

The poem below is full of sound/symbol surprises in English.

I take it you already know
Of **tough** and **bough** and **cough** and **dough**?
Some falter, (but I think not you)
On **hiccough**, **thorough**, **tough** and **through**.
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of **heard**, a dreadful word,
That looks like **beard** and sounds like **bird**.
And **dead**; It's said like **bed** not **bead**—
For goodness sake, don't call it **deed**!
Watch out for **meat** and **great** and **threat**
They rhyme with **suite** and **straight** and **debt**.

A moth is not the **moth** in **mother**
Nor **both** in **bother**, **broth** in **brother**;
And **here** is not a match for **there**,
Nor **dear** and **fear** for **bear** and **pear**—
And then there's **dose** and **rose** and **lose**;
Just look these up, with **goose** and **choose**.

Now, **cork** and **work**; and **card** and **ward**;
And **font** and **front**; and **word** and **sword**;
And **do** and **go**; and **thwart** and **cart**—
Come, come, I've hardly made a start!
A dreadful language? Sakes alive!
I'd mastered it when I was five!

Anonymous

Unit

2

Reading A : True Height

Reading B : What Is a Player? (Poem)

Reading C : V.V.S. Laxman,
Very Very Special



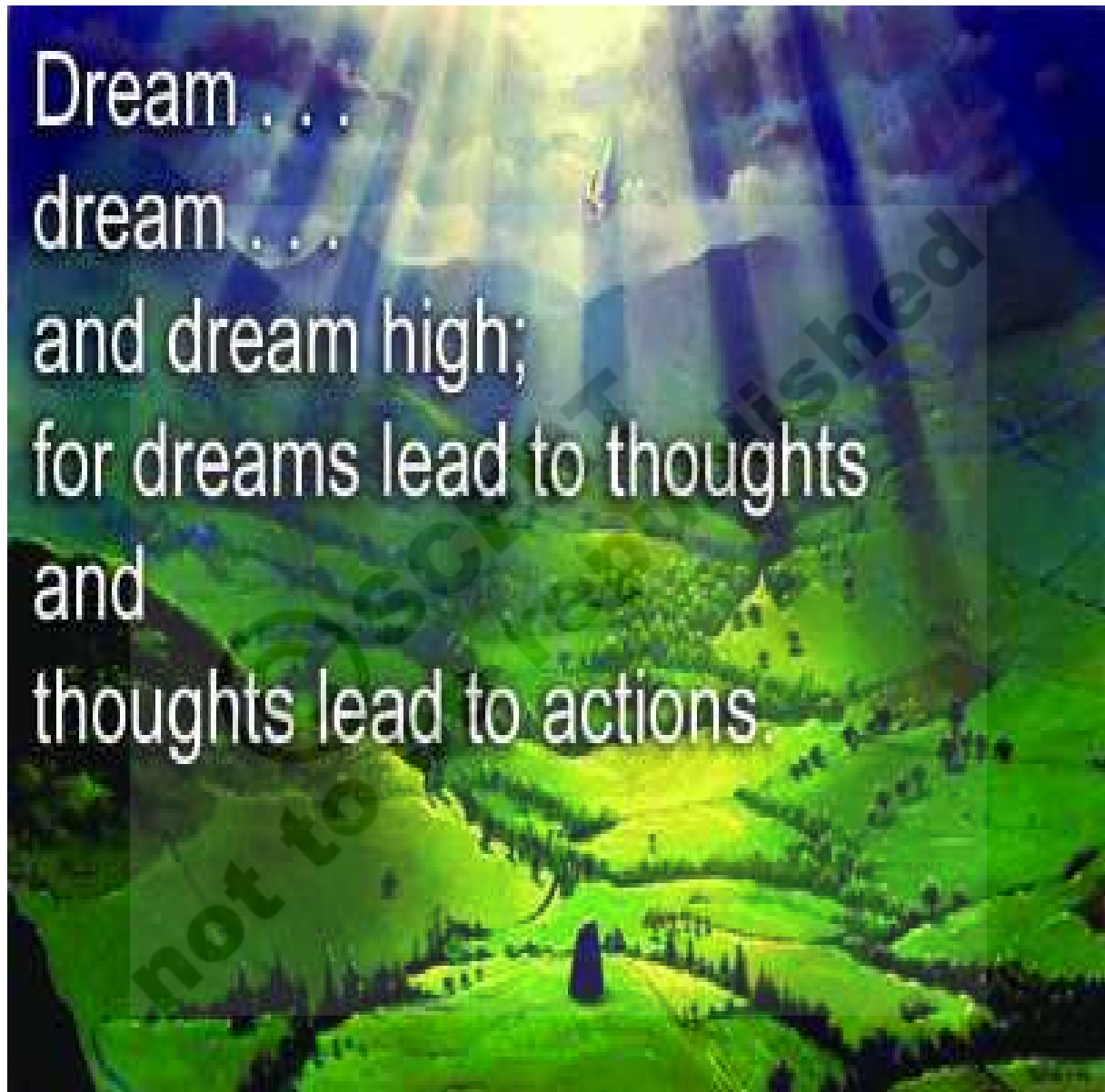
Games and Sports

Games and Sports

Games and Sports

Games and Sports

Read the following quotation and answer the questions that follow.



1. What, according to you, does this quotation express?
2. Is it essential to dream high? How can anyone make one's dream come true?
3. What is your dream in life?
4. Have you ever heard of a child with special needs becoming a champion?

Here is one such a story.

True Height

This story talks about the feelings of an athlete as he pursues his dream. Read about a nerve-wracking day in Michale Stone's life as he prepares to take the ultimate test of his sports career. It is an awe-inspiring achievement that will leave you breathless.



His palms were sweating. He needed a towel to dry his grip. A glass of ice water quenched his thirst but hardly cooled his intensity. The astroturf he sat on was as hot as the competition he faced today at the National Junior Olympics. The pole was set at 17 feet. That was three inches higher than his personal best. Michael Stone confronted the most challenging day of his pole-vaulting career. The stands were still filled with about twenty thousand people, even though the final race had ended an hour earlier.

The pole vault is truly the glamour event of any track and field competition. The sportsman combines the grace of a gymnast with the strength of a bodybuilder. Pole-vaulting also has the element of flying, and the thought of flying as high as a two-storeyed building is a mere fantasy to anyone watching such an event. Today it is not only Michael Stone's reality and dream – it is his quest.

As long as Michael could remember, he had always dreamed of flying. Michael's mother read him numerous stories about flying when he was growing up. Her stories were always the ones that described the land from a bird's-eye view. Her excitement and passion for details made Michael's dreams full of colour and beauty. Michael had this one recurring dream. He would be running down a country road. He could feel the rocks and chunks of dirt at his feet. As he raced down the golden-lined wheat fields, he would always outrun the locomotives passing by. He would begin soaring like an eagle.

Where he flew would always coincide with his mother's stories. His dad, on the other hand, was not a dreamer. Bert Stone was a hard-core realist. He believed in hard work and sweat. His motto: If you want something, work for it!

From the age of fourteen, Michael did just that. He began a very careful and regimented weightlifting programme. He worked out every other day with weights, with some kind of running work on alternate days. The programme was carefully monitored by Michael's coach, trainer and father. Michael's dedication, determination and discipline was a coach's dream.

Besides being an honour student, Michael Stone continued to help his parents with their farm chores. Michael's persistence in striving for perfection was not only his obsession but his passion.

Mildred Stone, Michael's mother, wished that he could relax a bit more and be that 'free dreaming' little boy. On one occasion she attempted to talk to him and his father about this, but his dad quickly interrupted, smiled and said, "You want something, work for it!"

All of Michael's vaults today seemed to be the reward for his hard work. If Michael Stone was surprised, thrilled or arrogant about clearing the bar at 17 feet you couldn't tell. As soon as he landed on the inflated landing mat, and with the crowd on its feet, Michael immediately began preparing for his next attempt at flight. He seemed oblivious of the fact that he had just surpassed his personal best by three inches and that he was one of the final two competitors in the pole-vaulting event at the National Junior Olympics.

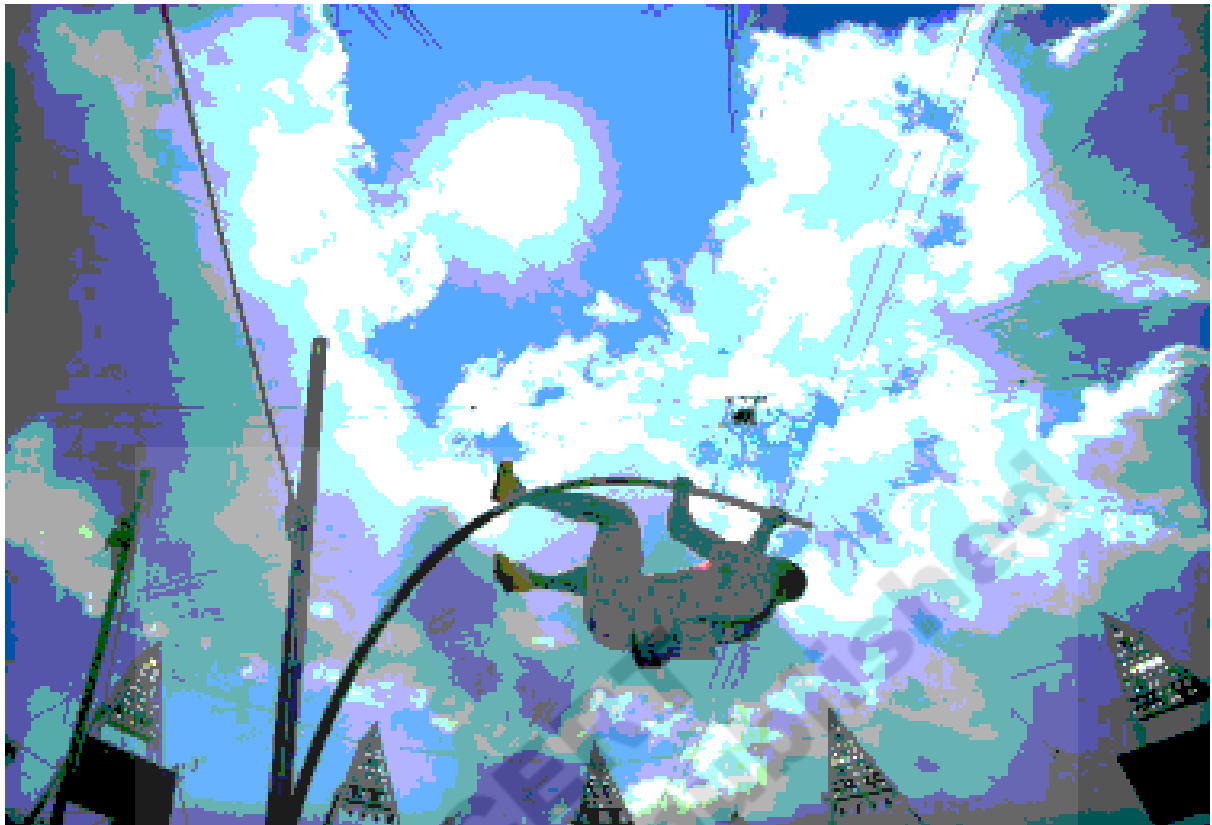
Michael cleared the bar at 17 feet and 2 inches and 17 feet 4 inches; again he showed no emotion. Constant preparation and determination were his vision. As he lay on his back and heard the crowd groan, he knew the other vaulter had missed his final jump. He knew it was time for his final jump. Since the other vaulter had fewer misses, Michael needed to clear this vault to win. A miss would get him second place. Nothing to be ashamed of, but Michael would not allow himself the thought of not winning first place.

He rolled over and did his ritual of three finger-tipped push-ups. He found his pole, stood and stepped on the runway that led to the most challenging event of his seventeen-year-old life.

The runway felt different this time. It startled him for a brief moment. Then it all hit him like a wet bale of hay. The bar was set at nine inches higher than his personal best. "That's only one inch off the National record," he thought. The intensity of the moment filled his mind with anxiety. He began shaking off the tension from his body. It wasn't working. He became more tense. "Why is this happening to me now?" he thought. He began to get nervous. A afraid would be a more accurate description. What was he going to do? He had never experienced these feelings. Then out of nowhere, and from the deepest depths of his souls, he envisioned his mother. Why now? What was his mother doing in his thoughts at a time like this? It was simple. His mother always used to tell him when you felt tense, anxious or even scared, to take deep breaths.

So he did. Along with shaking the tension from legs, he gently laid his pole at his feet. He began to stretch out his arm and upper body. The light breeze that was once there was now gone. He could feel a trickle of cold sweat running down his back. He carefully picked up his pole. He felt his heart pounding. He was sure the crowd did, too. The silence was deafening. When he heard the singing of some distant robins in flight, he knew it was his time to fly.

As he began sprinting down the runway, something felt wonderfully different, yet familiar. The surface below him felt like the country road he used to dream about. The rocks and chunks of dirt, the visions of the golden wheat fields seemed to fill his thoughts.



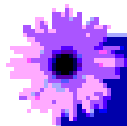
When he took a deep breath, it happened. He began to fly. His take-off was effortless. Michael Stone was flying, just as in his childhood dreams. Only this time he knew he wasn't dreaming. This was real. Everything seemed to be moving in slow motion. The air around him was the purest and freshest he had ever sensed. Michael was soaring with the majesty of an eagle.

It was either the eruption of the people in the stands or the thump of his landing that brought Michael back to earth. On his back with that wonderful hot sun on his face, he could only envision the smile on his mother's face. He knew his dad was probably smiling too, even laughing. Bert would always do that when he got excited, smile and then sort of giggle. What he didn't know was that his dad was hugging his wife and crying. He was crying harder than Mildred had ever seen before. She also knew he was crying the greatest tears of all: tears of pride.

Michael was immediately swarmed with people hugging and congratulating him on the greatest accomplishment of his life. He later went on that day to clear 17 feet 6½ inches – a National and International Junior Olympics record.

With all the media attention and heartfelt congratulations, Michael's life would never be the same. It wasn't just because he won the National Junior Olympics and set a new world record. And it wasn't because he had just increased his personal best by 9½ inches. It was simply because. . . Michael Stone was blind.

- David Naster



Glossary

| | |
|------------------------------------|---|
| astroturf (<i>n</i>) | : a type of artificial grass surface used especially for sports grounds |
| pole vault (<i>n</i>) | : a sport in which you use a long pole to swing over a high barrier |
| a bird's-eye view (<i>n.phr</i>) | : view of all the aspects of something |
| hard-core (<i>adj</i>) | : strong |
| motto (<i>n</i>) | : a saying that expresses aims and beliefs of a person |
| regimented (<i>adj</i>) | : strict and organized |
| obsession (<i>n</i>) | : a state in which a person's mind is completely filled with a thought of one particular thing / person |
| oblivious (<i>adj</i>) | : not aware of something / unaware |
| ritual (<i>n</i>) | : any customary observance or practice |
| finger-tipped (<i>adj</i>) | : the tips of fingers touching the ground |
| envision (<i>v</i>) | : have a vision of somebody or something |
| runway (<i>n</i>) | : (here) running track |
| sprinting down (<i>v</i>) | : running at a very fast speed |
| swarmed with (<i>v</i>) | : surrounded by |

Answer the following questions.

1. What was Michael Stone's dream?
2. What impact did the mother's stories have on Michael?
3. How did Michael prepare himself to become an Olympic champion?
4. Michael's mother and father had different ideas about training. How did these two approaches help Michael fulfil his dream?
5. What was so special about Michael's achievement?



Vocabulary

Synonyms

Use a thesaurus / dictionary to find out synonyms of these words from the biographical account you have read.

| Word | Synonyms |
|-------------|----------|
| quench | |
| glamour | |
| passion | |
| persistence | |
| arrogant | |
| pounding | |

Suffixes

Look at the following words taken from the passage:

competition, excitement, persistence, immediately, wonderful, effortless, childhood, national, intensity.

Now, pick out the suffix from each word and form new words of your own in the table given below. One is done for you.

| Word | Suffix | New Word |
|-------------|--------|------------|
| competition | -ion | completion |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Collocations

A collocation is an arrangement of words or other elements, especially those that commonly co-occur.

e.g. *heart-felt congratulation.*

There are certain word combinations.

- Adjective+ Noun e.g. bright/harsh/intense/strong light
- Verb+ Noun e.g. cast/ emit/give/provide/shed light
- Noun+ Verb e.g. light gleams/glows/shines
- Noun + Noun e.g. a light source
- Preposition+ Noun e.g. by the light of the moon
- Noun+ Preposition e.g. the light from the window
- Quantifier+ Noun e.g. (of) a beam / ray of light

Use a dictionary and write which word in column 1 can collocate with those in the next five columns. Put a tick (✓) mark in the relevant column. Use the apt collocations in your own sentences.

| word | sympathy | opinion | welcome | congratulations | dream |
|------------|----------|---------|---------|-----------------|-------|
| heart-felt | | | | | |
| deep | | | | | |
| childhood | | | | | |
| express | | | | | |
| strong | | | | | |
| warm | | | | | |



Grammar

Look at the following sentences taken from the reading passage:

1. As he raced down the golden-lined wheat fields, he would always outrun the locomotives passing by.

2. When he heard the singing in some distant robins in flight, he knew it was his time to fly.

3. Since the other vaulter had fewer misses, Michel needed to clear this vault to win.

In the above sentences the clauses with *as* and *when* denote time whereas *since* denotes reason. **As** and **when** refer to time and the other parts state what happened at that time. In the third sentence, the clause beginning with **since** states the reason and the other states the consequence.

The words **as**, **when**, **since** are conjunctions, which connect two sentences (clauses). The clauses containing these words are called **Adverbial clauses**. These adverbial clauses cannot stand independently, so they are called **Dependent clauses** or **Subordinate clauses**. The clause that stands on its own is an **Independent clause** or **Main clause**.

The linkers *as*, *when* and *since* (Adverbs) are placed before the clauses to make them Subordinate clause.

Now, read the biographical account once again and pick out the Adverbial clauses and Main clauses and write them in the table or in your notebook.

| Sentence from the text | Adverbial / Dependent Clause | Main / Independent Clause |
|------------------------|------------------------------|---------------------------|
| | | |

Complete the following sentences with appropriate Adverbial clauses. Use the adverbs wherever they are given in brackets.

- The teacher entered the class, _____.
- The dog ran into a speeding car, _____.
- I was in deep sleep, _____.
- Someone knocked at the door, _____.
- The crowd cheered Michael Stone, _____ . (*as soon as*)
- It is high time the cricket board thought of different alternatives, ___ . (*as*)



Writing

You have read the biography of Michael Stone. Think of some world-famous sporting personalities from India. Collect information about any one of them and write a biographical sketch.

You may include the following.

1. Date and place of birth
2. Information about the family
3. Achievements of the person: awards, prizes, honours etc.
4. Important events in the life of the person: education, marriage, profession etc.
5. Inspiration to others / message to the society
6. Contribution to his/her field and society

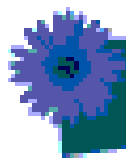


Study Skills

You have finished reading the text “True Height”. Write the summary of the story in your own words.

Use the following ideas to complete your summary effectively.

- Make a note of the important points in the text and the supporting details.
- Sequence of the events.
- Identify the words/ phrases which carry ideas.
- Use appropriate linkers.
- Focus on the words/ phrases that express the essence of the text.
- Present the ideas briefly in your own words.
- Do not include examples in the summary.



Listening

Listen to the commentary on a cricket match and answer the questions.

I. Tick (✓) only the correct ones from the statements given below.

1. Sachin and Gambhir opened the Indian innings. ()
2. Umar Gul opened the Pakistan's attack. ()
3. Laxman is one among the Indian squad. ()
4. Gul bowled out Gambhir. ()
5. India is 14 without loss after the first over. ()

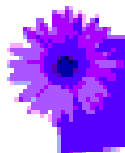
II. Answer the following questions.

- *1. Which two world teams of cricket do you like? Why?
2. Who are the openers?
3. Who are the commentators?

III. Complete the Score Board given below:

India Vs Pakistan

| Name of the batsman | Runs scored | No. of balls faced | Fours | Sixes |
|---------------------|-------------|---------------------|-------|-------|
| 1. Sehwag | | | | |
| 2. Gambhir | | | | |
| Extras | | No. of overs bowled | | |
| Total | | No. of wickets lost | | |



Oral Activity

Imagine, you were listening to the commentary, your father came there and reminded you of the ensuing examinations. He said, "Listening to cricket commentary is a waste of time."

Now develop a conversation between you and your father.

What Is a Player?

A player is one, who doesn't give up at the sight of defeat,

But learns from their mistakes and puts them beneath.

A player is one who doesn't give up at the sound of the buzzer,

Always giving what they have from one side of the court to the other.

A player is one who doesn't whine about their play time,

Because a player knows it's an unacceptable crime.

A player is one who practises game-speed,

Always keeping in mind that their shots are not guaranteed.

A player is one who doesn't settle for anything less,

Even knowing, that they're not the best.

They will be the ones you see outside practising,

Day or night, rain or shine,

They are the ones running on hurt ankles, admitting they're fine.

A player is one, who has a strong, sensible mind,

Never pondering about failing, only contemplating prevailing.

A player is one who doesn't chicken out,

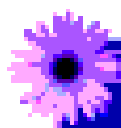
Who wants to be in the game when everything counts

Now, that is a true player.

- Jessica Taylor

About the poet

Jessica Taylor was born in Louisiana. She is a young poetess. She has developed her love for music and poetry at an early age. Most of her poems have focussed on emotional issues with an emotional touch. “*Loneliness*”, “*I Miss You*”, “*I Hate*”, and “*I Am Worried*” are some of her popular poems.



Glossary

| | | |
|------------------------------|---|---|
| give up (<i>phr.v</i>) | : | leave |
| whine (<i>v</i>) | : | complain |
| pondering (<i>v</i>) | : | thinking about something carefully for a period of time |
| contemplating (<i>v</i>) | : | considering about |
| chicken out (<i>phr.v</i>) | : | to decide not to do something because of fear |

Answer the following questions.

1. What are the qualities that a true player should have?
2. What according to the poet is an unacceptable crime of a player?
- *3. Which game do you like the most? What are the qualities of a player stated in the poem? Which of them do you have?
4. The poet talks about certain Do's and Don'ts for a true player. List them out in the following table. One is done for you.

| Do's | Don'ts |
|------------------|--------------------------------|
| regular practice | give up at the sight of defeat |
| | |
| | |
| | |
| | |
| | |
| | |

V.V.S. Laxman, Very Very Special

'Treat success and failure on the same wavelength'

"Success and failure are parts of anybody's life. The key is self-belief and performing consistently in tough conditions," V.V.S. Laxman tells V. V. Subrahmanyam.

One of the finest players in contemporary cricket has called it a day. For someone who delighted cricket lovers with his brilliance with the willow for 16 long years in Test cricket, Vangipurapu Venkata Sai Laxman announced his retirement at a crowded media conference in Hyderabad, ahead of the two-test series against New Zealand.

The 37-year-old star batsman, who was part of the fabulous batting line-up which helped India become the No.1 Test team, shares his experiences and thoughts in an exclusive interview with Sportstar.



Sportstar: When you look back, how has the journey been in the world of cricket?

V.V.S.Laxman: It has been wonderful. I was lucky that the Hyderabad Cricket Association promoted me and Zaki (Syed Moinuddin Zaki) from the under-16 level itself. They made us play in the under-19 grade the same year. It was a huge leap for us and very encouraging. Fortunately, by 18, I was on the verge of playing for Hyderabad in the Ranji Trophy.

Honestly, I feel that all the hard work and commitment I put in from the start of my career have culminated in 16 long years of international cricket. It has been an immensely satisfying feeling to have contributed to Indian cricket in my own way.

SS : Who has been the biggest influence on you?

VVS: My parents (Dr. V. Shantaram and Dr. V. Satyabhama), no doubt about that. Especially, given the fact that sports was never an integral part of our family. But, the guiding philosophy which they taught was handling success and failure with equal ease.

SS : What did the sport teach you?

VVS: Character. To treat success and failure on the same wavelength. It also taught me to be very balanced and obviously whatever I am today is because of cricket.

SS : What was the most difficult phase of your career?

VVS: It was when I had to prefer cricket to academics. That was the toughest moment of my life. Though there was always the dream to play for my country, I also had a natural desire to be a doctor, coming from a family of doctors. Luckily, my father gave me the complete freedom to choose any one of the two. Here the role of my uncle Baba Mohan was very crucial along with some of the coaches then.

SS : Do you believe that it will be difficult for the modern-day young talent to make it as big as you did? Have things changed a lot in this regard?

VVS: Frankly, now-a-days it is more easy to perform and be recognised because of the media glare. There are many platforms for real talent to come good and the IPL is one such which pushes you into national reckoning. If you perform you are bound to get recognized.

SS : From where did you draw the strength to emerge as a giant every time there was an effort to dwarf your achievements?

VVS: My parents and my entire family again. They, along with my well-wishers, were always the source of inspiration. The best part is that they never changed irrespective of whether I was performing or not.

SS : What were your biggest moments as a cricketer?

VVS: There were many. But some stand out. Though I never played the World Cup that saw India as the No.1 team, being a member of the Indian team which was the world No.1 in Test cricket was one of them. The 281 against the Aussies in Kolkata in 2001 was another. That Test remains the most memorable match for me. In fact, that Test series was very special for all the players for it was also the best and the most memorable series. That series gave us the confidence that we can be the best. Clearly, that was the turning point of Indian cricket itself.





SS : When you look back, what were the reasons for India becoming the No. 1 side?

VVS : It is important to remember that it was not a sudden transformation which had come in one year. It all started in early 2000 when Sourav (Ganguly) became the captain. I feel lucky to have played under Sourav, my first captain Sachin and M.S (Dhoni). They all led by example. Everyone was a true performer and all of them had traits of leadership.

SS : How different was Sourav Ganguly as a captain?

VVS : I must say that the combination of Sourav and Coach John Wright was influential in changing the mindset of Indian cricket itself. For, it was then that we started doing well consistently, especially abroad. And we had some amazingly talented individuals with the hunger for success, who played with great pride, worked really hard and showed great commitment levels.

SS : What has been your funniest incident on the field?

VVS : Well (with a big smile), when I and Sourav collided while taking a single in an Oval ODI. It is still amusing and embarrassing, when I look back as to how it could have happened.

SS : What was the most disappointing moment for you?

VVS : There was nothing like that. But, I would feel terribly disgusted whenever I dropped a catch. I would feel sorry for the bowler who puts in such a great effort and the chance is floored! That hurt me the most.

SS : What are your hobbies?

VVS : I love to spend time with my family members. It gives you so much of peace. I do love reading biographies of successful individuals. For, they help us know how they handled different aspects in life and in sport.

SS : You are a complete family man now. Outside you are a celebrity and at home a normal caring father...

VVS: I am lucky to have such a wonderful well-knit family with a wonderful wife. And it's a great feeling to see the kids grow up so fast. It's a real joy to be with them.

SS : Who are the cricketers whom you admire?

VVS: In my early days, Azhar. Well, Sachin is such a role model in every aspect. Kapil was a great inspiration too.

SS : What is your favourite cuisine?

VVS: I am vegetarian. I love to taste all sorts of dishes. Thai cuisines are my favourite.

SS : What kind of music do you normally listen to and who are your favourite singers?

VVS: India has been very fortunate to have seen so many great musicians and singers. And, I love listening to Kishore Kumar and our own S. P. Balasubrahmanyam, with whom I fortunately enjoy a special, personal relationship.

SS : Which TV programme do you love to watch?

VVS: Generally I don't miss any big sporting events and Wimbledon is one such that I love to watch without fail. And, with the family members I do enjoy watching the singing and dancing competition programmes. I am amazed at the talent actually.

SS : Who was your childhood hero?

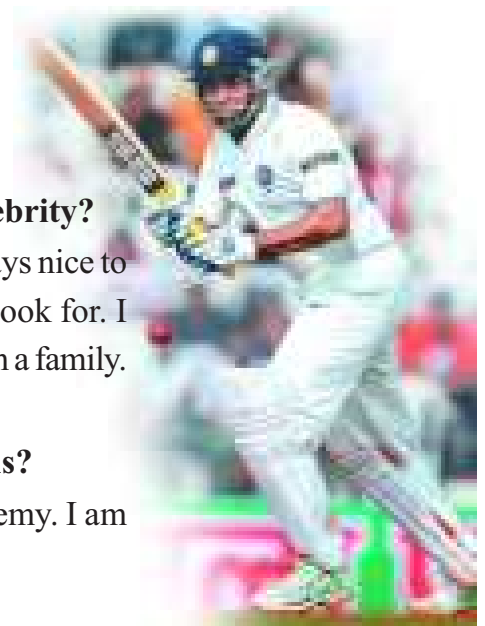
VVS: Childhood and current hero -- it is my dad.
I owe everything to him.

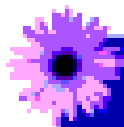
SS : What is that you miss by being a cricketing celebrity?

VVS: I never thought of myself as a big cricketer. It is always nice to be with my family. My wife has all the qualities I look for. I have two wonderful kids and I am blessed to have such a family.

SS : Have you given thought to post-retirement plans?

VVS: Well, I have a dream to set up a school and an academy. I am confident of realising this big dream.





Glossary

| | | |
|--------------------------------|---|---|
| call it a day (<i>idm</i>) | : | decide or agree to stop doing something, temporarily or permanently |
| on the verge of (<i>idm</i>) | : | close to the point where something new begins |
| immensely (<i>adv</i>) | : | great extent or extremely |
| integral (<i>adj</i>) | : | essential |
| glare (<i>n</i>) | : | a focus of public attention |
| reckoning (<i>n</i>) | : | recognition / calculation |
| mindset (<i>n</i>) | : | attitude / way of thinking |
| commitment (<i>n</i>) | : | assurance/ dedication |
| collide (<i>v</i>) | : | crash |
| embarrassing (<i>adj</i>) | : | uncomfortable |
| cuisine (<i>n</i>) | : | a style of cooking; food cooked in a certain style |

Answer the following questions.

1. What is Laxman's philosophy of life as per the interview you have read?
2. What role did Laxman play in making India, No. 1 test cricket team?

On basis of your reading of V.V.S. Laxman's interview with Sportstar magazine complete the following table.

| Sl. No. | Events / incidents in his life | Your responses |
|---------|--------------------------------|----------------|
| 1. | Home ground | |
| 2. | Teams he represented | |
| 3. | Levels he played at | |
| 4. | People who influenced him | |
| 5. | Things he likes /hobbies | |
| 6. | Memorable events | |
| 7. | His message | |



Writing

Write personal views and reflections on V.V.S. Laxman in a paragraph of about 75 – 100 words.

Discuss the following questions in groups before writing the paragraph individually.

- What is the main idea that you wish to project?
- What are the supporting ideas that you think of?
- How do you organize your ideas?
- How do you link your thoughts?
- How do you conclude?



Project Work

Collect the information from newspapers, magazines, periodicals and books about two famous Indian sportswomen and prepare their profiles.

Fill the details of the following information and you may use them as tips for profile writing and speaking.

| | |
|--|--|
| Name | |
| Date of Birth | |
| Height | |
| State / Team they represent | |
| Sports / Game they are associated with | |
| Debut (first entry) | |
| Best in the career | |
| Hobbies | |
| Awards / Medals received | |

Talk about one profile in the class.

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

| Indicators | Yes | Somewhat | No |
|--|-----|----------|----|
| I read and understood the text: | | | |
| A. True Height. | | | |
| B. What Is a Player? | | | |
| C. V.V.S. Laxman, Very Very Special. | | | |
| I was able to do the exercises given under 'Vocabulary'. | | | |
| I was able to identify and use 'the main clause and the subordinate clause' in a sentence given under 'Grammar'. | | | |
| I was able to write a biographical sketch. | | | |
| I listened to and understood the cricket commentary and answered the questions. | | | |
| I was able to develop an oral conversation. | | | |
| I was able to write my personal views and reflections on V.V.S. Laxman in a paragraph. | | | |
| I was able to prepare the profiles of two famous Indian sports women under 'Project Work'. | | | |

SHRINKING WORDS (Language Game)

The object of this game is to make each word shorter by taking away one letter at a time (keeping the remaining letters in their original order) to form a new word. Do this as many times as you can, each time forming a new word as a letter is deleted.

Example: FORUM, FORM, FOR, OR.

- | | |
|------------|-------------|
| 1. PLATE. | 8. PAINT. |
| 2. STAND. | 9. BOUNCE. |
| 3. WAIST. | 10. BOARD. |
| 4. STOOP. | 11. BEREFT |
| 5. SNORE. | 12. FRIEND |
| 6. CHASTE. | 13. SHINGLE |
| 7. THINK. | 14. DINNER |

Unit

3

Reading A : Swami Is Expelled from School

Reading B : Not Just a Teacher, but a Friend (Poem)

Reading C : Homework

School Life



School Life

Look at the picture and answer the questions that follow.



1. Why do you think the teacher is punishing that student?
Do you approve of this action of the teacher? Give at least one reason for your opinion.
2. Can you suggest a few steps to correct the students causing nuisance?

Let's read a story on a similar experience.

Swami Is Expelled from School

The headmaster entered the class with a slightly flushed face and a hard ominous look in his eyes. Swaminathan wished that he had been anywhere but there at that moment. The Head Master surveyed the class for a few minutes and asked, ‘Are you not ashamed of coming and sitting there after what you did yesterday?’ Just as a special honour to them, he read out the names of a dozen students or so that had attended the class. After that he read out the names of those that had kept away, and asked them to stand on their benches. He felt that punishment was not enough and asked them to stand on their desks. Swaminathan was among them and felt humiliated at that eminence. Then they were lectured. When it was over, they were asked to offer explanations one by one. One said that he had an attack of a headache and therefore could not come to school. He was asked to bring a medical certificate.

The second said that while he had been coming to school on the previous day, someone had told him that there would be no school, and he had gone back home. The headmaster replied that if he was going to listen to every loafer who said there would be no school, he deserved to be flogged. Anyway, why did he not come to school and verify? No answer. The punishment was pronounced: ten days’ attendance cancelled, two rupees fine, and the whole day to be spent on the desk. The third said that he had an attack of a headache. The fourth said that he had stomachache. The fifth said that his grandmother died suddenly just as he was starting for school. The headmaster asked him if he could bring a letter from his father. No. He had no father. Then, who was his guardian? His grandmother. But the grandmother was dead, was she not? No. It was another grandmother. The headmaster asked how many grandmothers a person could have. No answer. Could he bring a letter from his neighbours? No, he could not. None of his neighbours could read or write, because he lived in a very illiterate part of Ellaman Street. Then the headmaster offered to send a teacher to this illiterate locality to ascertain from the boy’s neighbours if the death of the grandmother was a fact. A pause, some perspiration, and then the answer that the neighbours could not possibly know anything about it, since the grandmother died in the village. The headmaster hit him on the knuckles with his cane, called him a street dog, and pronounced the punishment: fifteen days’ suspension.

When Swaminathan’s turn came, he looked around helplessly. Rajam sat on the third bench in front, and resolutely looked away. He was gazing at the blackboard intently.



But yet the back of his head and the pink ears were visible to Swaminathan. It was an intolerable sight. Swaminathan was in acute suspense lest that head should turn and fix its eyes on his; he felt that he would drop from the desk to the floor, if that happened. The pink ears three benches off made him incapable of speech. If only somebody would put a blackboard between his eyes and those pink ears!

He was deaf to the question that the headmaster was putting to him. A rap on his body from the headmaster's cane brought him to himself.

'Why did you keep away yesterday?' asked the headmaster, looking up. Swaminathan's first impulse was to protest that he had never been absent. But the attendance register was there. 'No-no-I was stoned. I tried to come, but they took away my cap and burnt it. Many strong men held me down when I tried to come.... When a great man is sent to gaol I am surprised to see you a slave of the Englishmen.... Didn't they cut off—Dacca Muslin—Slaves of slaves' These were some of the disjointed explanations which streamed into his head, and, which, even at that moment, he was discreet enough not to express. He had wanted to mention a headache, but he found to his distress that others beside him had one. The headmaster shouted, 'Won't you open your mouth?' He brought the cane sharply down on Swaminathan's right shoulder. Swaminathan kept staring at the headmaster with tearful eyes, massaging with his left hand the spot where the cane was laid. 'I will kill you if you keep on staring without answering my question,' cried the headmaster.

‘I...I...couldn’t come,’ stammered Swaminathan.

‘Is that so?’ asked the headmaster, and turning to a boy said, ‘Bring the peon.’

Swaminathan thought: What, is he going to ask the peon to thrash me? If he does any such thing, I will bite everybody dead.’ The peon came. The headmaster said to him, ‘Now say what you know about this rascal on the desk.’

The peon eyed Swaminathan with a sinister look, grunted, and demanded, ‘Didn’t I see you break the panes? . . .’



‘Of the ventilators in my room?’ added the headmaster with zest.

Here there was no chance of escape. Swaminathan kept staring foolishly till he received another whack on the back. The headmaster demanded what the young brigand had to say about it. The brigand had nothing to say. It was a fact that he had broken the panes. They had seen it. There was nothing more to it. He had unconsciously become defiant and did not care to deny the charge. When another whack came on his back, he ejaculated, ‘Don’t beat me, sir. It pains.’ This was an invitation to the headmaster to bring down the cane four times again. He said, ‘Keep standing here, on this desk, staring like an idiot, till I announce your dismissal.’

Every pore in Swaminathan’s body burnt with the touch of the cane. He had a sudden flood of courage, the courage that comes of desperation. He restrained the tears that were threatening to rush out, jumped down, and, grasping his books, rushed out muttering, ‘I don’t care for your dirty school.’

- R. K. Narayan

About the author

R. K. Narayan (10 October 1906 – 13 May 2001), (shortened from Rasipuram Krishnaswami Iyer Narayanaswami) was an Indian author whose works of fiction include a series of books about people and their interactions in an imagined town in India called Malgudi. He is credited with bringing Indian literature in English to the rest of the world. *Swami and Friends*, *The Bachelor of Arts*, *The English Teacher* and *The Financial Expert* are his popular works. The present extract is from *Swami and Friends*. His narratives highlight social context and provide a feel for his characters through everyday life. In a writing career that spanned over sixty years, Narayan received many awards and honours. These include the AC Benson Medal from the Royal Society of Literature and the Padma Vibhushan, India's second-highest civilian award. He was also nominated to the Rajya Sabha, the upper house of the Indian parliament.



Glossary

| | | |
|---------------------------|---|---|
| flushed (<i>adj</i>) | : | red and hot |
| ominous (<i>adj</i>) | : | suggesting that something bad is going to happen |
| eminence (<i>n</i>) | : | the quality of being highly accomplished and respected (here satirical) |
| flog (<i>v</i>) | : | beat with a stick as a punishment |
| ascertain (<i>v</i>) | : | find out |
| perspiration (<i>n</i>) | : | sweat |
| knuckles (<i>n</i>) | : | a part of a finger at a joint where the bone is near the surface |
| rap (<i>n</i>) | : | severe blow with a cane |

| | | |
|--------------------------|---|--|
| gaol (<i>n</i>) | : | jail (old use) |
| discreet (<i>adj</i>) | : | tactful /careful in saying something |
| distress (<i>n</i>) | : | extreme pain |
| thrash (<i>v</i>) | : | beat repeatedly and violently with a stick |
| whack (<i>n</i>) | : | the act of hitting vigorously |
| brigand (<i>n</i>) | : | a member of a gang of bandits or thieves |
| desperation (<i>n</i>) | : | anxiety / worry |
| restrain (<i>v</i>) | : | keep under control |
| grasp (<i>v</i>) | : | seize and hold firmly |

I. Answer the following questions.

1. Why do you think the headmaster entered the class with a flushed face and a hard ominous look?
2. Why did the headmaster send for the peon?
3. "I don't care for your dirty school." Why did Swami mutter so?
- *4. Do you justify the headmaster's behaviour? If not, state your reasons.
- *5. If you were in Swami's place, how would you feel?

II. Here are some utterances from the story. Complete the table.

| Sl. No. | Sentence Spoken by the characters | Who said to whom? | What it shows about the speaker |
|---------|---|-------------------|---------------------------------|
| 1. | "Are you not ashamed of coming and sitting there after what you did yesterday?" | | |
| 2. | "Now say what you know about the rascal on the desk." | | |
| 3. | "Didn't I see you break the panes?" | | |
| 4. | "Don't beat me, sir. It pains." | | |
| 5. | "Keep standing here on this desk, staring like an idiot, till I announce your dismissal." | | |
| 6. | "I don't care for your dirty school." | | |

III. Work in Groups

Give reasons for Swami's decision to leave the school:

1. _____
2. _____
3. _____



Vocabulary

I. Pick out words from the story which are synonyms of the following words.

| Word | Synonyms |
|-------------|----------|
| beat | |
| angry | |
| rascal | |
| humiliation | |

II. Look at the following phrasal verbs taken from the text.

1. keep away
2. look around
3. look at
4. bring down
5. cut off

- These phrases are verbs followed by prepositions or adverbial particles. You may understand that they are phrasal verbs.
- You will notice that the following phrasal verbs 'keep away', 'bring down' and 'cut off' can be split as shown below.

Examples:

1. Keep the flies away.
2. Bring the patient down.
3. Cut it off.

The other two phrasal verbs cannot be split.

Use the following phrasal verbs in your own sentences and decide whether you can split them as shown in the above examples.

| Phrasal verbs | Sentences of your own |
|---------------|-----------------------|
| look up | |
| bring out | |
| throw out | |
| look out | |

III. Refer to a dictionary and pick out the phrasal verbs that begin with the following verbs and write down sentences using them.

| Verbs | Phrasal verbs beginning with the verb |
|-------|---------------------------------------|
| bring | |
| look | |
| rush | |
| keep | |
| go | |
| put | |



I. Read the following imaginary conversation between Swami and the headmaster.

- Headmaster : Why didn't you come to school yesterday?
- Swami : Sir, my mother was suffering from fever.
- Headmaster : I don't believe your words. You always say something or the other to escape from school.
- Swami : I'm speaking the truth, sir.
- Headmaster : Well, I'll come to your house tomorrow and talk to your parents.

In the indirect speech, the above conversation can be written like this.

The headmaster asked Swami why he had not come to school the day before. Swami replied **respectfully** that his mother had been suffering from fever. The headmaster **retorted** that he did not believe his words and added that he always said something or the other to escape from school. Then Swami replied respectfully that he was speaking the truth. **Then** the headmaster told him that he would go to his house the next day and talk to his parents.

As you can see, while converting the direct speech into indirect speech, the words in the bold are added to express the feelings, emotions, attitudes of the speaker and the sequences of the actions.

Read the imaginary conversation between Swami and his father:

Swami's Father : My dear Swami, why are you looking so dull? Why haven't you gone to school today?

Swami : Daddy, I don't like the school. The headmaster beats me every day.

Swami's Father : Why does your headmaster beat you every day without any reason? I'm sure you must be causing a lot of nuisance in school.

Swami : No Dad. The headmaster beats all my friends in the same way.

Swami's Father : OK. What do you want to do now? Don't you go to school and continue your studies?

Swami : No, Dad. I'll join some other school.

Now change the conversation into indirect speech.

II. Noun Clause

Look at the sentences taken from the story.

1. One student said that he had an attack of a headache.

This sentence has two clauses.

- a. One student said (Principal clause)
- b. that he had an attack of a headache. (Subordinate clause)

The Subordinate clause is the object of the verb 'said'. It is a noun clause.

The noun clause can also appear in the subject position as can be seen in the following sentence.

2. What you say is not clear to me.

If we replace the underlined part with 'it' in the above sentence, the sentence structure will be complete.

Note: Sometimes the word 'that' (conjunction) can be left out in spoken English.

e.g. He felt that punishment was not enough. (that- adjective)

Now read the following passage carefully and identify the noun clauses. Replace the underlined words 'that', 'so' and 'it' with suitable noun clauses.

The headmaster entered the class furiously and said that he wanted to know the reason for the absence of some students in the class the day before. One student said that he had suffered from a severe headache. The headmaster said, "I don't believe that". The second said that somebody stopped him from coming to school. The headmaster said, "I don't think so". The third said that he too had suffered from a bad headache. On hearing that the headmaster shouted in anger. The fourth said that he had suffered from a terrible toothache. The headmaster said, "I don't believe it". The fifth said, "My grandmother died suddenly". The headmaster retorted that he would ascertain it. He said, "I will come to your house tomorrow to know the fact."

III. Editing

Read the following passage and edit (correct) the underlined parts.

Swami went home and says that the headmaster beats him severely. The parents asked that why the headmaster had beaten him. Swami said that the headmaster beats him yesterday. Swami's father said why the headmaster has beaten him without any cause. Swami replied to his father that the headmaster beats him every day. Swami's mother told to Swami to attend the classes regularly.



Writing

I. What do you think Swami might have thought after he had left his school? Write down his reflections in a paragraph.

II. Construction of a Narrative

Look at the concluding part of the story.

He restrained the tears that were threatening to rush out, jumped down, and, grasping his books, rushed out, muttering, ‘I don’t care for your dirty school.’

Now imagine what happens to Swami after going away from school. Write a narrative which should include dialogues, sensory perceptions etc.,

You may include things such as the following.

- Swami rushed out from the class
- His parents asked him what happened at school.
- His mother looked at the scars on his shoulders.
- His father wanted him to go to school.
- Swami did not like to go to school.



I. Read the data given in the table and answer the questions that follow.

Reasons for Dropouts among Children Aged 5-14 Years - 1997-98

| Reasons for Dropouts | Rural (per cent) | | | Urban (per cent) | | |
|---|------------------|------|--------|------------------|------|--------|
| | Total | Male | Female | Total | Male | Female |
| 1. Child not being interested in studies | 37.2 | 14.8 | 22.4 | 34.7 | 15.5 | 19.2 |
| 2. Parents not being interested in studies | 15.5 | 6.3 | 9.2 | 10.8 | 4.5 | 6.3 |
| 3. Unable to cope | 16.4 | 9.2 | 7.2 | 13.7 | 8.1 | 5.6 |
| 4. To work for wage/salary | 2.5 | 1.8 | 0.7 | 3.6 | 2.5 | 1.1 |
| 5. Participation in other economic activities | 6.1 | 4.5 | 1.6 | 5.8 | 3.5 | 2.3 |
| 6. Attend to domestic duties | 3.7 | 1.1 | 2.6 | 4.9 | 2.2 | 2.7 |
| 7. Financial constraints | 11.2 | 4.1 | 7.1 | 15.8 | 6.6 | 9.2 |
| 8. Other reasons | 7.4 | 3.2 | 4.2 | 10.7 | 4.2 | 6.5 |

Source: Ministry of Human Resource Development (MHRD)

1. What is the major reason for dropouts in rural and urban areas?
2. What percentage of female children are dropped out as their parents not being interested in their children's studies in rural areas?
3. Which is the less significant reason for dropouts?
4. Which of the following statements are true with reference to the data given in the above table? Tick (✓) the true statements.
 - a. The dropout-rate due to child not being interested in studies is more among the urban children than that of the rural children.
 - b. Participation in other economic activities is high among urban female children when compared with rural female children.
 - c. If we create interest in studies among the children, the literacy rate will increase in our country.

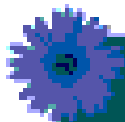
II. Write a paragraph on dropouts using the information given in the above table.

You may begin the paragraph like this.

This report is based on the data provided by MHRD for the year 1997-98 for children who dropped out in the age group of 5-14 years...

Include the following

1. The financial reasons for dropouts
2. Personal reasons for the dropouts
3. Whether the dropout rate is more among girls / boys
4. Whether the dropout rate is more among rural / urban

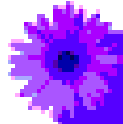


Listening

I. Listen to the 2 speeches and answer the questions that follow.

1. Who is the speaker of speech 1?
2. What is the occasion mentioned in the first speech?

3. What is the occasion mentioned in the second speech?
4. Who is the chief guest mentioned in the second speech?
5. Who is addressing the gathering in the second speech?



Oral Activity

Imagine that you are the School Pupils' Leader (SPL). Compere on the Republic Day celebrations in your school.

You may include the following in your speech:

- Welcome address
- Inviting the guests onto the dais
- Importance of the occasion
- Request to continue the proceedings

B Reading

Not Just a Teacher, but a Friend

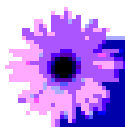
I had nowhere to turn, had nowhere to go
This is just something I think you need to know
I don't know what made me trust you
I still remember the day when I told you what I've been through
I thought I should run away, go hide in a hole
But then you really brought out my true soul

As each day grew longer
Our trust became stronger
Each time I wanted to cry
You stayed there right by my side

Then I moved to the next grade
Boy was I afraid
That our trust would slowly fade
But I was wrong
We are still strong

Even though sometimes you don't have time
You at least ask me if I am fine
Even though sometimes I am not
I feel like I have just been shot
I smile and say yes I'm alright
Then I walk away and you're out of sight
I'll just have to wait
I still have my fate

I am so glad
That you were there when I was sad
And this is what makes you
Not just my 9th grade teacher, my friend



Glossary

| | | |
|-----------|---|---|
| trust (v) | : | believe |
| hide (v) | : | put or keep something in a place where it can't be seen |
| fade (v) | : | something becoming paler or less bright |

Answer the following questions.

1. Why does the student consider the teacher his friend?
2. How does the teacher take the student out of his gloom?
3. Why does the student fail to estimate the teacher correctly?
4. How does the poet glorify the relationship between the teacher and the student?

Homework

Homework has historically been given to students to reinforce what they learn at school, and ultimately to help them learn the material better. However, too much homework is not helpful, and can be counter-productive. Excessive amounts of time spent on completing homework can take away the kid's social life, family time, and it limit their participation in sports or other activities. The amount of homework a teacher has to give to a student should be restricted.

Critically acclaimed, author Tamim Ansary reports that since 1981, the amount of homework given to an average sixth class child has increased by more than fifty per cent. Many people claim that the increase in homework dates as far back as 1957. The new competition that emerged served as an incentive for schools to try to increase the volume of the curriculum. The amount of homework increases with the increase in class.



Many teachers defend large amounts of homework, claiming that it helps to prepare students for a world that is becoming increasingly competitive. However, Dr. Kralovec, author of 'The End of Homework', argues that doing homework during high school has little or no effect on successful study skills of the students when they join college.

Excessive amounts of homework can be harmful to kids both physically and mentally. A lot of homework usually means a lot of books to carry. Fifty-five percent of the Massachusetts (an institution in the U.S.A.) children, as per the survey by researchers of Simmons College, carry loads heavier than fifteen percent of their body weight,

which is the suggested limit. Carrying large amounts of weight daily at a young age can do a lot of damage because bones are still in development stage. The U.S. Consumer Product Safety Commission has reported that in 1999, more than 800 kids were treated in emergency wards for backpack-related injuries.



Many of these injuries can lead to serious problems later in life including chronic shoulder, neck, and back pain.

The large amount of homework is causing kids in both high school and junior high school to be up until midnight or later. When extracurricular activities such as sports, clubs, etc are added to the picture, kids may even have to wake up early next morning to finish their homework, leaving them with an insufficient amount of sleep. Some parents and teachers argue that it would be beneficial to a child's academics to limit after school activities. However, cutting the time out of the few hours a week teenagers use for exercise, could be a factor in the growing obesity cases.

The number of children who are overweight has doubled in the last two to three decades; currently one child out of five is overweight. These children are faced with more problems in school. Instead of learning and concentrating on their work, many children are developing low self-esteem and even depression because of teasing. The cases of obesity are growing most certainly due to lack of physical exercise. With more and more homework being assigned, kids simply do not have enough time for proper amount of exercise.

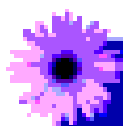
Homework also takes away the time that a kid could be spending with his or her family. Rather than spending time bonding and building strong family relationships, parents and children argue over homework. Time is taken away from important aspects of daily life. This time is particularly precious in families with both the parents working. The time spent by such parents with their children is very limited. This time could be better spent going out to dinner as a family, or doing other activities that most families are not able to do because the kids don't have time to take a break from their homework schedule.

When assignments are given carelessly and frequently, it causes students to lose interest in the subject. Negative results can also occur when a student is not able to complete

his or her homework. Many times they will resort to copying the homework, having others do their assignments, or cheating in tests. Bad habits such as these are likely to haunt kids through their lives and have an adverse effect on their moral judgement. Students will, almost always take the easy way, when it comes to homework.

The use of homework is effective when used by the rule “less is more.” Overwhelming kids with loads of homework can cause them stress and possible physical injury. Homework takes away from the small amount of time kids get to spend with their parents and siblings. A limit on their physical and social activities can also take a large toll on their lives, and could hinder their health and future relationships.

This is not to say that homework should be abolished, but it should be limited. The homework should also be creative and interesting so that the child enjoys it.



Glossary

| | |
|-----------------------------------|---|
| reinforce (<i>v</i>) | : make a feeling or an idea stronger |
| counter-productive (<i>adj</i>) | : having the opposite effect to the intended |
| dates (<i>v</i>) | : exists |
| excessive (<i>adj</i>) | : greater than what seems reasonable |
| curriculum (<i>n</i>) | : the subjects that are included in a course of study |
| obesity (<i>n</i>) | : the state of being very fat |
| precious (<i>adj</i>) | : valuable or important |
| overwhelming (<i>adj</i>) | : very great |
| toil (<i>n</i>) | : hard unpleasant work |
| hinder (<i>v</i>) | : to make it difficult for somebody to do something. |

I. Answer the following questions.

1. What is the main purpose of giving homework to children?
2. How can excessive homework decrease students' interest in studies?
3. Why do many teachers defend large amounts of homework?
4. How does homework take time away from important elements of daily life?
5. Is the writer in favour of or against homework? Justify your reasons.



Project Work

Conduct a survey to find out the kind of reading material the children like to be included in the textbook which makes them more interesting.

Ask them which of the following they enjoy most and complete the table:

| | |
|-------------------|--------------|
| comics | poems |
| biographies | fairy tales |
| playlets | stories |
| skits | jokes |
| scientific essays | news reports |
| folklore | diaries |
| songs | magazines |
| essays | speeches |

Work in groups and consolidate the data you have collected.

Collect the data in the given format.

| Sl. No. | Name of the Child | Material liked | Example |
|---------|-------------------|----------------|---------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Prepare a pie chart with the collected data.

Give the name of the material they have enjoyed reading.

Write all the examples under each reading material (stories/biographies.....)

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

| Indicators | Yes | Somewhat | No |
|--|-----|----------|----|
| I read and understood the text: | | | |
| A. Swami Is Expelled from School | | | |
| B. Not Just a Teacher, but a Friend | | | |
| C. Homework | | | |
| I was able to pick out the synonyms for the words given under 'Vocabulary'. | | | |
| I was able to use the phrasal verbs in my own sentences given under 'Vocabulary'. | | | |
| I was able to transform the conversation into indirect speech given under 'Grammar'. | | | |
| I was able to replace 'so', 'that' and 'it' in the given passage with suitable noun clauses. | | | |
| I was able to write my reflections on 'Swami' in a paragraph. | | | |
| I was able to construct a narrative on 'Swami'. | | | |
| I was able to identify the differences between the two speeches given under 'Listening'. | | | |
| I was able to make a speech on Republic Day. | | | |
| I was able to write a paragraph based on the data given in the table under 'Study Skills'. | | | |
| I was able to prepare a pie chart on the reading material the children liked under 'Project Work'. | | | |

Point of View

Pertains to who tells the story and how it is told. The point of view of a story can sometimes indirectly establish the author's intentions.

- **Narrator** - The person telling the story who may or may not be a character in the story.
- **First-person** - Narrator participates in action but sometimes has limited knowledge/vision.
- **Second person** - Narrator addresses the reader directly as though s/he is part of the story. (i.e. "You walk into your bedroom. You see clutter everywhere and...")

Unit

4

Reading A : What Is Man Without the Beasts?

Reading B : The River (Poem)

Reading C : Can't Climb Trees Any More



Environment

Environment

Environment

Environment

Look at the picture and answer the questions that follow.



1. What do you think the picture is about?
2. What can you do to save nature?

A Reading

What Is Man Without the Beasts?

People choose different ways to protect the environment. Here is a speech delivered by a Red Indian Chief Seattle more than a century ago to save his land.

Chief Seattle became world famous for a moving speech he made in 1854, just before his lands were taken from him and his people. Seattle's words resonate very well in the environmental community, and are in fact considered to be something like 'a gospel of the greens'.



“How can you buy or sell the sky, the warmth of the land? The idea is strange to us. If we do not own the freshness of air and the sparkle of water, how can you buy them from us?”

Every part of the Earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every clear and humming insect are holy in the memory and experience of my people. The sap which courses through the trees carries the memory and experience of my people. The sap, which courses through the trees, carries the memories of the red man.





We are a part of the Earth and it is a part of us. The perfumed flowers are our sisters, the deer, the horse, the great eagle, these are our brothers. The rocky crests, the juices in the meadows, the body heat of the pony, and the man, all belong to the same family. So, when the Great Chief in Washington sends word that he wishes to buy our land, he asks much of us. The Great White Chief sends word, that he will reserve us a place so that we can live comfortably to ourselves. He will be our father and we will be his children. So we will consider your offer to buy land. But it will not be easy. For this land is sacred to us.

This shining water that moves in streams and rivers is not just water but the blood of our ancestors. If we sell you land, you must remember that it is sacred blood of our ancestors. If we sell you land, you must remember that it is sacred, and you must teach your children that it is sacred and that each ghostly reflection in the clear water of the lakes tells of events in the life of my people. The water's murmur is the voice of my father's father.

The rivers of our brothers quench our thirst. The rivers carry our canoes and feed our children. If we sell you our land, you must remember to teach your children that the rivers are our brothers, and yours, and you must henceforth give the rivers the kindness that you would give my brother.

Precious

The air is precious to the red man, for all things share the same breath - the beast, the tree, the man - they all share the same breath. The white man does not seem to notice the air he breathes. Like a man dying for many days, he is numb to the stench. But if we sell you our land, you must remember that the air is precious to us, that the air shares its spirit with

all the life it supports. The wind that gave our grandfather his first breath also receives his last sigh. And if we sell you our land, you must keep it apart and sacred, as a place where even the white man can go to taste the wind that is sweetened by the meadow's flowers.

So we will consider your offer to buy our land. If we decide to accept, I will make one condition - the white man must treat the beasts of this land as his brothers.

I am a savage and do not understand any other way. I have seen thousands of rotting buffaloes on the prairie, left by the white man who shot them from a passing train. I am a savage and do not understand how the smoking iron horse can be made more important than the buffalo that you kill only to stay alive.

What is man without the beasts? If all the beasts were gone, man would die from a great loneliness of the spirit. For whatever happens to the beasts, soon happens to man. All things are connected.

Respect

You must teach your children that the ground beneath their feet is the ashes of our grandfathers. So that they will respect the land, tell your children that the Earth is rich with the lives of our kin. Teach your children what we have taught our children, that the Earth is our mother. Whatever befalls the Earth befalls the sons of the Earth. If men spit upon the ground, they spit upon themselves.

This we know - the Earth does not belong to man - man belongs to the Earth. All things are connected like the blood which unites one family. All things are connected.

Whatever befalls the Earth - befalls the sons of the Earth. Man did not weave the web of life - he is merely a strand in it. Whatever he does to the web, he does to himself.



Even the white man, whose God walks and talks with him as a friend to a friend, cannot be exempt from the common destiny. We may be brothers after all. We shall see. One thing we know, which the white man may one day discover - our God is the same God. You may think now that you own Him as you wish to own our land, but you cannot. He is the God of man, and His compassion is equal for the red man and the white. The Earth is precious to Him, and to harm the Earth is to heap contempt on its Creator. The whites too shall pass, perhaps sooner than all other tribes.

But in your perishing you will shine brightly, fired by the strength of the God who brought you to this land and for some special purpose gave you dominion over this land and over the red man. The destiny is a mystery to us, for we do not understand when the buffalo are slaughtered, the wild horses tamed, the secret corners of the forest heavy with scent of many men, and the view of the ripe hills blotted by talking wires. Where is the thicket? Gone. Where is the eagle? Gone. The end of living and the beginning of survival.”

About the speaker

Chief Seattle (1786-1866) was the leader of Dewanish and other Pacific Northwest tribes. The city of Seattle, Washington, bears his name. In 1854, Chief Seattle reluctantly agreed to sell tribal lands to the United States Government and to move to Government established reservations. Though the authenticity of the speech has been challenged, most agree that it contains the substance and perspective of Chief Seattle’s attitude towards Nature and the White race.

Glossary

| | | |
|----------------|---|---|
| resonate (v) | : | continue to have a powerful effect or value |
| course (v) | : | (of liquid) flow |
| canoe (n) | : | a small light narrow boat, pointed at both ends and moved using a paddle |
| savage (n) | : | a member of a people regarded as primitive and uncivilized |
| prairie (n) | : | (in North America) a large open area of grassland. |
| strand (n) | : | a single piece of thread, wire, hair etc. |
| compassion (n) | : | a strong feeling of sympathy and sadness for the suffering and bad luck of others and a desire to help them |
| perish (v) | : | die especially in an accident or by being killed, or to be destroyed |

| | | |
|---------------------------|---|--|
| dominion (<i>n</i>) | : | control over a country or people: the British dominion |
| blotted (<i>v</i>) | : | kept from being seen; concealed |
| talking wire (<i>n</i>) | : | telephone wire |
| thicket (<i>n</i>) | : | an area of trees and bushes growing closely together |

I. Answer the following questions.

1. Why does Chief Seattle say that the Earth is sacred to his people?
2. The speaker says, 'I am a savage'. Who do you think is a savage, the Red Indian or the White? Why?
3. Why does the Chief say 'The destiny is a mystery to us'?
4. "What is man without the beasts? If all the beasts were gone, man would die from a great loneliness of the spirit." Why?
5. Is man the sole owner of the Earth? Pick out sentences from the speech to justify your answer.
6. Why does the speaker say that if we spit on the ground, we spit on ourselves?
7. "All belong to the same family." The speaker says this to mean
(a) all animals belong to one family (b) all animals and plants belong to the same family (c) everything on the earth belongs to one family.
8. In his speech Chief Seattle asks the audience a number of questions. He also creates vivid pictures in the minds of the audience. What are the other features of the speech? List them.



Vocabulary

Read the following expression.

The warmth of the land

*The word **warmth** here suggests love, care, affection, intimacy, etc.*

I. Which of the following words can be used to work out new combinations with the word warmth?

friendship love honesty relationship hatred freedom

e.g. the warmth of friendship

- Why do you think certain combinations are not possible?
- Are there any other expressions of this kind in the reading material?
- Work out new combinations and use them in your own sentences?

In the speech you can see a few words suggesting movement. For example, in the sentence ‘The sap which courses through the trees carries the memories of the red man’ the word ‘course’ means ‘flow’ or ‘move rapidly’.

II. Pick out from the speech other words that denote movement. If necessary, refer to a dictionary.



Grammar

The Verb Phrase (Predicate)

Read the following sentences taken from the text.

1. We are a part of the Earth.
2. You must teach your children that the ground beneath their feet is the ashes of our grandfathers.
 - *What is the relationship of the above underlined parts with the first part of the sentences?*
 - *What type of word do you see at the beginning of the underlined part?*
 - *Which is the most important word in it?*

You have learnt earlier that a sentence contains the subject and the predicate. The underlined parts of the sentences given above are predicates. The important word in a predicate is the verb.

As you can see, each of these predicates has at least one verb (sentences 1 and 2). In the second sentence ‘*must*’ is the helping (auxiliary) verb and ‘*teach*’ is the main verb.

I. List all the verb phrases in the following passage. Identify the Main verb.

Look at the river. It has very little water in it. Once it was flowing well. Now it is dying. Can’t you hear the cries of the dying river? The water in it is polluted. Do you get its stink? You cannot drink it. You cannot give this water even to animals. Animals will not go near it. We must make the river live forever. We must make the river our own companion.

II. Analyze the verb phrases you have already identified and list the Main verb and the Auxiliary verbs in each of them.

e.g: We have been living here for hundreds of years.



Writing

Read the last part of the speech of Chief Seattle once again.

Are all the sentences of the same length? Obviously, not. The speech contains long sentences (But in your ... over the red man), short ones (Where is the thicket?) and even fragments (Gone). Why do writers vary the length of the sentences? Again, why do they use different types of structures (sometimes statements, questions, exclamations, fragments, etc.)?

Good writers vary their sentences to make them interesting.

Sentence length can influence the mood of the piece. If you're concerned that your writing is either too choppy or too flowery, review it with an eye toward sentence length.

- Is it varied?
- Does it fit the mood you're trying to convey?

Do you heavily favour short, simple sentences, or does the piece contain too many paragraph-long sentences?

To make your texts more interesting, you should use sentences of varying lengths with a variety of structures.

Read the following text.

Dogs are our great companions, aren't they? Any idea when the friendship between man and dogs began? Maybe, thousands of years back. Who knows! What is important is that they are man's best friends for obvious reasons. Dogs, as such, need to be walked. Walks keep their owners healthy; and the owners can talk to their dogs. They never tell secrets. Dogs don't care what their owners observe while walking or what they watch on TV. As long as dogs are taken care of, they are happy.

What are the features of this write-up? In this the variety in sentences has been obtained in a number of ways:

- Using different sentence types (statements, questions, exclamations, etc.)
- Using elements such as tags, connectives (and, as such, etc.)

Read the following write-up.

You must have heard about the Hussain Sagar Lake. It is in Hyderabad. It is one of the largest man-made lakes. Hyderabad and Secunderabad are twin cities of the State. The lake connects these cities. It was originally constructed to supply drinking water. Now it is not used as a drinking water source. People say, “This is sad. There is plenty of water. Nobody can drink it.” The lake faces a few threats. The main threat is encroachment by both private and public agencies. The lake also faces the problem of pollution. One of the locals said: ‘Oh, sometimes it stinks horribly.’ This is due to the continuous discharge of domestic wastes and industrial chemicals. Hence it is our duty to save the Hussain Sagar Lake.

I Rewrite the sentences according to the direction given in the brackets.

1. The lake connects these cities. (Change into a question).
2. It is in Hyderabad. It is one of the largest man-made lakes. (Combine the two sentences using ‘and’.)
3. Hyderabad and Secunderabad are twin cities of the State. The lake connects these cities. (Begin the sentence with ‘The lake ...’ and connect the two sentences.)
4. It was originally constructed to supply drinking water. Now it is not used as a drinking water source. (Connect using ‘though’)
5. “This is sad, ... ?” (Complete the sentence with a question tag.)
6. “Oh, sometimes it stinks horribly.” (Rewrite the sentence beginning with ‘How’)

Read the speech made by Chief Seattle once again and reflect on the following features.

- The beginning and ending of the speech
- The arguments and the building up of arguments in a sequential manner

- The emotive and argumentative language used
- The variety of sentences used
- Mental images created

II Prepare a speech that you would like to make on ‘the World Environment Day’. You can make use of the following hints:

- The threats to animal and plant life
- The pollution of air, water and earth and the consequences
- The need to preserve our environment for ourselves and for the future generations

Study Skills

Study the following table, which shows the ranking of districts in Andhra Pradesh in terms of industrial pollution intensity.

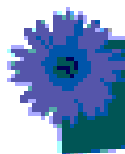
| Pollution Rank/District | Pollution Intensity per 1000 sq km | With Adilabad as norm |
|-------------------------|------------------------------------|-----------------------|
| 1. Hyderabad | 899.92 | 137.6 |
| 2. Ranga Reddy | 228.88 | 35.0 |
| 3. Krishna | 57.63 | 8.8 |
| 4. East Godavari | 56.48 | 8.6 |
| 5. Medak | 50.74 | 7.8 |
| 6. Srikakulam | 50.66 | 7.7 |
| 7. Guntur | 46.87 | 7.2 |
| 8. Visakhapatnam | 40.29 | 6.2 |
| 9. West Godavari | 35.53 | 5.4 |
| 10. Nalgonda | 25.73 | 3.9 |
| 11. Vizianagaram | 24.92 | 3.8 |
| 12. Karimnagar | 24.23 | 3.7 |
| 13. Chittoor | 22.89 | 3.5 |
| 14. Nellore | 17.86 | 2.7 |
| 15. Kurnool | 14.43 | 2.2 |
| 16. Warangal | 13.40 | 2.0 |
| 17. Mahaboobnagar | 11.80 | 1.8 |
| 18. Nizamabad | 11.29 | 1.7 |
| 19. Prakasam | 10.09 | 1.5 |
| 20. Khammam | 10.06 | 1.5 |
| 21. Anantapur | 9.62 | 1.5 |
| 22. Kadapa | 8.65 | 1.3 |
| 23. Adilabad | 6.54 | 1.0 |

(Source: The India Economic review, Dated 9th Nov 2012)

I. Answer the following questions.

1. Which district tops the list in pollution intensity?
2. Which region of Andhra Pradesh has the least pollution intensity?
3. What percentage of land is affected by industrial pollution in Hyderabad?
4. What percentage of land is not affected by industrial pollution in Krishna district?
- *5. What are the comparisons that you can make related to the three regions in terms of pollution intensity?

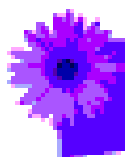
II. Write an analytical report on the pollution intensity in Andhra Pradesh.



Listening

Listen to the 'Earth Song' by Michael Jackson and answer the following questions.

1. How does Michael Jackson respond to man's attack on Nature?
2. What is the mood of the song? Indicate by putting a tick (✓).
a. sadness b. anger c. anguish d. joy



Oral Activity

Discuss the following in groups.

1. Why do writers often write about these things (things like earth)?
2. In what ways does nature influence man?
3. Can it shape one's personality?

Literary Terms

Literary elements: The essential techniques used in literature (e.g., characterization, setting, plot, theme).

Literary devices: Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration).

Metaphor: The comparison of two unlike things in which no words of comparison (*like* or *as*) are used (e.g., *That new kid in class is really a squirrel.*).

Narrative: A story, actual or fictional, expressed orally or in writing.

Personification: An object or abstract idea given human qualities or human form (e.g., *Flowers danced about the lawn.*).

Satire: A literary tone used to ridicule or make fun of human vice or weakness.

Simile: A comparison of two unlike things in which a word of comparison (*like* or *as*) is used (e.g., *She eats like a bird.*).

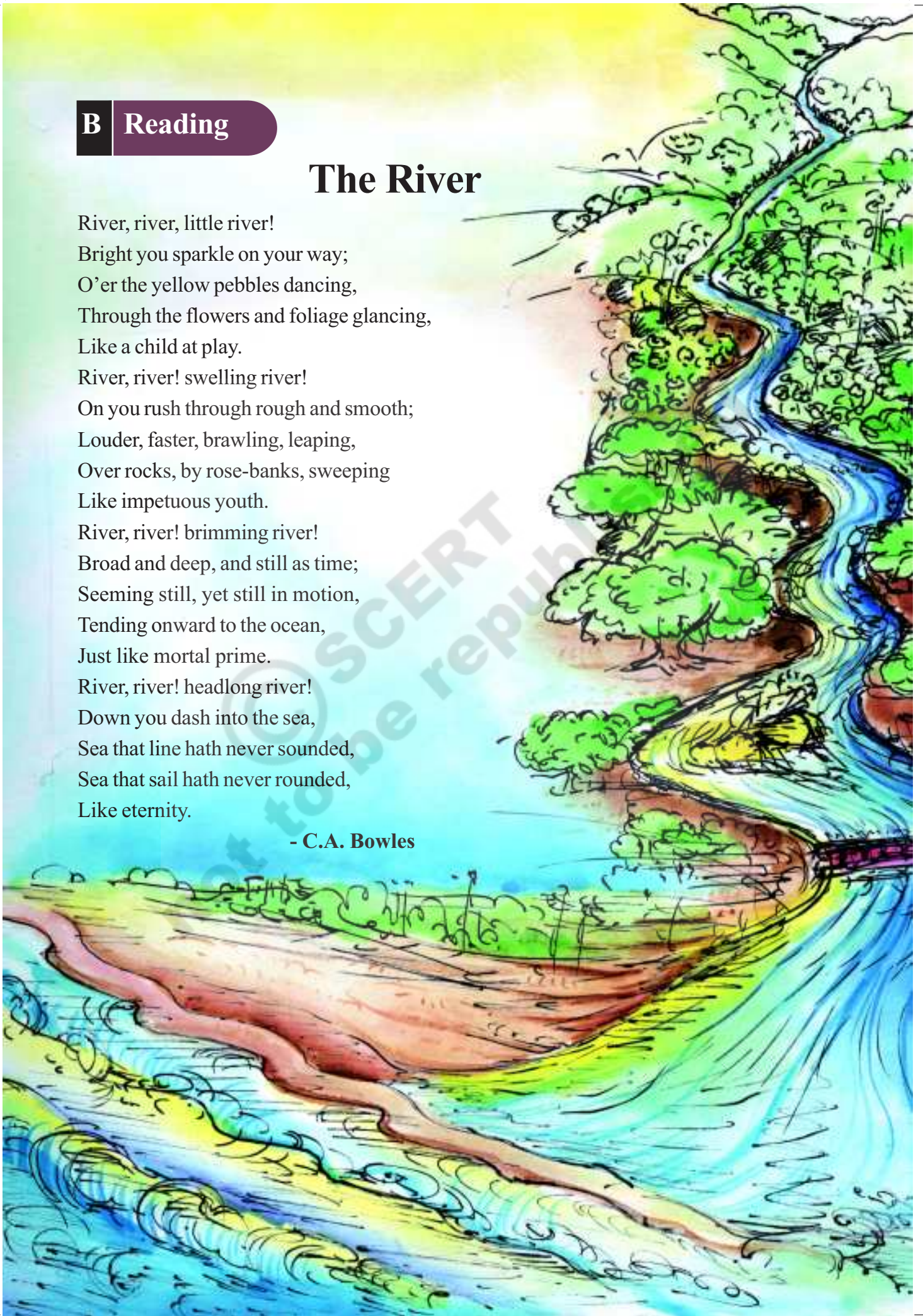
Metaphor vs. Simile : A metaphor is direct relationship where one thing is another (e.g. "Juliet is the sun"). A simile, on the other hand, is indirect and usually only likened to be similar to something else. Similes usually use "like" or "as" (e.g. "Your eyes are like the ocean").

B Reading

The River

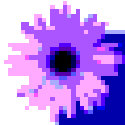
River, river, little river!
Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.
River, river! swelling river!
On you rush through rough and smooth;
Louder, faster, brawling, leaping,
Over rocks, by rose-banks, sweeping
Like impetuous youth.
River, river! brimming river!
Broad and deep, and still as time;
Seeming still, yet still in motion,
Tending onward to the ocean,
Just like mortal prime.
River, river! headlong river!
Down you dash into the sea,
Sea that line hath never sounded,
Sea that sail hath never rounded,
Like eternity.

- C.A. Bowles



About the poet

Caroline Ann Bowles (1786-1854) was married to Robert Southey who was the poet laureate of Britain. She wrote various other works including ‘*Chapter on Churchyard*’ and ‘*Tales of the Factories*’.



Glossary

| | | |
|---------------------------|---|--|
| sparkle (<i>v</i>) | : | reflect / shine |
| foliage (<i>n</i>) | : | leaves |
| glancing (<i>adj</i>) | : | taking a brief look |
| swelling (<i>adj</i>) | : | increasing or expanding in size |
| brawling (<i>adj</i>) | : | struggling |
| rose-banks (<i>n</i>) | : | riverbanks where roses (flowers) appear along |
| impetuous (<i>adj</i>) | : | rash / acting quickly without thinking |
| brimming (<i>adj</i>) | : | full / full of |
| tending (<i>adj</i>) | : | going in a particular way |
| mortal prime (<i>n</i>) | : | the best part of one’s life that cannot last for ever |
| headlong (<i>adv</i>) | : | with the head first and the rest of the body following |
| hath (<i>v</i>) | : | has |
| eternity (<i>n</i>) | : | life continuing without end after death |

I Answer the following questions.

1. Is the river like a child? Why?
2. Why does the poet call it ‘swelling river’?
3. ‘Seeming still yet still in motion.’ What does the word ‘still’ mean in either case?
4. How does the sea remind you of eternity?
5. What do the river and the sea remind the poet of?

II Read the poem once again and list the words in the poem which show the movement of the river at various stages.

III What are the word pictures used in the poem? How do they add to the beauty of the poem?

IV Read the following comparisons:

‘She skims like a bird.’

‘Her face shines as the moon in the sky.’

Pick out similar expressions from the poem ‘The River’. Say why the poet has made these comparisons. What would you compare them to?

| Stanza | Poet’s idea | What is the river compared to? | Similarities |
|--------|-------------|--------------------------------|---|
| 1 | young river | a child | Both the river and the child dance and sparkle. |
| 2 | | | |
| 3 | | | |
| 4 | | | |

- Now, read the last line of each stanza. What do these lines say about the river?
- Do the river and its movement suggest something else to you?
- Attempt an appreciation of the poem comparing and contrasting your experience of a river with that of the poet.

Can't Climb Trees Any More

He stood on the grass verge by the side of the road and looked over the garden wall at the old house. It hadn't changed much. The old house built with solid blocks of granite wasn't altered at all. But there was a new outhouse, and there were fewer trees. He was glad to see that the jackfruit tree still stood at the side of the building casting its shade on the wall. He remembered his grandmother saying: 'A blessing rests on the house where the shadow of a tree falls.' And so the present owners must also be receiving the tree's blessings. At the spot where he stood there had once been a turnstile, and as a boy he would swing on it, going round and round until he was quite dizzy. Now the turnstile had gone, the opening walled up. Tall hollyhocks grew on the other side of the wall.

'What are you looking at?'

It was a disembodied voice at first. Moments later a girl stood framed between dark red hollyhocks staring at the man. She was only twelve or thirteen, slim and dark, with lively eyes and long black hair.

'I'm looking at the house,' he said.



‘Why? Do you want to buy it?’

‘Is it your house?’

‘It’s my father’s.’

‘And what does your father do?’

‘He’s only a colonel.’

‘Only a colonel?’

‘Well, he should have been a brigadier by now.’

The man burst out laughing.

‘It’s not funny,’ she said. ‘Even Mummy says he should have been a brigadier.’

It was on the tip of his tongue to make a witty remark (‘Perhaps that’s why he’s still a Colonel’), but he did not want to give offence. They stood on either side of the wall, appraising each other.

‘Well,’ she said finally. ‘If you don’t want to buy the house, what are you looking at?’

‘I used to live here once.’

‘Oh!’

‘Twenty-five years ago. As a boy. As a young man.... And then my grandmother died, and we sold the house and went away.’

She was silent for a while, taking in this information. Then she said, ‘And you’d like to buy it back now, but you don’t have the money?’ He did not look very prosperous.

‘No, I wasn’t thinking of buying it back, wanted to see it again, that’s all. How long have you lived in it?’

‘Only three years,’ she smiled. She’d been eating a melon, and there was still juice in the corners of her mouth.

‘Would you like to come in and look more closely?’

‘Wouldn’t your parents mind?’

‘They’ve gone to the club.’ They won’t mind. I’m allowed to bring my friends home.’

‘Even elderly friends like me?’

‘How old are you?’

‘Oh, just middle aged, but feeling young today.’ And to prove it he decided he’d climb over the wall instead of going round to the gate. He got up on the wall all right, but had to rest there, breathing heavily.

‘Middle-aged man on the flying trapeze,’ he muttered to himself.

‘I’ll help you,’ she said, and gave him her hand.

He slithered down into a flower-bed, shattering the stem of a hollyhock.

As they walked across the grass he spotted a stone bench under a mango tree. It was

the bench on which his grandmother used to rest, when she was tired of pruning rose bushes and bougainvillea.

‘Let’s just sit here,’ he said. ‘I don’t want to go inside.’

She sat beside him on the bench. It was March, and the mango tree was in blossom. A sweet, rather heavy fragrance drenched the garden.

They were silent for some time. The man closed his eyes and remembered other times - the music of a piano, the chiming of a grandfather clock, the constant twitter of budgerigars on the veranda, his grandfather cranking up the old car...

‘I used to climb the jackfruit tree,’ he said, opening his eyes. ‘I didn’t like the jackfruit, though. Do you?’

‘It’s all right in pickles.’

‘I suppose so.... The tree was easy to climb; I spent a lot of time in it.’

‘Do you want to climb it again? My parents won’t mind.’

‘No, no. Not after climbing the garden wall. Let’s just sit here for a few minutes and talk. I mention the jackfruit tree because it was my favourite place. Do you see that thick branch stretching out over the roof? Half way along it there’s a small hollow in which I used to keep some of my treasures.’

‘What kind of treasures?’

‘Oh, nothing very valuable. Marbles I’d won. A book I wasn’t supposed to read. A few old coins I’d collected. Things came and went. I was a bit of a crow, you know, collecting bright things and putting them away. There was my grandfather’s Iron Cross. Well, not my grandfather’s exactly, because he was British and the Iron Cross’ was a German decoration awarded for bravery during the War - the first World War - when my grandfather fought in France. He got it from a German soldier.’

‘Dead or alive?’

‘I beg your pardon? Oh, you mean the German. I never asked. Dead, I suppose. Or perhaps he was a prisoner. I never asked Grandfather. Isn’t that strange?’

‘And the Iron Cross? Do you still have it?’

‘No’, he said, looking her in the eyes. ‘I left it in the jackfruit tree.’

‘You left it in the tree?’

‘Yes, I was so excited at the time, packing and saying goodbye to people and thinking about the ship I was going to sail on that I simply forgot all about it.’

She was silent, considering, her finger on her lips, her gaze fixed on the jackfruit tree. Then, quietly, she said, ‘It may still be there. In the hollow in the branch.’

‘Yes’, he said. ‘It’s twenty-five years, but it may still be there. Unless someone else found it....’

‘Would you like to go and look?’

‘I can’t climb trees any more.’

‘If you can’t, I will go and see. You just sit here and wait for me.’

She sprang up and ran across the grass, swift and sweet of limb. Soon she was in the jackfruit tree, crawling along the projecting branch. A warm wind brought little eddies of dust along the road. Summer was in the air...



‘I’ve found it!’ she cried. ‘I’ve found something!’

And now, barefoot, she ran breathlessly towards him, in her outstretched hand a rusty old medal.

He took it from her and turned it over on his palm.

‘Is it the Iron Cross?’ she asked eagerly.

‘Yes’, he said, ‘this is it.’

‘Now I know why you came. You wanted to see if it was still in the tree.’

‘You may be right. I’m not really sure why I came. But you can keep the Cross. You found it, after all.’

‘No, you keep it. It’s yours.’

‘But it could have remained in the tree for another twenty-five years if you hadn’t climbed up to look for it.’

‘But if you hadn’t come back again....’

‘On the right day, at the right time, and with the right person’, he said, getting up and placing the medal in her hands. ‘It wasn’t the Cross I came for. It was my youth.’

She didn’t understand that, but she walked with him to the gate and stood there gazing

after him as he walked away. Where the road turned, he looked back and waved to her. Then he quickened his steps and moved briskly towards the bus stop. There was sprightliness in his step, and something cried aloud in his heart.

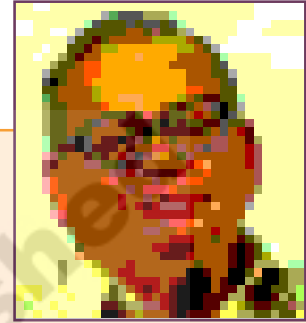
Dark dancing eyes, melon sweet lips, lissome limbs....

The mango scented summer breeze made the blood course in his veins, and he forgot, for a moment, that he couldn't climb trees any more....

- *Ruskin Bond*

About the author

Ruskin Bond was born in Kasauli, Himachal Pradesh, in 1934. He wrote a number of short stories, essays, novels, and many books for children. *The Room on the Roof* was his first novel, written when he was seventeen. It received the John Llewellyn Rhys Memorial Prize in 1957. In 1992, he received the Sahitya Akademi Award for his short story collection, *Our Trees Still Grow in Dehra*, given by the Sahitya Akademi, India's National Academy of Literature. He was awarded the Padma Shri in 1999 for contributions to children's literature.



Glossary

- turnstile (*n*) : a mechanical gate consisting of revolving horizontal arms fixed to a vertical post, allowing only one person at a time to pass through
- dizzy (*adj*) : having a sensation of spinning around and losing one's balance
- hollyhock (*n*) : a tall garden plant with large showy flowers
- disembodied (*adj*) : (of a sound) lacking any obvious physical source
- trapeze (*n*) : a swing used by circus acrobats
- bougainvillea (*n*) : an ornamental shrubby climbing plant widely cultivated in the tropics, with bright coloured flowers
- budgerigar (*n*) : a small Australian parakeet which is green with a yellow head in the wild, but has been bred in a variety of colours as a pet
- eddy (*n*) : (pl. eddies) a circular movement of dust (here)
- sprightliness (*n*) : liveliness and energy in action
- lissome (*adj*) : slim; graceful
- course (*v*) : (of liquid) flow

Answer the following questions.

1. What is your opinion about the theme of the story?
2. The middle-aged man remembers his joyous days of youth. What are the different words/ phrases used in the story (for example, dark dancing eyes; swift and sweet of limbs) to show the characteristics of the youth?
3. 'A blessing rests on the house where the shadow of a tree falls.' And so the present owners must also be receiving the tree's blessings. What does the narrator's grandmother mean by this statement?
4. Are the grandmother and Chief Seattle expressing the same feelings about trees and nature? Why?

Project Work

Look at the picture. Our water resources are getting polluted every day. If we do not care enough to prevent pollution and save water there is going to be an acute scarcity of drinking water.



I. Visit five houses in your locality and collect the following information.

1. **Number of members in the family.**
 - a. adults
 - b. children
2. **The average quantity of water used in the household (in litres).**
 - a. for drinking and cooking food
 - b. for washing clothes and cleaning the house
 - c. for cattle
 - d. for cultivation
3. **The average quantity of drinking water wasted in the household (in litres).**
 - a. for drinking and cooking food
 - b. for washing clothes and cleaning the house
 - c. for cattle
 - d. for cultivation
4. **What are the water sources for the household and what is the average quantity of water used from these sources.**
 - a. well in the household
 - b. public well
 - c. water from public taps
 - d. river, pond, lake, etc.

5. Does the ground water in the locality get polluted? If so, the sources.
- | | |
|----------------------------|------------------------------|
| a. domestic sewage | b. industrial wastewater |
| c. agricultural wastewater | d. construction site run-off |
| e. urban run-off | |

II Work in three groups and make reports as suggested below. Present all the reports before the whole class.

Group A

The quantity of water used by the households in the locality from various water sources and how the usage can be minimised for conserving drinking water.

Group B

The water sources in the locality, how the water gets polluted and how it can be prevented.

Group C

What measures that can be taken for conserving water and preventing pollution of water?

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

| Indicators | Yes | Somewhat | No |
|---|-----|----------|----|
| I read and understood the text: | | | |
| A. What Is Man Without the Beasts? | | | |
| B. The River | | | |
| C. Can't Climb Trees Any More | | | |
| I was able to work out the combinations with the words given under 'Vocabulary'. | | | |
| I was able to pick out the words that denote 'movement' from the speech 'What is Man Without the Beasts?' | | | |
| I was able to identify the 'verb phrase', in the given passage under 'Grammar'. | | | |
| I was able to identify the auxiliaries and the main verb in the given verb phrase. | | | |
| I was able to rewrite the sentences according to the directions given under 'Writing'. | | | |
| I was able to understand the features of a good speech. | | | |
| I listened to and understood 'Earth Song' and answered the questions. | | | |

Unit

5

Reading A : A Havoc of Flood

Reading B : Grabbing Everything on the Land (Poem)

Reading C : The Ham Radio

Disasters

Disasters

Disasters



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Disasters

Look at the picture and answer the questions that follow.



1. What made the people stand on the roof-tops?
2. What are the people in the helicopter trying to do?
3. Have you ever seen a situation like this in your life? If yes, when and where did you see it?

A Reading

A Havoc of Flood

Kurnool, a district with rock soil in Andhra Pradesh in the Krishna river basin, is known as the land of rocky temples in Rayalaseema region. The headquarters of the district with the namesake is a city with a population of 5 lakhs. Thousands of tourists from various parts of the State travel through the city on their way to tourist spots. The people of the city welcome the tourists in a warm mood. This is a part of their daily routine. Every morning is colourful for them.

But on 28th of September 2009 no tourist visited the city from any part of the state. No bus entered the city from any distant village or town. Something terrible happened, which stopped the visitors.

On 27 September 2009 the city had a heavy rainfall. As the people had to spend a damp, cold and cloudy day, they finished their business in the evening and reached their dwelling places at early hours hoping a bright morning the next day. They had scarcely arrived at their destinations when the rain poured down. Its pouring continued throughout the night.

As a result, on 28 September 2009 the people of Kurnool had to welcome river waters in gloomy colours to their streets instead of the buses full of tourists. They were got up from their sleep by roaring floods inundating their houses as well as shattering their hopes of getting a bright and colourful morning.



At 10.00 a.m. the Central Water Commission forecast that the inflows to the Srisailem Dam would go up to an enormous level of 20 lakh cusecs of water, the highest in its history, posing a threat to the villages on the banks of the Krishna river. By the noon of the day people bore the brunt of the flood fury as the flood water reached the first storey of several buildings. The Srisailem right bank power house submerged. There were heart-rending scenes of people frantically seeking assistance to rescue them. The people had never experienced before, such a trauma and loss of property.

But the government did not have sufficient number of boats and men to help them. The authorities estimated that about 40,000 people had taken shelter on the roof-tops.

The floods inundated about 60 villages all over the district. Many of them completely submerged. Much of the misery was caused by the Tungabhadra and the Handri Niva rivers, tributaries of the Krishna. Several places, including Manatralayam, the seat of Sri Raghavendra Swamy Mutt, were under a sheet of ten feet of water for four days.

The government was forced to seek the help of the army and the navy. One of the IAF (Indian Air Force) helicopters, requisitioned by the government, rescued 15 farmers trapped in a swollen stream in a daring operation. The Sunkesula barrage across the Tungabhadra breached at two places as it could not discharge the massive flood.



Thirty relief camps were opened in Kurnool to provide food and shelter to at least 25,000 people rendered homeless. Many people lost everything they had. Apart from seeking the help of the army and the navy, the government requisitioned the personnel of the Disaster Management Response Force from Aarkonam in Tamil Nadu, a transport aircraft, 30 inflatable boats and an equal number of fiberglass boats.

Although water rose to the roof level, people were reluctant to leave their houses and were still seen groping for their valuables.



The pathetic plight was that the people of the villages hurried to the safer places for their lives leaving everything they had – houses, properties, lands and cattle. Heart-rending sights welcomed them when they were back home after the flood catastrophe. Poor cattle -- cows and calves, buffalos and bullocks and other domestic animals, unaware of what was to come, had to die as they were fastened in their sheds. The grief-struck people stood aghast at their paddy fields, which were about to be reaped, engulfed by the massive floods.

The government officials and voluntary organizations that arrived at the spot witnessed the badly damaged roads, railways and collapsed bridges.

The government sent relief teams as early as possible to distribute the emergency relief supplies like food, drinking water and clothing among the flood survivors. The relief teams reached some of the worst-hit areas and found that the people had lost their whole lives, their memories, homes and loved ones. Thousands of people were misplaced from their homes. All of them were in need of food and drinking water. They were looking on with wide open eyes for some help to meet their needs. No sooner had the relief teams arrived there than their joy knew no bounds. A sigh of relief rejuvenated their faces. The people were given food, bed sheets, lungis (wraparound skirts worn by men or women) and towels. Some of them were half-naked. No sooner had they received the clothes than they expressed their gratitude with the pulled down faces of two sleepless nights.

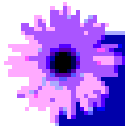
One of the sufferers of the flood was Rajeswari, a woman of well past 40. She had been a widow as her husband died some years back. No sooner had the relief team visited this family than they bitterly cried and held on to the members of the team sharing their problems with tears rolling down the cheeks. She said that when the surging waters rushed into her tiny mud shack, the flimsy structure collapsed. She and her four children had to flee for shelter to a roadside situated above water level. For two days she stayed there with her four children without food to eat and water to drink. She said that she had to watch her young children suffer, not knowing what to do.





The relief team brought her and her four children to a flood relief distribution camp which was being organized by the government in Kurnool. There she received rice, blankets and other supplies her family needed. She felt that the help came as a great relief in her utter despair. Many private donors were moved on seeing her children. They provided the mother with some rice, corn, some pots and pans for cooking. They also constructed a temporary shed for her family. She expressed her gratitude with a beaming face saying that she would remain ever thankful for the help she received.

“Help always pays gratitude.”



Glossary

| | | |
|-------------------------------|---|--|
| basin (<i>n</i>) | : | an area of land along a river with streams running down into it |
| namesake (<i>n</i>) | : | same name |
| dwelling (<i>adj</i>) | : | living / residing |
| gloomy (<i>adj</i>) | : | sad |
| inundate (<i>v</i>) | : | cover with water / submerge |
| enormous (<i>adj</i>) | : | extremely large / very big in size or amount |
| bear the brunt (<i>idm</i>) | : | to receive the worst effect of a bad situation |
| heart-rending (<i>adj</i>) | : | causing grief |
| frantically (<i>adv</i>) | : | in uncontrolled emotion due to fear or worry |
| rescue (<i>v</i>) | : | save from danger |
| tributaries (<i>n</i>) | : | a river or stream that flows into a larger river |
| breach (<i>v</i>) | : | to make a hole or an opening |
| groping (<i>v</i>) | : | searching |
| pathetic plight | : | a pitiful, difficult and sad situation |
| catastrophe (<i>n</i>) | : | a sudden disaster that causes many people to suffer |
| aghast (<i>adj</i>) | : | filled with horror and surprise |
| engulf (<i>v</i>) | : | flow over / cover completely / immerse |
| rejuvenate (<i>v</i>) | : | look more lively again |
| shack (<i>n</i>) | : | hut |
| flimsy (<i>adj</i>) | : | weak / feeble |
| donor (<i>n</i>) | : | a person or an organisation who gives something, especially money or things in charity |
| beaming (<i>adj</i>) | : | cheerful and bright / pleased |

Answer the following questions.

1. What mood is highlighted throughout the description? Pick out the words that suggest the mood.
2. Which of the scenes in the text has moved you the most? Why?
3. Who played the key role in the rescue operation of the floods? What steps were taken by the government?

- *4. “The flood victims were looking on with wide open eyes for some help to meet their needs”. Can you guess what their needs may have been?
- *5. “Help always pays gratitude”. In what way is this statement true in the light of the context?
- 6. How did the roaring floods disturb the lives of the people of Kurnool?
- *7. What relief measures would you suggest for the flood victims?
- *8. What inspiration can you draw from the last two paragraphs of the lesson?



Vocabulary

Read the following sentence and notice the meaning of the underlined word.

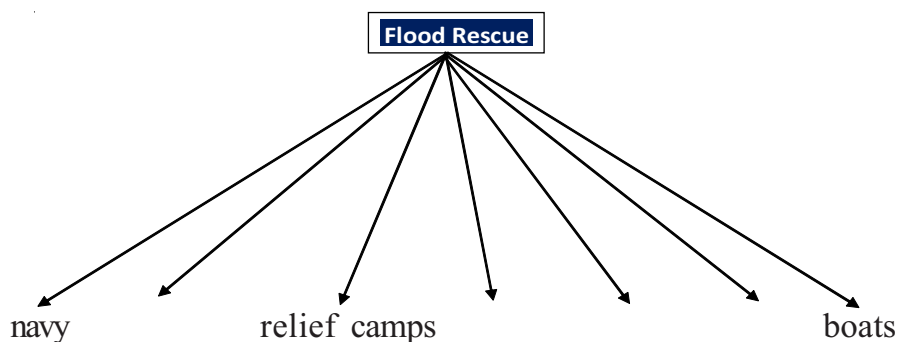
They reached their dwelling places hoping a bright morning the next day.

In this sentence ‘bright’ means ‘full of light’ or ‘shining strongly’ or ‘happy.’

I. Identify the meaning of ‘bright’ in each of the following sentences and use them in your own sentences.

1. I like bright colours.
2. Tejaswini gave me a bright smile.
3. Sindu is a bright student.
4. Yamuna has bright ideas.
5. This young player has a bright future.
6. We took rest in a bright room.

II. Several people and things are involved in rescue operations. There is a description of a flood rescue operation. Complete the concept map given below with the suitable information from the text:





Grammar

Read the following sentences from the text and notice the underlined words / expressions.

1. No sooner had the relief team arrived there than their joy knew no bounds.
2. They had scarcely arrived at their destinations when the rain poured down.

In the above sentences the expressions “No sooner . . . than” and “scarcely . . . when” are used to suggest that one thing happened very soon after another. The expression ‘hardly . . . when’ is also used to express the same.

Combine the following sentences using the expressions “No sooner... than, scarcely... when, hardly... when.”

One has been done for you.

1. I put the phone down. It rang again.

A: No sooner had I put the phone down than it rang again.

or

B: I had scarcely put the phone down when it rang again.

or

C: I had hardly put the phone down when it rang again.

2. I arrived at the station. Then the bus came in.

A: _____

B: _____

C: _____

3. I closed the door. Somebody knocked again.

A: _____

B: _____

C: _____

4. She finished the meal. She started feeling hungry again.

A: _____

B: _____

C: _____

5. Madhavi opened the door. The dog entered the room.

A: _____

B: _____

C: _____



Writing

I In the reading passage, one of the victims of the flood, Rajeswari shared her sufferings with the flood relief team. On the basis of this, develop an interview by a news reporter.

News Reporter : Rajeswari, could you tell me what had happened?

Rajeswari: _____

N.R. : _____

Rajeswari: _____

N.R. : _____

Rajeswari: _____

N.R. : _____

Rajeswari: _____

N.R. : _____

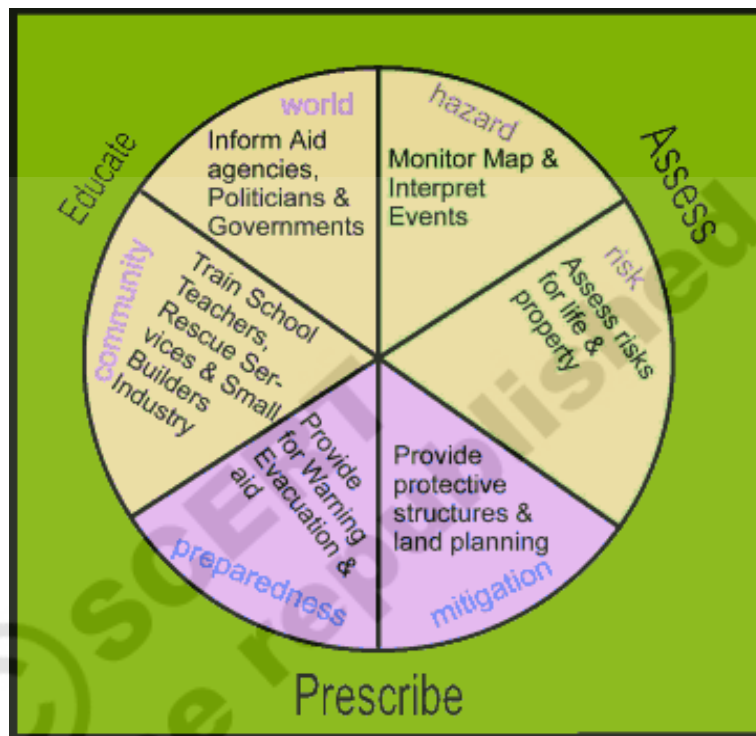
Assume that you happened to read some of the articles / news reports on the flood rescues. You were deeply moved by the sorrows of the victims of the floods. You decided to raise funds for the cause. You wanted to share this idea with your classmates and seek their assistance in this matter.

II Prepare a speech (or a talk) that you would like to make to convince the donors about the need for raising funds for the cause.

You may use the ideas given below.

- Floods in Kurnool
- Human suffering and deaths
- Death of animals
- Shortage of basic needs like food, clothing and shelter.
- Importance of relief operations
- Moral responsibility
- Damage occurred
- Loss of property
- Loss of crops

- III Assume that you were one of the victims of the flood and received some help from a donor. Write a letter thanking him and expressing your gratitude.
- IV On the basis of the diagram given below write a paragraph stating the sequential series of actions / methods (preparation before, during and after) that can be taken for disaster management.



Study Skills

Note - Making

We take notes when we read a book in order to record information for future reference. Such notes help us to revise lessons easily before examinations.

Let's know the process of note-making.

- Read the passage once quickly
- Underline the key terms during the second reading
- Note only the most important information
- Condense the information
- Omit examples and illustrations
- Organize the condensed information in a suitable format
- Keep a suitable title

Some strategies for condensing information.

- **Use numbers instead of words**
e.g. sixty eight written as 68
- **Use short substitutes for long words**
e.g. maths for mathematics
- **Use reduced verb forms**
e.g. Killed instead of was killed
- **Use the 'to-infinitive' to indicate future time**
e.g. relief teams to help the people
- **Use abbreviations and acronyms**
e.g. IAF, AIR
- **Use condensed spelling of words**
e.g. Dept. for Department, Dr. for Doctor

Here is a model answer for paragraphs 2 – 5 from your Reading Passage- A

Floods in Kurnool

28-9-2009

- a) No tourists
- b) No buses

27-9-2009

- a) heavy rainfall
- b) damp, cold and cloudy climate
- c) pouring rain

28-9-2009

- a) river waters entered the streets
- b) flood inundating houses
- c) 20 lakh cusecs inflow to the Srisaïlam Dam
- d) threat of flood on the banks of the Krishna
- e) heart-rending scenes
- f) people seeking help to rescue them



Now make notes from the following passage and then summarise it.

The word “disaster” is derived from Middle French “desastre” and from old Latin “disastro”. A disaster can be defined as any tragic event that can cause damage to life, property and destroy the economic, social and cultural life.

The natural disaster is a consequence when a natural hazard affects humans or built environment. Human vulnerability and lack of appropriate emergency management lead to financial, environmental and human loss. The resulting loss depends on the capacity of the population to support or resist the disaster. Disasters occur when hazards meet vulnerability. A natural hazard will never result in a natural disaster in areas without vulnerability.

Various phenomena like earthquakes, landslides, volcanic eruptions, floods and cyclones are all natural hazards that kill thousands of people and destroy a lot of money and property each year.

Natural hazards can strike in unpopulated areas and never develop into disasters. The rapid growth of the world’s population and its increased concentration often in hazardous environments has escalated both the frequency and severity of natural disasters. Tropical climate, unstable land forms, deforestation and non-engineered constructions make the disaster-prone areas more vulnerable. Developing countries suffer more or less chronically by natural disasters.

Listening

Listen to the “News Bulletin” and answer the following questions.

1. What was the havoc caused by the flood?
2. What relief measures were taken by the Government of A.P.?
3. What are the other highlights of the news bulletin?

Oral Activity

Read the lesson “A Havoc of Flood” once again. On the basis of the ideas in it, prepare a mock interview for a TV / newspaper.

Work in groups and collect the information about the havoc caused, relief operations etc from the following.

1. Victims
2. Officials
3. Doctors
4. N.G.Os. (Non-Governmental Organisations / Voluntary Organisations)

In each group one member will be the reporter and the others will play the other roles. Afterwards each group will make the presentation.

B Reading

Grabbing Everything on the Land

There came a wave like a great hand,
Grabbing everything on the land,
Its fingers of foam, circling round,
Uprooting trees, smashing homes to the ground.

It aimed its fist at everything in sight,
Nothing could survive this dreadful might,
People ran in and out in time with the tide,
Nowhere to go and nowhere to hide.

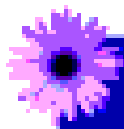
The hand was born in the belly of the ocean,
Fed by plates creating the potion,
It grew in fury, it grew in power,
The anger to be unleashed within the hour.

No one knew what was on the way,
People were working, children at play,
A shriek of surprise as somebody saw,
A huge wall of white horses galloping ashore,
The beasts dissolved under the heat,
Sweeping hundreds of thousands off their feet.

There was crashing and crunching and tearing apart,
Seeping its way into everyone's heart,
Lives were lost, bodies found,
Brutally killed by a hungry hound,
When the punch came with the force of an army,
The few that survived understood the meaning of 'Tsunami'



- Lily Usher



Glossary

| | | |
|------------------------|---|--|
| grabbing (v) | : | taking with a hand suddenly or roughly |
| uprooting (v) | : | pulling out of the ground |
| survive (v) | : | continue to live despite a dangerous event |
| dreadful might (n.phr) | : | terrible power |
| fed by plates | : | pushed by the movements of rock in the earth |
| potion (n) | : | water with a great force or strength |
| unleashed (v) | : | let loose |
| shriek (n) | : | a loud shout |
| white horses (n) | : | waves in the sea or ocean with white tops on them |
| galloping (adj) | : | increasing or spreading rapidly |
| beasts (n) | : | big animals |
| dissolved (v) | : | mixed in water and disappeared |
| heat (n) | : | (here) pressure |
| crashing (v) | : | hitting hard making a noise |
| crunching (v) | : | crushing noisily |
| tearing apart | : | destroying something completely |
| seeping (v) | : | flowing slowly |
| punch (n) | : | a hard hit made with the fist |
| army (n) | : | (here) a group of hounds compared to the waves of Tsunami |

Answer the following questions.

1. What is the central theme of the poem?
2. What does the 'hand' refer to? Where was the hand born?
3. Identify the most striking line in the poem.
4. Describe the damage caused to mankind due to 'Tsunami'. Locate the words or expressions which tell the fury of 'Tsunami'.
5. Why do you think only a few could understand the meaning of 'Tsunami'?

The Ham Radio

The world is not a very safe place to live in these days as disaster and terrorism can strike at any moment. Communication is the only relief in times of disaster and hence the need for an efficient disaster management system becomes imperative in public places and even in business establishments and important commercial joints where people move around in large numbers. Disaster might strike in the form of natural calamities, terrorist attacks and accidents. Thus an efficient disaster management system which will work in adverse conditions is needed.

Disaster management crew must be well trained and equipped with the best appliances which might help them to communicate the condition they are in and the status of the calamity in the region they work for. In times of natural calamity like floods, storms or fire the usual mode of communication like phone, mobile etc might not work or might become inoperative in the calamity. Underground communication lines get disabled due to flooding, cell towers are blown over or simply choke due to high utilization, backup generators run out of fuel, or are filled up with water. This is where Ham Radio (Amateur Radio) comes into picture. Using HF (High Frequency) radio sets, messages can be conveyed or relayed to long distance. Accurate picture of situation on the ground, requirements and key information could be sent to disaster response team.

With Amateur Radio Operators, you have a ready workforce that is efficient with regards to communicating with each other ‘efficiently’ and ‘effectively’. They are known for innovation and are adept at adapting to situations. Unlike commercial systems, Amateur radio is not dependent on terrestrial facilities that can fail. It is dispersed throughout a community without “choke points” such as cellular telephone sites that can be overloaded.

Amateur radio operators are experienced in improvising antennas and power sources and most equipment available today can be powered by an automobile battery. Annual “Field Days” are held in many countries to practise these emergency improvisational skills. Amateur Radio Operators volunteer to help, as and when needed; however there is no national database on active operators who can be called upon during any disaster, and also if they have right setup (which means – ready to go on air gear) at short notice. Amateur Radio Operators can use hundreds of frequencies and can quickly establish networks tying disparate agencies together to enhance interoperability.



In the Gujarat (India) earthquake on the 26th January 2001, Amateur Radio Operators of Gujarat commenced disaster relief communications within hours of the tragedy. With the help of Hams from various parts of the country, an emergency traffic network was established to exchange information to various parts of the country.

Recent examples include the September 11 attacks on the World Trade Centre in Manhattan in 2001, the 2003 North America blackout and Hurricane Katrina in September 2005, where Amateur radio was used to coordinate disaster relief activities when other systems failed.

On September 2, 2004, Ham radio was used to inform weather forecasters with information on Hurricane Frances live from the Bahamas. On December 26, 2004, an earthquake and resulting Tsunami across the Indian Ocean wiped out all communications with the Andaman Islands, except for an expedition that provided a means to coordinate relief efforts. Recently, Amateur Radio Operators in the People's Republic of China provided emergency communications after the 2008 Sichuan earthquake and U.S. hams did similar work following Hurricane Ike.

But cyclones, earthquakes or floods are not everyday events. What we see every day is that someone in the remote place is struggling for life, awaiting the arrival of an essential drug from another town or someone has lost a dear one because medical attention could not reach him on time. All this happens because most often communication is slow or impossible. Hams have special section to handle medical and other emergency traffic on their daily nets.

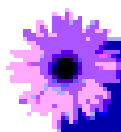
How to Become a Radio Amateur?

Amateur Radio Operators have to qualify in an examination conducted by Ministry of Communications, Government of India and obtain license for operating / possessing a Radio Station. Any individual above the age of 12 is permitted to appear for Amateur Station Operator License Examination and No Educational qualification is prescribed. It takes just two months (say two hours a day training) to become eligible for the examination. One should qualify a simple test conducted in three subjects namely:

- i. Morse Code (Transmission & Reception)
- ii. Communication Procedure
- iii. Basic Electronics.

The Officer-In-Charge, Wireless Monitoring Station, Dept. of Telecommunication under Ministry of Communication, Govt. of India is the authority for conducting these tests in their own town provided there are sufficient number of applicants. The licenses are issued by Wireless Planning & Co-ordination Wing of DOT, Govt. of India after passing the test.

You can know more details from the website: www.hamradio.in/amateur_radio/



Glossary

| | | |
|-----------------------------|---|---|
| disaster (<i>n</i>) | : | an event resulting great loss and misfortune (calamity) |
| establishments (<i>n</i>) | : | a structure with buildings and equipment for business |
| appliances (<i>n</i>) | : | instruments or devices for a specific purpose |
| choke (<i>v</i>) | : | to block |
| innovation (<i>n</i>) | : | a creation resulting from study and experimentation |
| adept (<i>adj</i>) | : | skilful |
| terrestrial (<i>adj</i>) | : | relating to the land |

| | | |
|-------------------------------|---|--|
| disparate (<i>adj</i>) | : | different in quality or kind |
| interoperability (<i>n</i>) | : | the ability to exchange or use information |
| blackout (<i>n</i>) | : | loss of lighting (power off) |
| wiped out (<i>phr. v</i>) | : | destroyed largely |
| expedition (<i>n</i>) | : | a journey organized for a particular purpose |
| remote (<i>adj</i>) | : | isolated / out-of-the-way / distant |

Answer the following questions.

1. What are the places in which disaster management becomes imperative?
2. How can we empower the disaster management crew?
3. In what way does Amateur Radio (Ham Radio) become inevitable in times of natural calamities?
4. Cite the disasters in which Amateur Radio Operators commenced disaster relief when other systems failed.
- *5. Explore other incidents in which Ham Radio Operators can take up rescue operations.
6. What is the central theme of the essay?
- *7. List the criteria to qualify for becoming a Radio Amateur?

Project Work

Get into groups and collect information relating to various disasters from Newspapers, magazines and books etc.

Each group should work on one disaster.

Fill in the boxes in the table given in the next page with necessary information.

One is done for you.

| Sl. No. | Name of the Disaster | Nature of the Disaster | | Problems faced | Rescue operations |
|---------|----------------------|------------------------|----------|---|--|
| | | Natural | Man-made | | |
| 1. | Cyclone | natural disaster | | <ul style="list-style-type: none"> • power cut • breakdown in communications • blocking of roadways • lack of food and clothing • loss of property • spread of diseases | <ul style="list-style-type: none"> • evacuation to safer places • supply of food and clothing • health camps • sanitation • clearing roadways • restoration of power and communication • distribution of compensation |
| 2. | Floods | | | | |
| 3. | Earthquakes | | | | |
| 4. | Tsunami | | | | |
| 5. | Fires | | | | |
| 6. | Accidents | | | | |

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

| Indicators | Yes | Somewhat | No |
|---|-----|----------|----|
| I read and understood the text: | | | |
| A. A Havoc of Flood | | | |
| B. Grabbing Everything on the Land | | | |
| C. The Ham Radio | | | |
| I was able to identify the meaning of the word 'bright' with different shades of meaning given under 'Vocabulary'. | | | |
| I was able to complete the concept map on flood rescue given under 'Vocabulary'. | | | |
| I was able to combine the sentences using 'no sooner ... than', 'scarcelywhen' and 'hardlywhen' given under 'Grammar'. | | | |
| I was able to develop an intrview by the press with Rajeswari given under 'Writing'. | | | |
| I was able to prepare a speech for raising funds for the rescue of the flood victims given under 'Writing'. | | | |
| I was able to write a letter to a donar expressing gratitude given under 'Writing'. | | | |
| I was able to write a paragraph based on the information given in the diagram given under 'Writing'. | | | |
| I listened to and understood the news bulletian and answered the questions given under 'Listening'. | | | |
| I was able to prepare an interview of a T.V. / Newspaper report for a local newspaper given under 'Oral Acticity'. | | | |
| I was able to understand the features and the process of making notes under 'Study Skills'. | | | |
| I was able to complete the 'Project work' by working in groups. | | | |

Unit

6

Reading A :

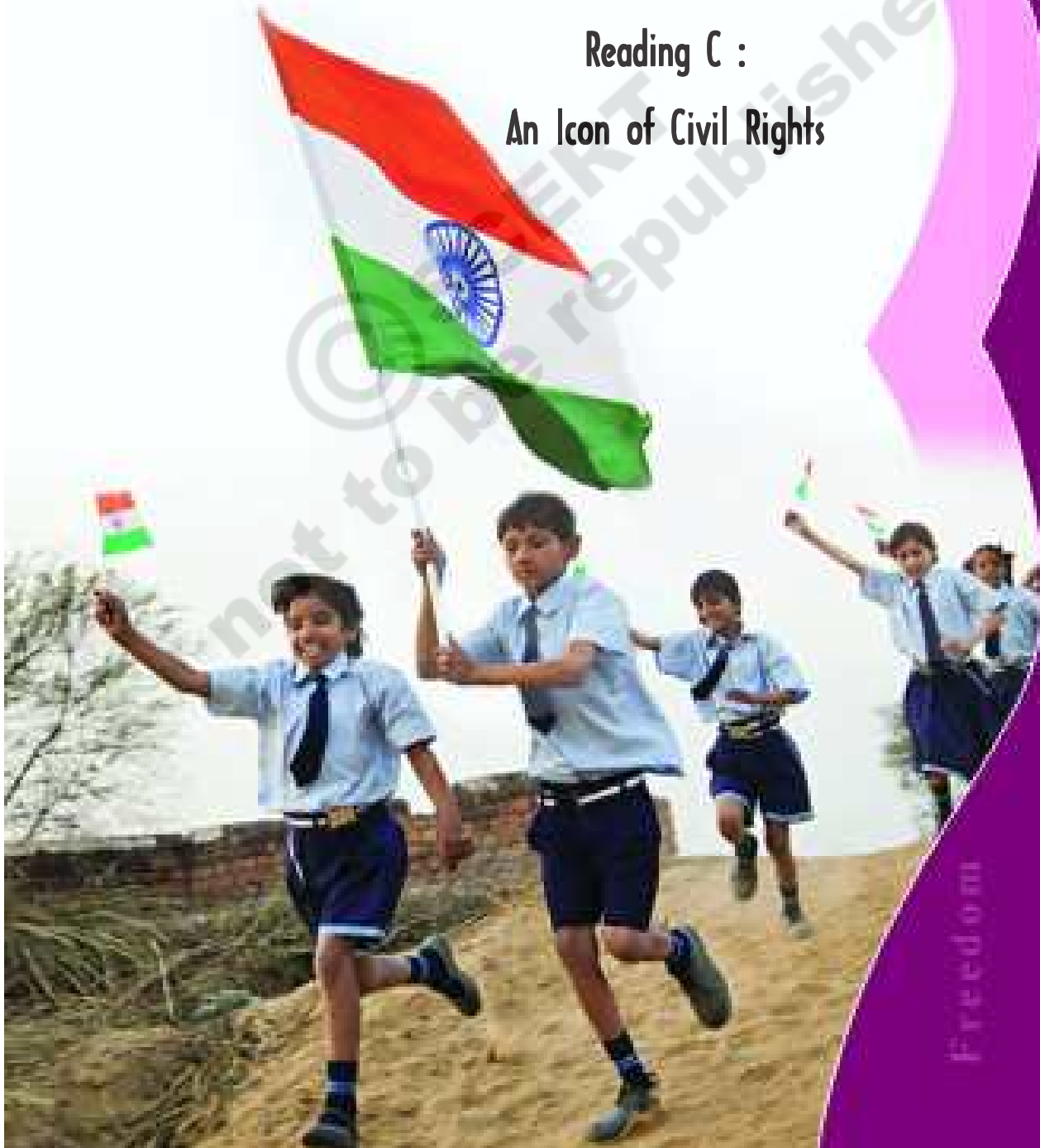
A Long Walk to Freedom

Reading B :

Freedom (Poem)

Reading C :

An Icon of Civil Rights



Freedom

Freedom

Freedom

Freedom

Look at the following pictures and discuss the questions that follow.



1. What do you know about the great persons in these pictures?
2. What similarities do you find in their lives?

A Reading

A Long Walk to Freedom

In life, every man has twin obligations — obligations to his family, to his parents, to his wife and children; and he has an obligation to his people, his community and his country. In a civil and humane society, each man is able to fulfil those obligations according to his own inclinations and abilities. But in a country like South Africa, it was almost impossible for a man of my birth and colour to fulfil both of those obligations. In South Africa, a man of colour who attempted to live as a human being was punished and isolated. In South Africa, a man who tried to fulfil his duty to his people was inevitably ripped from his family and his home and was forced to live a life apart, a twilight existence of secrecy and rebellion. I did



not in the beginning choose to place my people above my family, but in attempting to serve my people, I found that I was prevented from fulfilling my obligations as a son, a brother, a father and a husband.

I was not born with a hunger to be free. I was born free — free in every way that I could know. Free to run in the fields near my mother's hut, free to swim in the clear stream that ran through my village, free to roast mealies under the stars and ride the broad backs of slow-moving bulls. As long as I obeyed my father and abided by the customs of my tribe, I was not troubled by the laws of man or God.

It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first, as a student, I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased and go where I chose. Later, as a young man in Johannesburg, I yearned for the basic and honourable freedoms of achieving my potential, of earning my keep, of marrying and having a family — the freedom not to be obstructed in a lawful life.

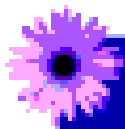
But then I slowly saw that not only was I not free, but my brothers and sisters were not free. I saw that it was not just my freedom that was curtailed, but the freedom of everyone who looked like I did. That is when I joined the African National Congress, and that is when the hunger for my own freedom became the greater hunger for the freedom of my people. It was this desire for the freedom of my people to live their lives with dignity and self-respect that animated my life, that transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live like a monk. I am no more virtuous or self-sacrificing than the next man, but I found that I could not even enjoy the poor and limited freedoms I was allowed when I knew my people were not free. Freedom is indivisible; the chains on anyone of my people were the chains on all of them, the chains on all of my people were the chains on me.

I knew that the oppressor must be liberated just as surely as the oppressed. A man who takes away another man's freedom is a prisoner of hatred; he is locked behind the bars of prejudice and narrow-mindedness. I am not truly free if I am taking away someone else's freedom, just as surely as I am not free when my freedom is taken from me. The oppressed and the oppressor alike are robbed of their humanity.

- *Nelson Mandela*

About the author

Nelson Mandela, b. July 18, 1918, was the first South African President to be elected in a fully representative democratic election. Trained as an attorney, he helped form the Youth League of the African National Congress (ANC) in 1944. In 1961 he abandoned peaceful protest and became head of the ANC's new military wing. Sentenced to life imprisonment in 1964, Mandela came to symbolize black political aspirations and was named head of the ANC after his release on Feb. 11, 1990. He and F. W. de Klerk shared the Nobel Peace Prize for negotiating South Africa's peaceful transition to multiracial democracy. After the ANC victory in the April 1994 elections, Mandela worked to ease racial tensions, court foreign investment, and provide services to the victims of apartheid.



Glossary

| | | |
|--------------------------------|---|--|
| inclination (<i>n</i>) | : | a feeling that makes a person to do something |
| inevitably (<i>adv</i>) | : | certainly to happen and unable to be avoided or prevented |
| twilight (<i>adj</i>) | : | used to describe a way of life which is characterized by uncertainty |
| mealie (<i>n</i>) | : | maize |
| illusion (<i>n</i>) | : | an idea or belief which is not true |
| earning my keep (<i>idm</i>) | : | doing useful things to live |
| animate (<i>v</i>) | : | make someone more active |

Answer the following questions.

1. Why is it difficult to fulfil the ‘twin obligations’ in a country like South Africa?
- *2. What sort of freedom did Mandela enjoy as a boy? Was it real? Give your opinion.
3. How did Mandela’s understanding of freedom change with age and experience?
4. What does the line ‘the oppressed and the oppressor alike are robbed of their humanity’ suggest?
5. What relevance does Nelson Mandela’s life have to the present society?
6. “It was this desire . . . that animated my life”, which desire is the narrator referring to?



Vocabulary

I. Tick (✓) the most appropriate meaning for each of the following underlined words.

1. I was born free.
 - a. able to act at will
 - b. having personal rights
 - c. not subjected to constraints
 - d. costing nothing

2. I was prevented from fulfilling my obligations.
- not able to perform
 - stopped from doing
 - conditioned to do
 - forced to do
3. My freedom was curtailed.
- enhanced
 - lost
 - reduced
 - blocked
4. I was not a virtuous leader.
- dignified
 - law-abiding
 - well behaved
 - honest

II. Read the following paragraph carefully. Fill in the blanks with the most appropriate forms of the words in brackets.

Nelson Mandela was an outstanding black _____ (*lead*) of South Africa, who spent his life time _____ (*fight*) against racial _____ (*segregate*). He had to spend 30 years of imprisonment to achieve _____ (*free*) of the coloured. Finally he _____ (*creation*) history when he became the first black man as the President of _____ (*independence*) Republic of South Africa. This great leader who has been a source of _____ (*inspire*) for millions of freedom lovers in the world was influenced by Mahathma Gandhi, the father of our nation!



Grammar

Defining Relative Clause

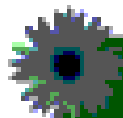
Read the following sentences and notice the underlined parts.

1. The man who takes away another man's freedom is a prisoner.

2. The people followed the principles that Mandela advocated.
- As you perhaps know, the clauses underlined above are called adjectival clauses because they qualify the noun in the preceding clause.
 - In (1) we are able to identify who the man is with the help of the information contained in the clause, who takes another man's freedom. Similarly, the identity of the principles is revealed by the clause, that Mandela advocated. Without these clauses the listeners will not be able to know who the man is and which principles they are. Who in (1) refers to the man and that in (2) refers to the principles. These words in these sentences are **Relative pronouns**.
 - The Adjectival clauses are also called Defining Relative Clauses because they help to define the person or the object referred to.
 - The whole expression containing the noun phrase and the Relative Clause now acts like a single noun phrase.

Pick out the Defining Relative Clauses and the noun phrases they define from the text. Fill in the table given below. One is done for you.

| Sl. No. | Relative clauses | Relative pronoun used | Noun phrase that the relative pronoun defines |
|---------|--|-----------------------|---|
| 1 | who attempted to live as a human being | who | a man of colour |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |



Writing

I. Read the story once again and analyze the text in the light of the following questions.

- What incidents do you find in the first paragraph?
- How does the writer reflect on (feel about) these incidents?
- What is the writer's point of view on the incidents?

You may have witnessed several instances of discrimination in the world around you. Write an essay about one such incident.

You may use the following clues:

- When and where did it take place?
- With whom did the incident occur?
- What were you doing at that time?
- How did you feel about these incidents?



Study Skills

Read the following biographical account of a great patriot of India, which describes events in his life. After reading the text, complete the chronological table.

Subhash Chandra Bose was born on 23rd January in Cuttack in 1897. He was born in a rich family. When he was five he was admitted into a big European school. At the age of twelve, he was shifted to another school, where his headmaster, Beni Madhav Das, kindled the spirit of patriotism in him. When he was fifteen, he came under the profound influence of an outstanding spiritual leader, Swami Vivekananda.

After his graduation Subhash left for Cambridge in 1919 to appear for the Indian Civil Service Examination (ICS). But he had made up his mind to dedicate his life to the service of his country; he resigned from the Indian Civil Service and returned to India in 1921. He took part in freedom struggle, Independence movement and fought against the British rule in India. Bose was arrested and sent to a prison in Burma. With the cooperation

of some prisoners and freedom lovers Bose formed the Indian National Army (INA) in 1941 in Singapore. He inspired the troops to fight against the British to liberate their motherland. On 21st October 1943 the Azad Hind Government was set up in foreign soil.

Subhash is called 'Nethaji' (Neta- a leader) because he was a true and passionate leader of the Indian struggle for freedom.

Complete the following table based on your reading of the passage.

| Year | Incident that took place/Significance |
|------|---------------------------------------|
| 1897 | |
| 1902 | |
| 1909 | |
| 1912 | |
| 1919 | |
| 1921 | |
| 1941 | |
| 1943 | |



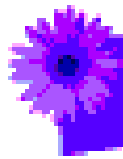
I Based on the speech that you have just listened to 'speech of Subhash Chandra Bose' and answer the following question orally.

1. What is the thrust of Subhash Chandra Bose's speech?

II Say whether the following statements are True or False.

1. Subhash asked the soldiers to sacrifice everything for their motherland.
2. Subhash dreamt that every soldier of INA would have a monument in Free India.

III Have you ever heard of any national leader's speech? Talk about him/her.



Oral Activity

Debating

Work in pairs. Organize a debate in class on the following proposition.

Women should work in kitchens and men in offices.

One member of the pair speaks in favour of the proposition, while the other speaks against it.

Remember

- Organize your ideas as main points and sub points;
- Put your ideas in a proper order(sequence);
- Give suitable examples, quotes;
- Use polite expressions;

You may use some of the following words / phrases to express your views

- In my opinion.....
- I personally feel
- It's my feeling
- I think

To agree with your opponents

- I agree with my worthy opponents.....
- I am in favour of the
- I think they / you are right
- I support the idea

To disagree with your opponents

- I'm sorry to differ with you.....
- I disagree with you
- It may be your opinion but I'm not happy with this
- That's purely your idea but the reality is different

To establish your point of view / stand

- Since I have evidence I strongly believe this
- I'm fully confident with my point as
- I've no doubt about this since it is a
- Therefore I conclude that

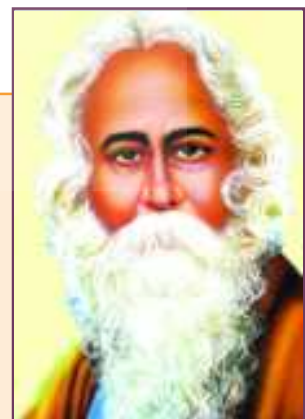
Freedom

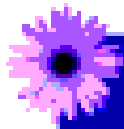
Freedom from fear is the freedom
I claim for you my motherland!
Freedom from the burden of the ages, bending your head,
Breaking your back, blinding your eyes to the beckoning call of the future;
Freedom from the shackles of slumber wherewith
You fasten yourself in night's stillness,
Mistrusting the star that speaks of truth's adventurous paths;
Freedom from the anarchy of destiny
Whole sails are weakly yielded to the blind uncertain winds,
And the helm to a hand ever rigid and cold as death.
Freedom from the insult of dwelling in a puppet's world,
Where movements are started through brainless wires, repeated through mindless habits,
Where figures wait with patience and obedience for the master of show,
To be stirred into a mimicry of life.

- *Rabindranath Tagore*

About the poet

Rabindranath Tagore (1861-1941) is one of the best known Indian writers, who wrote both in his mother tongue Bangla and in English. He was a poet, playwright, novelist, painter, educator and musician, He translated a collection of his poems, '*Gitanjali*', which was published in 1912. In 1913 he was awarded the Nobel Prize for literature. *He is the author of the Indian National Anthem as well as the National Anthem of Bangladesh.*





Glossary

| | | |
|--------------------------|---|--|
| beckoning (<i>adj</i>) | : | signaling |
| slumber (<i>n</i>) | : | sleep |
| anarchy (<i>n</i>) | : | a situation in a country in which there is no government, order or control |
| helm (<i>n</i>) | : | a wheel to steer |
| stirred (<i>v</i>) | : | moved |

Answer the following questions.

1. What sort of freedom does the poet wish to have?
2. The poet talks about fear in the opening lines of the poem. What kind of fear is he talking about?
3. What does the expression “truth’s adventurous paths” mean?
4. What does the poet mean by ‘figures’ in the poem? What sort of figures are they? What does the poet want them to be?
5. “Where figures wait with patience and obedience for the master of show.” What does the poet mean by this?
6. What does the ‘shackles of slumber’ mean? How does it arrest the progression of life?
- *7. Do you think we are all free from fear? What kind of fears are haunting our motherland now?
- *8. What does freedom mean to you? Is it freedom from hunger? Is it freedom from physical attack? Is it freedom from illiteracy? Is it freedom from social oppression? What else?

An Icon of Civil Rights

Martin Luther King's Acceptance Speech, on the occasion of the award of the Nobel Peace Prize in Oslo, December 10, 1964.

Your Majesty, Your Royal Highness, Mr. President, Excellencies, Ladies and Gentlemen:

I accept the Nobel Prize for Peace at a moment when 22 million Negroes of the United States of America are engaged in a creative battle to end the long night of racial injustice. I accept this award on behalf of a civil rights movement which is moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice. I am mindful that only yesterday in Birmingham, Alabama, our children, crying out for brotherhood, were answered with fire hoses, snarling dogs and even death. I am mindful that only yesterday in Philadelphia, Mississippi, young people seeking to secure the right to vote were brutalized and murdered. And only yesterday more than 40 houses of worship in the state of Mississippi alone were bombed or burned because they offered a sanctuary to those who would not accept segregation. I am mindful that debilitating and grinding poverty afflicts my people and chains them to the lowest rung of the economic ladder.



Therefore, I must ask why this prize is awarded to a movement which is beleaguered and committed to unrelenting struggle; to a movement which has not won the very peace and brotherhood which is the essence of the Nobel Prize.

After contemplation, I conclude that this award which I receive on behalf of that movement is a profound recognition that nonviolence is the answer to the crucial political

and moral question of our time - the need for man to overcome oppression and violence without resorting to violence and oppression. Civilization and violence are antithetical concepts. Negroes of the United States, following the people of India, have demonstrated that nonviolence is not sterile passivity, but a powerful moral force which makes for social transformation. Sooner or later all the people of the world will have to discover a way to live together in peace, and thereby transform this pending cosmic elegy into a creative psalm of brotherhood. If this is to be achieved, man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love. The tortuous road which has led from Montgomery, Alabama to Oslo bears witness to this truth. This is a road over which millions of Negroes are travelling to find a new sense of dignity. This same road has opened for all Americans a new era of progress and hope. It has led to a new Civil Rights Bill, and it will, I am convinced, be widened and lengthened into a super highway of justice as Negro and white men in increasing numbers create alliances to overcome their common problems.

I accept this award today with an abiding faith in America and an audacious faith in the future of mankind. I refuse to accept despair as the final response to the ambiguities of history. I refuse to accept the idea that the "isness" of man's present nature makes him morally incapable of reaching up for the eternal "oughtness" that forever confronts him. I refuse to accept the idea that man is mere flotsam and jetsam in the river of life, unable to influence the unfolding events which surround him. I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality.

I refuse to accept the cynical notion that nation after nation must spiral down a militaristic stairway into the hell of thermonuclear destruction. I believe that unarmed truth and unconditional love will have the final word in reality. This is why 'right' temporarily defeated is stronger than evil triumphant. I believe that even amid today's mortar bursts and whining bullets, there is still hope for a brighter tomorrow. I believe that wounded justice, lying prostrate on the blood-flowing streets of our nations, can be lifted from this dust of shame to reign supreme among the children of men. I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality and freedom for their spirits. I believe that what self-centered men have torn down, men other-centered can build up. I still believe that one day

mankind will bow before the altars of God and be crowned triumphant over war and bloodshed, and nonviolent redemptive good will proclaim the rule of the land. "And the lion and the lamb shall lie down together and every man shall sit under his own vine and fig tree and none shall be afraid." I still believe that We Shall overcome!

This faith can give us courage to face the uncertainties of the future. It will give our tired feet new strength as we continue our forward stride toward the city of freedom. When our days become dreary with low-hovering clouds and our nights become darker than a thousand midnights, we will know that we are living in the creative turmoil of a genuine civilization struggling to be born.

Today I come to Oslo as a trustee, inspired and with renewed dedication to humanity. I accept this prize on behalf of all men who love peace and brotherhood. I say I come as a trustee, for in the depths of my heart I am aware that this prize is much more than an honor to me personally.

Every time I take a flight, I am always mindful of the many people who make a successful journey possible - the known pilots and the unknown ground crew.

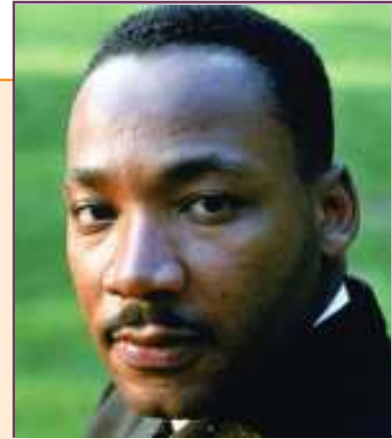
So you honour the dedicated pilots of our struggle who have sat at the controls as the freedom movement soared into orbit. You honor, once again, Chief Lutuli of South Africa, whose struggles with and for his people, are still met with the most brutal expression of man's inhumanity to man. You honor the ground crew without whose labour and sacrifices the jet flights to freedom could never have left the earth. Most of these people will never make the headline and their names will not appear in Who's Who. Yet when years have rolled past and when the blazing light of truth is focused on this marvelous age in which we live - men and women will know and children will be taught that we have a finer land, a better people, a more noble civilization - because these humble children of God were willing to suffer for righteousness' sake.

I think Alfred Nobel would know what I mean when I say that I accept this award in the spirit of a curator of some precious heirloom which he holds in trust for its true owners - all those to whom beauty is truth and truth beauty - and in whose eyes the beauty of genuine brotherhood and peace is more precious than diamonds or silver or gold.

- Martin Luther King Jr.

About the speaker

Martin Luther King Jr. was born on January 15, 1929 in Atlanta, Georgia. King, both a Baptist minister and civil rights activist, had a seismic impact on race relations in the United States, beginning in the mid 1950s. Among many efforts, King headed the SCLC (Southern Christian Leadership Conference). Through his activism, he played a pivotal role in ending the legal segregation of African-American citizens in the South and other areas of the nation, as well as the creation of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. King received the Nobel Peace Prize in 1964, among several other honors. King was assassinated in April 1968, and continues to be remembered as one of the most lauded African-American leaders in history, often referenced by his 1963 speech, "*I Have a Dream*".



Glossary

| | | |
|----------------------------------|---|---|
| scorn (<i>n</i>) | : | contempt |
| hoses (<i>n</i>) | : | pipes for sending out gas |
| sanctuary (<i>n</i>) | : | shelter and protection |
| segregation (<i>n</i>) | : | a social system that provides separate facilities for minority groups |
| debilitating (<i>adj</i>) | : | weakening |
| antithetical (<i>adj</i>) | : | opposite |
| elogy (<i>n</i>) | : | song of sadness |
| audacious (<i>adj</i>) | : | bold |
| flotsam and jetsam (<i>n</i>) | : | things thrown away as useless |
| redemptive good (<i>n.phr</i>) | : | good that frees |
| heirloom (<i>n</i>) | : | gift from ancestors |

Answer the following questions.

1. The speaker talks about “creative battle” in the beginning of his speech. What does he mean by this phrase?
2. What is Martin Luther King’s speech about? List the issues he is talking about.
3. Do you think that this is an emotive speech? If yes, pick out the expressions that show that it is an emotive speech.
4. What sort of future does the speaker visualize for the Americans and the mankind in general?



Vocabulary

I. Given below are the words taken from the reading passage listed as key words. Match the word with the meaning as used in the text.

| Key word | Choice words |
|-------------|--|
| afflict | affect, touch, cause pain |
| beleaguered | experienced criticism, shattered, humiliated |
| retaliation | violation ,reformation, revenge |
| tortuous | complicated, unclear, straight |
| prostrate | lie flat, roll on, unmoved |
| turmoil | certainty, great confusion, trouble |
| curator | representative, person in charge, physician |

II. Read the following expressions taken from the reading passage.

1. blazing light of truth
 2. wounded justice
 3. majestic scorn
- Do they have any specific meaning?
 - Why does the speaker use such expressions?

The above phrases are figurative expressions. They mean a word or a phrase used in a different way from its usual meaning in order to create a particular mental image

or effect to add interest to a speech or a writing. Here the two words that convey opposite meaning are combined together to get a positive meaning.

Now read the passage once again and pick out the figurative expressions.

Find out the meanings of all the expressions including the ones given above.

1.
2.
3.
4.
5.



Writing

I. You have listened to the speech delivered by Subhash Chandra Bose and read the speech by Martin Luther King Jr.

Let's analyze their speeches.

Discuss the following questions in groups.

- How do they begin their speeches?
- Do you find any logical sequence of ideas in their speeches?
- What sort of language do they use? (Persuasive, argumentative, emotive)
- Do you notice any quotations, examples? (to support their argument)
- Do they use any linkers for cohesion?
- Do they maintain unity of ideas/ thoughts for coherence?
- What expressions do they use to conclude their speeches?

II. Prepare a speech on the following occasion in your school.

Independence Day.

You can use some of the quotations given in the box.

- Lock up your libraries if you like, but there is no gate, no lock, no bolt that you can set upon the freedom of my mind.

- Virginia Woolf, A Room of One's Own

- I disapprove of what you say, but I will defend to the death your right to say it.

- S. G Tallentyre

- He who has overcome his fears will truly be free.

- Aristotle

- Freedom makes a huge requirement of every human being. With freedom comes responsibility. For the person who is unwilling to grow up, the person who does not want to carry his own weight, this is a frightening prospect

- Eleanor Roosevelt, You Learn by Living

- Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

- Martin Luther King Jr.

Project Work

Collect information about the great leaders who fought for the freedom of our country. Arrange the information in the table given below:

- Discuss in groups and write down the questions you will need to get the information.
- On the basis of the information collected in the table below, write a brief biographical sketch of any one of them and present it before others in class.

| Name of the leader | Personal details | | Movements in which they participated | Pains / hardships they faced | The qualities that you like in them |
|--------------------|------------------|----------------|--------------------------------------|------------------------------|-------------------------------------|
| | Date of birth | Place of birth | | | |
| | | | | | |

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

| Indicators | Yes | Somewhat | No |
|---|-----|----------|----|
| I read and understood the text: | | | |
| A. A Long Walk to Freedom | | | |
| B. Freedom | | | |
| C. An Icon of Civil Rights | | | |
| I was able to identify the most appropriate meanings given under 'Vocabulary'. | | | |
| I was able to edit the passage using relative clauses given under 'Grammar'. | | | |
| I was able to write an essay on discrimination in life given under 'Writing'. | | | |
| I was able to participate in the debate on the topic, 'Women should work in the kitchen and Men in office' given under 'Oral Activity'. | | | |
| I was able to complete the chronological table given under 'Study Skills'. | | | |
| I listened to and understood the speech of Subhash Chandra Bose, answered the questions. | | | |
| I was able to understand the figurative expressions and did the exercises given under 'Vocabulary'. | | | |
| I was able to understand the features of an ideal speech and prepare a speech on occasion of Independence Day under 'Writing'. | | | |
| I was able to complete the 'Project Work'. | | | |

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

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| I was able to participate in the debate on the topic, 'Women should work in the kitchen and Men in office' given under 'Oral Activity'. | | | |
| I was able to complete the chronological table given under 'Study Skills'. | | | |
| I listened to and understood the speech of Subhash Chandra Bose, answered the questions. | | | |
| I was able to understand the figurative expressions and did the exercises given under 'Vocabulary'. | | | |
| I was able to understand the features of an ideal speech and prepare a speech on occasion of Independence Day under 'Writing'. | | | |
| I was able to complete the 'Project Work'. | | | |

Unit

7

Reading A : The Trial

Reading B : Antony's Speech (Poem)

Reading C : Mahathma Gandhi -
Pushed out of Train

Theatre

Theatre



Theatre

Look at the picture and answer the questions that follow.



1. Do you know who the woman in this picture is?
2. What do you think she is going to do?
3. Tell your class what you know about the woman?
4. Can you name any other woman who fought a war to save her country?

The Trial

Joan of Arc, born in 1412, was a French peasant girl who claimed that the “voices” of saints had told her she was called on by God to aid her country. This French national heroine took to the field of battle during the Hundred Years’ War (1337 -1453). At the time, the desperate French army had suffered a number of losses to the English, but Joan brought renewed confidence by lifting the siege of Orleans in nine days and taking back the city of Reims. She was soon captured by the English.

Joan of Arc, who had been caught by the British in the war, was imprisoned and presented before the court.

Introduction of the characters :

1. **Inquisitor:** Brother John Lemuiter, a seemingly mild , elderly man
2. **Canon John D’Estivet:** The chief Prosecutor
3. **Canon de Courcelles :** The Canon of Paris. He is a young priest who helps to compile sixty-four charges against Joan.
4. **Brother Martin Ladvenu:** A young monk assigned to be Joan’s confessor
5. **Cauchon :** The academic theologian who represents the “considered wisdom of the Church”
6. **The Chaplain :** A clergyman

Rouen, 30 May 1431. A great stone hall in the castle, arranged for a trial-at-law, there are two raised chairs side by side for the Bishop and the Inquisitor as judges. Looking down the great hall from the middle of the inner end, the judicial chairs and scribes' table are to the right. The prisoner's stool is to the left. There are arched doors right and left. It is a fine sunshiny May morning.

The Inquisitor : Let the accused be brought in.

Ladvenu : [*calling*] The accused. Let her be brought in.

Joan, chained by the ankles, is brought in through the arched door behind the prisoner's stool by a guard of English soldiers. With them is the Executioner and his assistants. They lead her to the prisoner's stool, and place themselves behind it after taking off her chain. She wears a page's black suit.

The Inquisitor : [*kindly*] Sit down, Joan. [*She sits on the prisoner's stool*]. You look very pale today. Are you not well?

Joan : Thank you, I am well enough. But the Bishop sent me some carp; and it made me ill.

Cauchon : I am sorry. I told them to see that it was fresh.

Joan : You meant to be good to me, I know; but it is a fish that does not agree with me. The English thought you were trying to poison me--

Cauchon and The Chaplain : [*together*] What! No, my lord.

Joan : [*continuing*] They are determined that I shall be burnt as a witch; and they sent their doctor to cure me; but he was forbidden to bleed me because the silly people believe that a witch's witchery leaves her if she is bled; so he only called me filthy names. Why do you leave me in the hands of the English? I should be in the hands of the Church. And why must I be chained by the feet to a log of wood? Are you afraid I will fly away?

D'Estivet : [*harshly*] Woman, it is not for you to question the court; it is for us to question you.

Courcelles : When you were left unchained, did you not try to escape by jumping from a tower sixty feet high? If you cannot fly like a witch, how is it that you are still alive?

Joan : I suppose because the tower was not so high then. It has grown higher every day since you began asking me questions about it.

D'Estivet : Why did you jump from the tower?

Joan : How do you know that I jumped?

D'Estivet : You were found lying in the moat. Why did you leave the tower?

Joan : Why would anybody leave a prison if they could get out?

D'Estivet : You tried to escape?

Joan : Of course I did; and not for the first time either. If you leave the door of the cage open, the bird will fly out.

D'Estivet : [*rising*] That is a confession of heresy. I call the attention of the court to it.

Joan : Heresy, he calls it! Am I a heretic because I try to escape from prison?



- D'Estivet** : Assuredly, if you are in the hands of the Church, and you wilfully take yourself out of its hands, you are deserting the Church; and that is heresy.
- Joan** : It is great nonsense. Nobody could be such a fool as to think that.
- D'Estivet** : You hear, my lord, how I am reviled in the execution of my duty by this woman. [*He sits down indignantly.*]
- Cauchon** : I have warned you before, Joan, that you are doing yourself no good by these pert answers.
- Joan** : But you will not talk sense to me. I am reasonable if you will be reasonable.
- The Inquisitor** : [*interposing*] This is not yet in order. You forget, Master Promoter, that the proceedings have not been formally opened. The time for questions is after she has sworn on the Gospels to tell us the whole truth.
- Joan** : You say this to me every time. I have said again and again that I will tell you all that concerns this trial. But I cannot tell you the whole truth: God does not allow the whole truth to be told. You do not understand it when I tell it. It is an old saying that he who tells too much truth is sure to be hanged. I am weary of this argument: we have been over it nine times already. I have sworn as much as I will swear; and I will swear no more.
- Courcelles** : My lord, she should be put to the torture.
- The Inquisitor** : You hear, Joan? That is what happens to the obdurate. Think before you answer. Has she been shewn the instruments?
- The Executioner** : They are ready, my lord. She has seen them.
- Joan** : If you tear me limb from limb until you separate my soul from my body you will get nothing out of me beyond what I have told you. What more is there to tell that you could understand? Besides, I cannot bear to be hurt; and if you hurt me I will say anything you like to stop the pain. But I will take it all back afterwards; so what is the use of it?
- Ladvenu** : There is much in that. We should proceed mercifully.
- Courcelles** : But the torture is customary.
- The Inquisitor** : It must not be applied wantonly. If the accused will confess voluntarily, then its use cannot be justified.

- Courcelles** : But this is unusual and irregular. She refuses to take the oath.
- Ladvenu** : [*disgusted*] Do you want to torture the girl for the mere pleasure of it?
- Courcelles** : [*bewildered*] But it is not a pleasure. It is the law. It is customary. It is always done.
- The Inquisitor** : That is not so, Master, except when the inquiries are carried on by people who do not know their legal business.
- Courcelles** : But the woman is a heretic. I assure you it is always done.
- Cauchon** : [*decisively*] It will not be done today if it is not necessary. Let there be an end of this. I will not have it said that we proceeded on forced confessions. We have sent our best preachers and doctors to this woman to exhort and implore her to save her soul and body from the fire: we shall not now send the executioner to thrust her into it.
- Courcelles** : Your lordship is merciful, of course. But it is a great responsibility to depart from the usual practice.
- Joan** : Thou are a rare noodle, Master. Do what was done last time is thy rule, eh?
- Courcelles** : [*rising*] Thou wanton: dost thou dare call me noodle?
- The Inquisitor** : Patience, Master, patience: I fear you will soon be only too terribly avenged.
- Courcelles** : [*mutters*] Noodle indeed! [*He sits down, much discontented.*]
- The Inquisitor** : Meanwhile, let us not be moved by the rough side of a shepherd lass's tongue.
- Joan** : Nay. I am no shepherd lass, though I have helped with the sheep like anyone else. I will do a lady's work in the house--spin or weave--against any woman in Rouen.
- The Inquisitor** : This is not a time for vanity, Joan. You stand in great peril.
- Joan** : I know it. Have I not been punished for my vanity? If I had not worn my cloth of gold surcoat in battle like a fool, that Burgundian soldier would never have pulled me backwards off my horse; and I should not have been here.
- The Chaplain** : If you are so clever at woman's work why do you not stay at home and do it?

Joan : There are plenty of other women to do it; but there is nobody to do my work.

Cauchon : Come! We are wasting time on trifles. Joan: I am going to put a most solemn question to you. Take care how you answer; for your life and salvation are at stake on it. Will you for all you have said and done, be it good or bad, accept the judgment of God's Church on earth? More especially as to the acts and words that are imputed to you in this trial by the Promoter here, will you submit your case to the inspired interpretation of the Church Militant?



Joan : I am a faithful child of the Church. I will obey the Church--

Cauchon : [*hopefully leaning forward*] You will?

Joan : --Provided it does not command anything impossible.

(Cauchon sinks back in his chair with a heavy sigh. The Inquisitor purses his lips and frowns. Ladvenu shakes his head pitifully.)

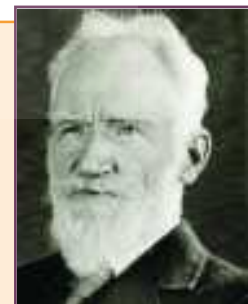
- **George**

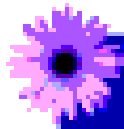
Bernard Shaw

Note: At the age of 19, in 1431, she was tried for heresy and then burned at the stake as a witch. In 1909 she was beatified, and in 1920 canonized as a saint.

About the dramatist

George Bernard Shaw was born on July 26, 1856 in Dublin, Ireland. In the early 1900's, Shaw wrote several plays. These plays were about political themes and issues concerning poverty and women's rights. He wrote "*Man and Superman*" (1902), "*John Bull's Other Island*" (1904) and "*Major Barbara*" (1905). In 1914 he wrote "*Saint Joan*", which is considered to be one of his masterpieces. He won the Nobel Prize for literature in 1925. Shaw wrote over 50 plays during his literary career. Right until the time of his death on November 2, 1950, Shaw remained committed to the socialist cause.





Glossary

| | | |
|-------------------------|------|---|
| Bishop (<i>n</i>) | : | a clergy man who supervises a number of local churches |
| page (<i>n</i>) | : | a youth being trained for the medieval rank of knight and in the personal service of a knight; a youth attendant |
| heresy (<i>n</i>) | : | (here) a belief which is against the principles of Christianity |
| Gospels (<i>n</i>) | : | the first four books of the Bible / “The New Testament” |
| weary (<i>adj</i>) | : | tired |
| obdurate (<i>adj</i>) | : | adamant; stubborn |
| shewn (<i>v</i>) | : | British variant of ‘shown’ |
| wantonly (<i>adv</i>) | : | acting cruelly or violently / deliberately or unprovokingly |
| exhort (<i>v</i>) | : | insist |
| implore (<i>v</i>) | : | plead |
| noodle (<i>n</i>) | : | head (used as a slang) |
| *thou : you, | *thy | : your,*dost : do |
| lass (<i>n</i>) | : | girl, *nay : no (*old and poetic English words) |
| surcoat (<i>n</i>) | : | the outer coat or garment worn over armour, in particular a short sleeveless garment worn as part of insignia of an order of kingdom. |
| trifles (<i>n</i>) | : | things of little value or importance |
| at stake (<i>idm</i>) | : | in danger of being lost |
| imputed (<i>v</i>) | : | attributed bad quality to somebody |
| Militant (<i>n</i>) | : | radical, rebel |

I. Answer the following questions.

1. Joan said, “If you leave the door of the cage open, the bird will fly out.” Why did D’ Estivet say that it was a confession?
2. Why did Joan say, “I will swear no more?”

3. Who are the people who tried to save Joan in the trial? How do you know it?
4. Joan expressed her helplessness to tell the whole truth. Why? What was the old saying she mentioned in this context?
5. Why was the doctor forbidden to bleed Joan?
6. Courcelles said that Joan should be tortured. What reasons did he give to support his argument?
7. Why did Joan regret having worn the surcoat?
8. Joan and Courcelles called each other names. What were they?

II. Tick (✓) the statements that are true.

1. Joan tried to escape from prison only once. ()
2. Joan said that she would not hesitate to lie if she was tortured. ()
3. Joan liked to be in the hands of the English rather than the Church. ()
4. Cauchon tried to have Joan executed. ()
5. Joan became ill because she ate carp. ()

III. Some characters in the play are in favour of Joan and some are against. Identify the characters who are in favour of or against Joan and then complete the following table.

| Sl. No. | Name of the Character | Favour / Against | The words that support |
|---------|-----------------------|------------------|-------------------------------|
| | e.g. Courcelles | against | She should be put to torture. |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |



Vocabulary

I There is a word, ‘confession’ in the story which means ‘declaration of guilt’. Find any three words related to church from the story and write their meanings.

1.
2.
3.

II The Inquisitor in the story says, ‘ Let’s not be moved by the rough side of a shepherd lass’s tongue.’

Here ‘a shepherd lass’s tongue’ means that Joan speaks whatever comes to her mind without any etiquette.

There are some idioms with *tongue* in column-A. Match them with their meanings given in Column-B. Use these idioms in your own sentences.

| Sl. No. | A | B |
|---------|------------------------------|--|
| 1. | sharp tongue | if you give someone a tongue-lashing, you speak to them angrily because they have done something wrong |
| 2. | a slip of the tongue | an outspoken or harsh manner; a critical manner of speaking |
| 3. | a tongue-lashing | to struggle not to say something that you really want to say |
| 4. | bite one’s tongue | you think you know it and that you will be able to remember it very soon |
| 5. | be on the tip of your tongue | a mistake you make when speaking, such as using the wrong word |



Grammar

Read the following sentences.

1. If you leave the door of the cage open, the bird will fly out.
2. If Joan were alive today, how would people receive her?

3. If I had not worn my cloth of gold surcoat in battle like a fool, that Burgundian soldier would never have pulled me backwards off my horse.

- What is the meaning of each sentence?
- What are the two parts in each sentence?
- What is the role of 'If'?

Types of 'If Clauses'

1. Sentence (1) means there is a possibility of the bird flying out when we leave the door of the cage open.
2. In sentence (2) the speaker is not thinking about a real situation. He is only imagining the future happening (because Joan is not alive today.). There is no possibility of future happening. (People receiving her.)
3. In sentence (3), the speaker talks about something that might have happened in the past, but it didn't.

Identify the 'verb and tense' elements in each of these sentences both in 'If- clause' and in the Main clause.

| | If-clause | Main clause |
|--------------|-----------|-------------------|
| Sentence (1) | leave | will fly |
| Sentence (2) | were | would receive |
| Sentence (3) | had worn | would have pulled |

Now, pick out a few sentences from the play containing 'If- clauses' and say which type they belong to.

II In the story, The Chaplain says, 'If you are so clever at woman's work, why do you not stay at home and do it?'

If you were in the place of Joan, what would your reply be?

Complete the following sentences as the one given above.

1. If I were asked to stay at home and do only household chores,
2. If I had attended the function,
3. If Raju comes to school every day,

4. If Lalit had helped him do his homework,
5. If I were the class teacher of class-IX,



Writing

Read the following statements.

1. Joan challenged the place of women.
2. Her actions attacked the power structure of medieval society.
3. By making the king in charge of everything, she took power away from the feudal lords.
4. By saying she got information directly from God, she challenged the power of church.

I. The above actions of Joan tell us about the character of Joan. Now write a character sketch of Joan of Arc.

Clues:

Concern for women; her nature; her behaviour; relations with people; commitment to work; love for Nation; sentiments.

Tips to write a character sketch:

- Physical description: looks, clothing etc.
- Quote an interesting conversation with somebody to show her attitude. Describe his / her attitudes, likes and dislikes.
- Notice what other people say about the character and what they do to her. Tell about any interesting relationships with family or friends, whether people like the character and how they would describe her. What other characters think about him / her?
- The setting
- The strengths and weaknesses.

II. Conduct a debate on the proposition “Woman’s education plays a vital role in their Empowerment.”



Study Skills

Study the confession which Saint Joan was asked to sign and list out the accusations made against Joan.

My Confession

I, Joan, commonly called 'The Maid', a miserable sinner, do confess that I have most grievously sinned in the following articles. I have pretended to have revelations from God and the angels and the blessed saints, and perversely rejected the Church's warnings that these were temptations by demons. I have blasphemed abominably by wearing an immodest dress, contrary to the Holy Scripture and the canons of the Church. Also, I have clipped my hair in the style of a man, and against all the duties which have made my sex specially acceptable in heaven, have taken up the sword, even to the shedding of human blood, inciting men to slay each other, invoking evil spirits to delude them, and stubbornly and most blasphemously imputing these sins to Almighty God. I confess to the sin of sedition, to the sin of idolatry, to the sin of disobedience, to the sin of pride, and to the sin of heresy.

The list of accusations

1.
2.
3.



Listening

Listen to a compering and answer the questions.

1. What is the compering about?
2. What did sultan give Bagmathi as a token of love?
3. How did Hyderabd get its name?

Antony's Speech

This speech is an extract from the play, 'Julius Caesar' written by William Shakespeare. Julius Caesar was a Roman emperor with great political power. He was killed in a conspiracy led by Brutus. Antony, a great friend of Julius Caesar gave a rousing speech to the public on this occasion keeping the dead body before the public.

He begins his speech by saying: "Friends, Romans, countrymen, lend me your ears..."



Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them;
The good is oft interred with their bones;

So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious:
If it were so, it was a grievous fault,
And grievously hath Caesar answer'd it.
Here, under leave of Brutus and the rest--
For Brutus is an honourable man;
So are they all, all honourable men--
Come I to speak in Caesar's funeral.
He was my friend, faithful and just to me:
But Brutus says he was ambitious;
And Brutus is an honourable man.
He hath brought many captives home to Rome
Whose ransoms did the general coffers fill:
Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious;
And Brutus is an honourable man.
You all did see that on the Lupercal
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honourable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it comes back to me.

- *William Shakespeare*

About the poet

William Shakespeare (1564 – 1616) was an English poet and playwright, widely regarded as the greatest writer and the dramatist in the English language. He is often called England's national poet and the "*Bard of Avon*". His surviving works, including some collaborations, consist of about 38 plays, 154 sonnets, two long narrative poems, and several other poems. His plays have been translated into every major living language and are performed more often than those of any other playwright.



Glossary

| | | |
|----------------------------------|---|--|
| oft (<i>adv</i>) | : | often |
| interred (<i>v</i>) | : | buried |
| hath (<i>v</i>) | : | has |
| grievous (<i>adj</i>) | : | very severe or serious |
| answer'd (<i>v</i>) | : | paid for something (to be punished for doing something bad) |
| under leave of (<i>phr</i>) | : | with the permission of |
| captives (<i>n</i>) | : | persons who have been taken prisoners or confined. |
| ransom (<i>n</i>) | : | a sum of money demanded or paid for the release of a prisoner |
| general coffers (<i>n.phr</i>) | : | national treasury |
| sterner (<i>adj</i>) | : | cruel or unkind |
| The Lupercal (<i>n</i>) | : | the Lupercal feast day (festival) |
| withhold (<i>v</i>) | : | suppress or restrain (an emotion or reaction) |
| mourn (<i>v</i>) | : | feel deep sorrow following the death |
| thou (<i>pron</i>) | : | you |
| art fled (<i>v</i>) | : | have run away |
| brutish (<i>adj</i>) | : | cruel or like an animal.(here notice the pun upon Brutus's name) |
| coffin (<i>n</i>) | : | a long, narrow box in which a dead body is buried or cremated |
| pause (<i>v</i>) | : | make a brief stop |

I. Answer the following questions:

1. What elements in Antony's speech do you think make him succeed?
2. What is Mark Antony's message?

Mahatma Gandhi – Pushed out of Train

[FIRST CLASS COACH. SOUTH AFRICAN RAILWAYS. INTERIOR. NIGHT.]

Featuring the young Indian. It is the young Gandhi – a full head of hair, a somewhat sensuous face, only the eyes help us to identify him.... He is lost in his book and there is a slight smile on his face as though what he reads intrigues and surprises him. He grins suddenly at some insight, then looks out of the window, weighing the idea. As he does the European passes the compartment and stops dead on seeing an Indian face in the First Class section. The porter glances at the European nervously.



*Gandhi pivots to the porter, holding his place in the book, missing the European, who has moved on down the corridor, altogether. We see the cover of the book: *The Kingdom of God is Within You*, by Leo Tolstoy.*

Gandhi : Tell me – do you think about hell?

Porter : (stares at him blankly) “Hell!”

Gandhi : (the eternal, earnest sophomore): No – neither do I. But ... (he points abruptly to the book) but this man is a Christian and he has written –

Porter : Excuse me, baas, but how long have you been in South Africa?

Gandhi : (puzzled) A – week.

Porter : Well, I don’t know how you got a ticket for –

He looks up suddenly then turns back quickly to his work. Gandhi glances at the door to see what has frightened him so.

The European and the conductor push open the door and stride in.

- Conductor** : Here – coolie, just what are you doing in this car?
Gandhi is incredulous that he is being addressed in such a manner.
- Gandhi** : Why – I – have a ticket. A First Class ticket.
- Conductor** : How did you get hold of it?
- Gandhi** : I sent for it in the post. I'm an attorney, and I didn't have time to...
He's taken out the ticket but there is a bit of bluster in his attitude and it is cut off by a cold rebuff from the European.
- European** : There are no coloured attorneys in South Africa. Go and sit where you belong.
He gestures to the back of the train. Gandhi is nonplussed and beginning to feel a little less sure of himself. The porter, wanting to avoid trouble, reaches for Gandhi's suitcases.
- Porter** : I'll take your luggage back.
- Gandhi** : No, no – just a moment, please.
He reaches into his waistcoat and produces a card which he presents to the conductor.
- Gandhi** : You see, Mohandas K. Gandhi, Attorney at Law. I am going to Pretoria to conduct a case for an Indian trading firm.
- European** : Didn't you hear me? There are no coloured attorneys in South Africa!
Gandhi is still puzzled by his belligerence, but is beginning to react to it, this time with a touch of irony.
- Gandhi** : Sir, I was called to the bar in London and enrolled in the High Court of Chancery – I am therefore an attorney, and since I am – in your eyes – coloured – I think we can deduce that there is at least one coloured attorney in South Africa.
The porter stares – amazed!
- European** : Smart bloody kaffir – throw him out!
He turns and walks out of the compartment.
- Conductor** : You move your damn Sammy carcass back to third class or I'll have you thrown off at the next station.
- Gandhi** : (*anger, a touch of panic*): I always go First Class ! I have travelled all over England and I've never...

MARITZBURG STATION. EXTERIOR. NIGHT.

Gandhi's luggage is thrown onto the station platform. A blast of steam from the engine.

A policeman and the conductor are pulling Gandhi from the First Class car. Gandhi is clinging to the safety rails by the door, a briefcase clutched firmly in one hand. The European cracks on Gandhi's hands with his fist, breaking Gandhi's grip and the policeman and conductor push him across the platform. It is ugly and demeaning.

Disgustedly, Gandhi rights himself on the platform, picking up his briefcase, his face a mixture of rage, humiliation, impotence. The conductor hurls Gandhi's book at his feet as the train starts to move.

(excerpt from the screenplay 'Gandhi'.)

-Richard Briley

About the author

Richard Briley (b. 25 August 1925) was educated at the University of Michigan. As an American writer he is best known for screenplays of biopics. He won the Academy Award for the Best Original Screenplay at the 1982 Oscars for Gandhi. Briley also won the Academy Award for the Best Original Screenplay and the Golden Globe Award for the Best Screenplay - Motion Picture.



Glossary

| | | |
|----------------------------|---|--|
| baas (<i>n</i>) | : | South African term for <i>boss</i> |
| incredulous (<i>adj</i>) | : | unbelieving |
| attorney (<i>n</i>) | : | lawyer |
| bluster (<i>n</i>) | : | protest |
| rebuff (<i>n</i>) | : | rejection |
| non-plussed (<i>adj</i>) | : | puzzled |
| belligerence (<i>n</i>) | : | violent behaviour |
| kaffir (<i>n</i>) | : | an insulting term used for any black African |

I. Answer the following questions.

1. Why was Gandhi puzzled when he heard that there were no coloured attorneys in South Africa?

2. How did the conductor address Gandhi?
3. The Porter who was talking to Gandhi suddenly stopped talking without completing his sentence. What was he frightened of? If he had not seen the conductor, what would he have said?
4. Why was Gandhi thrown out of the train?
5. If you were in Gandhi's place, how would you react?
6. Find out from '*The Autobiography of Mahatma Gandhi*' or from internet, what did Gandhi do when he was thrown off the train?

Project Work

Collect one drama / play from a library / on the internet and list out the characters, their costumes, stage design, positioning of the characters and the props used for reinforcement. Then get into groups and create stage setting for the screen-play, which you may like to perform on the Independence Day.

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

| Indicators | Yes | Somewhat | No |
|--|-----|----------|----|
| I read and understood the text: | | | |
| A. The Trial | | | |
| B. Antony's Speech | | | |
| C. Mahatma Gandhi - Pushed out of Train | | | |
| I was able to answer the tasks given under 'Vocabulary'. | | | |
| I was able to understand and identify the elements of verb and tense in 'If clause' and completed the exercises given under 'Grammar'. | | | |
| I was able to write a character sketch given under 'Writing'. | | | |
| I listened to and understood the compering and answered the questions given under 'Listening'. | | | |
| I was able to list out the accusations made against Joan given under 'Study Skills'. | | | |
| I was able to perform a play given under 'Project Work'. | | | |

Unit

8

Reading A : The Accidental Tourist

Reading B : Father Returning Home (Poem)

Reading C : Kathmandu



Travel and Tourism

Travel and Tourism

Look at the pictures and answer the questions that follow.



1. What are these pictures about?
2. Have you ever visited such places?
4. In what way are these places worth visiting?

A Reading

The Accidental Tourist

They say that the world today is a small place because travel has become easy, but not everybody finds it easy to travel. Here, the author reflects humorously his experience as a traveller.

Of all the things I am not very good at, living in the real world is perhaps the most outstanding. I am constantly filled with wonder at the number of things that other people do without any evident difficulty that are pretty much beyond me. I cannot tell you the number of times that I have gone looking for the lavatory in a cinema, for instance, and ended up standing in an alley on the wrong side of a self locking door. My particular speciality now is returning to hotel desks two or three times a day and asking what my room number is, I am, in short, easily confused.

I was thinking about this the last time we went en famille on a big trip. It was at Easter, and we were flying to England for a week. When we arrived at Logan Airport in Boston and were checking in, I suddenly remembered that I had recently joined British Airways' frequent flyer programme. I also remembered that I had put the card in my carry-on bag. And here's where the trouble started.



The zip on the bag was jammed. So I pulled on it and yanked at it, with grunts and frowns and increasing consternation. I kept this up for some minutes but it wouldn't budge, so I pulled harder and harder, with more grunts. Well, you can guess what happened. Abruptly the zip gave way. The side of the bag flew open and everything within – newspaper cuttings and other loose papers, a 14-ounce tin of pipe tobacco, magazines, passport, English money, film – was extravagantly ejected over an area about the size of a tennis court.

I watched dumbstruck as a hundred carefully sorted documents came raining down in a fluttery cascade, coins bounced to a variety of noisy oblivions and the now-lidless tin of tobacco rolled crazily across the concourse disgorging its contents as it went.

“My tobacco!” I cried in horror, thinking what I would have to pay for that much tobacco in England now that another Budget had come and gone, and then changed the cry to “My finger! My finger!” as I discovered that I had gashed my finger on the zip and was shedding blood in a lavish manner. (I am not very good around flowing blood generally, but when it's my own – well, I think hysterics are fully justified). Confused and unable to help, my hair went into panic mode.

It was at this point that my wife looked at me with an expression of wonder – not anger or exasperation, but just simple wonder – and said, “I can't believe you do this for a living.”

But I'm afraid it's so. I always have catastrophes when I travel. Once on an aeroplane, I leaned over to tie a shoelace just at the moment someone in the seat ahead of me threw his seat back into full recline, and found myself pinned helplessly in the crash position. It was only by clawing the leg of the man sitting next to me that I managed to get myself freed.

On another occasion, I knocked a soft drink onto the lap of a sweet little lady sitting beside me. The flight attendant came and cleaned her up, and brought me a replacement drink, and instantly I knocked it onto the woman again. To this day, I don't know how I did it. I just remember reaching out for the new drink and watching helplessly as my arm, like some cheap prop in one of those 1950s horror movies with a name like *The Undead Limb*, violently swept the drink from its perch and onto her lap.

The lady looked at me with the stupefied expression you would expect to receive from someone whom you have



repeatedly drenched, and uttered an oath that started with “Oh”, finished with “sake” and in between had some words that I have never heard uttered in public before, certainly not by a nun.

This, however, was not my worst experience on a plane flight. My worst experience was when I was writing important thoughts in a notebook (‘buy socks’, ‘clutch drinks carefully’, etc.), sucking thoughtfully on the end of my pen as you do, and fell into conversation with an attractive young lady in the next seat. I amused her for perhaps 20 minutes with a scattering of urbane *bons mots*, then retired to the lavatory where I discovered that the pen had leaked and that my mouth, chin, tongue, teeth and gums were now a striking, scrub-resistant navy blue, and would remain so for several days.

So you will understand, I trust, when I tell you how much I ache to be suave. I would love, just once in my life, to rise from a dinner table without looking as if I have just experienced an extremely localised seismic event, get in a car and close the door without leaving 14 inches of coat outside, wear light-coloured trousers without discovering at the end of the day that I have at various times sat on chewing gum, ice cream, cough syrup and motor oil. But it is not to be.

Now on planes when the food is delivered, my wife says: “Take the lids off the food for Daddy” or “Put your hoods up, children. Daddy’s about to cut his meat.” Of course, this is only when I am flying with my family. When I am on my own, I don’t eat, drink or lean over to tie my shoelaces, and never put a pen anywhere near my mouth. I just sit very, very quietly, sometimes on my hands to keep them from flying out unexpectedly and causing liquid mischief. It’s not much fun, but it does at least cut down on the laundry bills.

I never did get my frequent flyer miles, by the way. I never do. I couldn’t find the card in time. This has become a real frustration for me. Everyone I know – everyone – is forever flying off to Bali first class with their air miles. I never get to collect anything. I must fly 100,000 miles a year, yet I have accumulated only about 212 air miles divided between twenty-three airlines.

This is because either I forget to ask for the air miles when I check in, or I remember to ask for them but the airline then manages not to record them, or the check-in clerk informs me that I am not entitled to them. In January, on a flight to Australia – a flight for which I was going to get about a zillion air miles – the clerk shook her head when I presented my card and told me I was not entitled to any.

“Why?”

“The ticket is in the name of B. Bryson and the card is in the name of W. Bryson.”

I explained to her the close and venerable relationship between Bill and William, but she wouldn’t have it.

So I didn’t get my air miles, and I won’t be flying to Bali first class just yet. Perhaps just as well, really, I could never go that long without eating.

- Bill Bryson

About the author

William Mc Guire “Bill” Bryson, (born on December 8, 1951) is a best-selling American author of humorous books on travel, as well as books on the English language and on science. Born an American, he was a resident of Britain for most of his adult life before returning to the US in 1995. In 2003 Bryson moved back to Britain. Bryson shot to prominence in the United Kingdom with the publication of *Notes From A Small Island* (1995), *An Exploration of Britain*, for which he made an accompanying television series. He received widespread recognition again with the publication of *A Short History of Nearly Everything* (2003), which popularised scientific questions for a general audience.



Glossary

- alley (*n*) : a narrow passage-way between or behind buildings
- en famille (*adv*) : with one's family
- grunt (*n*) : a short low sound in the throat to show pain and anger
- yank (*v*) : pull with a jerk
- budge (*v*) : move slightly
- consternation (*n*) : surprise, shock or anxiety
- extravagantly (*adv*) : very extremely
- oblivion (*n*) : a state in which one is not aware of what is happening around.
- concourse (*n*) : the open central area in a large public building (here, in the airport)
- disgorging (*v*) : pour something out in a large quantities
- exasperation (*n*) : irritation
- catastrophes (*n*) : a sudden even that causes many people to suffer
- perch (*n*) : a place or position
- urbane (*adj*) : polished and cultured
- bons mots (*n*) : clever remarks
- suave (*adj*) : sophisticated, polite
- seismic event (*n.phr*) : a powerful happening like an earthquake

I. Answer the following questions.

1. How did the card of British Airways' frequent flyer programme trouble the narrator?
2. The narrator's wife looked at him with an expression of wonder. What might the reason be?
3. The narrator lamented that he had met with many catastrophes in his travel. What were they? Do you think they were real catastrophes?
4. How did the narrator free himself from the crash position?
5. Do you think the narrator's hands were like some cheap prop? If yes, what made you think so?
6. Why did the narrator's wife say to the children, "Take the lids off the food for Daddy"?
7. Did the narrator do all the awkward things intentionally or accidentally? Give your reasons.
8. What kind of person was the narrator? How can you justify your opinion?

II. Here is a list of actions in the story. Put a tick (✓) on the actions performed by the narrator.

- Yanked the bag – zip
- Gashed finger on the zip
- Tied a shoe lace
- Clawed the leg of womans
- Knocked a soft drink
- Sucked the end of a pencil
- Ate tobacco
- Stored letters
- Leaned back in the plane
- Presented a photo

Vocabulary

Read the following sentence and observe the underlined word.

Living in the real world is perhaps most outstanding

What meaning does the underlined word convey in the sentence?

As you perhaps know, **outstanding** is a compound word, containing **out** and **standing**.

Here the word '**outstanding**' means very important.

Look for such compound words, if any, in the lesson.

I. Prepare a list of five such words and find their meanings with the help of a dictionary/ your teacher.

- 1.
- 2.
- 3.
- 4.
- 5.

II. Read the following sentences and observe the underlined words.

1. I don't eat , drink or lean over to tie over my shoe laces.
2. I just remember reaching out for the new drink.

In the first sentence 'drink' means 'take in' or 'consume'. In the second sentence 'drink' means 'beverage'. The word 'drink' is a homonym. A homonym is a word that is spelt and pronounced like another word but has another meaning.

Here is a list of words. Use them in sentences to give two different meanings.

| | | |
|----------|--------|--------|
| fair | bank | left |
| saw | bear | right |
| interest | like | can |
| row | minute | second |

III. Read the following sentences.

'The zip on the bag was jammed. So I pulled on it and yanked at it, with grunts and frowns.'

Here the underlined word 'grunt' is a short low sound in the throat to show annoyance, pain and disinterest. It is a sound-word.

Here are a few other sound words. Find out their meanings with the help of a dictionary / your teacher.

| Sl. No. | Word | Meaning |
|---------|---------|---------|
| 1 | babble | |
| 2 | bark | |
| 3 | groan | |
| 4 | grumble | |
| 5 | moan | |
| 6 | mumble | |
| 7 | murmur | |
| 8 | mutter | |
| 9 | shout | |
| 10 | shriek | |
| 11 | whisper | |



Passive Voice

Here are two sentences taken from the text 'Kathmandu'.

1. A corpse is being cremated on its banks.
2. Tibetan prints and silver jewellery can be bought here.

In both the sentences the agent of the action is not mentioned. In these two sentences the subjects are passive because something is being done to them rather than they are doing something.

In the first sentence the subject '**A corpse**' is followed by the helping verb '**is**', be form '**being**' and the past participle form of the verb '**cremate**'.

In the second sentence the subject '**Tibetan prints and silver jewellery**' is followed by the helping verb '**can**', be form '**be**' and the past participle form of the main verb '**buy**'.

As you can see, the agent of the passive voice is not mentioned, when it is unknown, not considered important, not desirable to inform or so obvious from the context. Passive voice is generally used (when we want) to emphasize the activity rather than the subject.

Now, pick out the sentences in the Passive voice from the text “The accidental tourist”.

Here are some sentences in the passive voice. Read them carefully and say which domain they belong to. One has been done for you.

| Sl. No. | Sentences of Passive Voice | Domain (context) |
|---------|---|--------------------|
| 1. | Tendulkar has been caught. | cricket commentary |
| 2. | Patrons are asked not to smoke. | |
| 3. | Our planet is wrapped in a mass of gases. | |
| 4. | The news is read by Pragathi. | |
| 5. | Examinations have been postponed. | |
| 6. | The suspect has been acquitted of the charge. | |



Read this letter.

St. Paul's Avenue,
Boston.
9th March.

Dear W. Bryson,

Hope you are doing well by the grace of God.

I always remember the days we spent at different tourist places last summer.

Here is an important matter I would like to bring to your notice. Very recently when I was on my journey, the airport clerk examined my ticket and travel cards and pointed out that the card with me was your card.

I think the exchange of our cards might have taken place when we met at the hotel recently.

Hope you will check and send my card at the earliest.

Anyhow, here I am enclosing your card.

With best regards.

Yours affectionately,
Bill Bryson

To
Mr. W. Bryson, 7-18-02,
St. John's Avenue, Washington.

Imagine that you were W. Bryson and write a reply to Bill Bryson expressing his regret for this blunder.

Study Skills

- I. On the following map mark the route, which the author thought of but did not take, to Delhi.



II. Find out the possible routes (by rail, road or air) from Kathmandu to New Delhi / Mumbai / Kolkata / Chennai.



Listening

Listen to the speech on “Tourism in India” and answer the following questions.

1. Who is the speaker of this speech?
2. What is the occasion mentioned in this speech?
3. What role does the Government play for the development and promotion of tourism?
4. Which thing holds the key to the growth of tourism according to the speaker?
5. What, according to the speaker, would ensure provision of a better quality of life to our own citizens?



Oral Activity

Talk about any tourist place or pilgrim centre that you visited during holidays.

Keep the following things in mind.

1. What place did you visit?
2. When did you visit that place?
3. What did you see there?
4. What were the interesting things you found there?
5. What facilities were there?
6. How did you enjoy yourself?
7. Does the place have any historical importance?

Father Returning Home



My father travels on the late evening train
Standing among silent commuters in the yellow light
suburbs slid past his unseeing eyes
His shirt and pants are soggy and his black raincoat
Stained with mud and his bag stuffed with books
Is falling apart. His eyes dimmed by age
fade homeward through the humid monsoon night.
Now I can see him getting off the train

Like a word dropped from a long sentence.
He hurries across the length of the grey platform,
Crosses the railway line, enters the lane,
His chappals are sticky with mud, but he hurries onward.

Home again, I see him drinking weak tea,
Eating a stale chapati, reading a book.
He goes into the toilet to contemplate
Man's estrangement from a man-made world.
Coming out he trembles at the sink,
The cold water running over his brown hands,
A few droplets cling to the greying hairs on his wrists.
His sullen children have often refused to share

Jokes and secrets with him. He will now go to sleep
Listening to the static on the radio, dreaming
Of his ancestors and grandchildren, thinking
Of nomads entering a subcontinent through a narrow pass.



- Dilip Chitre

About the poet

Dilip Purushottam Chitre (17 September 1938 – 10 December 2009) was one of the foremost Indian writers and critics to emerge in the post Independence India. Apart from being a very important bilingual writer, writing in Marathi and English, he was also a painter and filmmaker. His *Ekun Kavita or Collected Poems* were published in the nineteen nineties in three volumes. *As Is, Where Is* selected English poems (1964-2007) and "*Shesha*" English translation of selected Marathi poems both published by *Poetrywala* are among his last books published in 2007. He is also an accomplished translator and has prolifically translated prose and poetry. He started his professional film career in 1969 and has since made one feature film, about a dozen documentary films, several short films in the cinema format, and about twenty video documentary features. He also scored the music for some of them.



Glossary

| | | |
|---------------------------|---|---|
| commuters (<i>n</i>) | : | passengers |
| soggy (<i>adj</i>) | : | wet and soft |
| stale (<i>adj</i>) | : | no longer fresh |
| contemplate (<i>v</i>) | : | think seriously |
| estrangement (<i>n</i>) | : | separation from life partner or family |
| sullen (<i>adj</i>) | : | silent and bad tempered |
| static (<i>n</i>) | : | (<i>here</i>) noise that disturbs the signals of radio |
| nomads (<i>n</i>) | : | members of a tribe moving with their animals from a place to a place. |
| subcontinent (<i>n</i>) | : | (<i>here</i>) India |

I Answer the following questions.

1. Is the father comfortable on the train?
2. What does 'the dress of the father' indicate?
3. 'A word dropped from a long sentence'. What does it refer to?
4. How can you say that the father is in a hurry to go home?
5. What might be the contemplation of the father in the toilet?
6. What image do you get from the line, 'A few droplets cling to the greying hairs on his wrists'?
7. Why is the father thinking of nomads?

Kathmandu

I get a cheap room in the centre of town and sleep for hours. The next morning, with Mr. Shah's son and nephew. I visit the two temples in Kathmandu that are most sacred to Hindus and Buddhists.

At Pashupathinath (outside which a sign proclaims 'Entrance for the Hindus only') there is an atmosphere of 'febrile confusion'. Priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roam through the grounds. We offer a few flowers. There are so many worshippers that some people trying to get the priest's attention are elbowed aside by others pushing their way to the front. A princess of the Nepalese royal house appears; every one bows and makes way. By the main gate, a party of saffron – clad Westerners



struggle for permission to enter. The policeman is not convinced that they are 'the Hindus' (only Hindus are allowed to enter the temple). A fight breaks out between two monkeys. One chases the other, who jumps onto a *shivalinga*, then runs screaming around the temples and down to the river, the holy Bagmati that flows below. A corpse is being cremated on its banks; washerwomen are at their work and children bathe. From a balcony a basket of flowers and leaves, old offerings now wilted, is dropped into the river. A small shrine half protrudes from the stone platform on the river bank. When it emerges fully, the goddess inside will escape, and the evil period of the *Kaliyug* will end on earth.

At the Baudhnath stupa, the Buddhist shrine of Kathmandu, there is, in contrast, a sense of stillness. Its immense white dome is ringed by a road. Small shops stand on its outer edge; many of these are owned by Tibetan immigrants; felt bags, Tibetan prints and silver jewellery can be bought here. There are no crowds; this is a haven of quietness in the busy streets around.



Kathmandu is vivid, mercenary, religious, with small shrines to flower-adorned deities along the narrowest and busiest streets; with fruit sellers, flute sellers, hawkers of postcards; shops selling western cosmetics, film rolls

and chocolate; or copper utensils and Nepalese antiques. Film songs blare out from the radios, car horns sound, bicycle bells ring, stray cows low questioningly at motorcycles, vendors shout out their wares. I indulge myself mindlessly; buy a bar of marzipan a corn-on-the-cob roasted in a charcoal brazier on the pavement (rubbed with salt, chilli powder and lemon); a couple of love story comics, and even a Reader's Digest. All this I wash down with *Coca Cola* and a nauseating orange drink, and feel much the better for it.

I consider what route I should take back home. If I were propelled by enthusiasm for travel per se, I would go by bus and train to Patna, then sail up the Ganges past Benaras to Allahabad, then up the Yamuna, past Agra to Delhi. But I am very exhausted and homesick; today is the last day of August. Go home, I tell myself: move directly towards home. I enter a Nepal Airlines office and buy a ticket for tomorrow's flight.

I look at the flute seller standing in a corner of the square near the hotel. In his hand is a pole with an attachment at the top from which fifty or sixty bansuris protrude in all directions, like the quills of a porcupine. They are of bamboo: there are cross-flutes and recorders. From time to time he stands the pole on the ground, selects a flute and plays for a few minutes. The sound rises clearly above the noise of the traffic and the hawkers' cries. He plays slowly meditatively, without excessive display. He does not shout out his wares. Occasionally he makes a sale, but in a curiously offhanded way as if this were incidental to his enterprise. Sometimes he breaks off playing to talk to the fruit seller. I imagine that this has been the pattern of his life for years.

I find it difficult to tear myself away from the square. Flute music always does this to me: It is at once the most universal and most particular of sounds. There is no culture that does not have its flute – the reed *neh*, the recorder, the Japanese *shakuhachi*, the deep *bansuri* of Hindustani classical music, the clear or breathy flutes of South America, the

high-pitched Chinese flutes. Each has its specific fingering and compass. It weaves its own associations. Yet to hear any flute is, it seems to me, to be drawn into the commonality of all mankind, to be moved by music closest in its phrases and sentences to the human voice. Its motive force too is living breath: it too needs to pause and breathe before it can go on.

That I can be so affected by a few familiar phrases on the bansuri surprises me at first, for on the previous occasions that I have returned home after a long absence abroad, I have hardly noticed such details, and certainly have not invested them with the significance I now do.

- *Vikram Seth,*
(*an extract from Heaven Lake*)

About the author

Vikram Seth is an Indian poet, novelist, travel writer, librettist, children's writer, biographer and memoirist. He won the WH Smith Literary Award and the Commonwealth Writers Prize for his novel, *A Suitable Boy*. His travelogue "*From Heaven Lake: Travels Through Sinkiang and Tibet*" won the Thomas Cook Travel Book Award. It was his first popular success. It offers insight to Seth as a person, who is candid about the reality and effect of living abroad.



Glossary

- febrile (*adj*) : having or showing a great deal of nervous excitement.
- mercenary (*adj*) : interested only in the amount of money that you can get from a situation.
- antique (*n*) : a decorative object or piece of furniture that is valuable because of its age.
- blare out (*v*) : sound loudly and harshly.
- low (*v*) : (of a cow) moo.
- marzipan (*n*) : a sweet yellowish paste of ground almonds, sugar, and egg whites, used to coat large cakes or to make sweets.

| | | |
|---------------------------|---|---|
| brazier (<i>n</i>) | : | a portable heater consisting of a pan or stand holding lighted coals. |
| nauseating (<i>adj</i>) | : | making you feel as if you are going to vomit. |
| propel (<i>v</i>) | : | drive or push forwards. |
| per se (<i>adv</i>) | : | by or of itself |
| offhanded (<i>adj</i>) | : | casual; not showing much interest in something. |
| enterprise (<i>n</i>) | : | a business or company. |
| breathy (<i>adj</i>) | : | (of a voice) having an audible sound of breathing. |
| compass (<i>n</i>) | : | range or scope. |

Answer the following questions.

1. What is the belief at Pashupathinath temple about the end of Kaliyuga?
2. Why couldn't the narrator tear himself away from the square?
3. Compare and contrast the atmosphere in and around Baudhnath shrine with Pashupathinath temple.
- *4. Do you want to visit the places like *Kathmandu*? Why?



Project Work

Imagine that you are the School Pupils' Leader of your school. Your school authorities asked you to plan a tour to an interesting and enchanting tourist place. Collect information about various places for better planning by interacting with your neighbours, friends and relatives who have been to various tourist places.

You may also consult a tourist guide / brochure issued by Toursim Department.

I. Prepare questions to get the information required to complete the table.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

| Places visited | Importance of the place | Any other Visiting Places | Facilities (hotels/ choultries) available | Distance from your place | Mode of Transport | | Suitable season / time for visit | Things to be Carried and Amount incurred |
|----------------|-------------------------|---------------------------|---|--------------------------|-------------------|------|----------------------------------|--|
| | | | | | Road | Rail | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
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II Analyse the data furnished in the table.

Write about the best place you propose to visit and also speak to your team about the merits of the place.

III Here is a list of items that usually people need while going on a trip as travellers. Select only ten items from the list which you think are the most important. Justify your selection by giving suitable reasons.

- | | |
|-------------------------|----------------------------|
| 1. a match box | 2. a newspaper |
| 3. a transistor | 4. a small tent |
| 5. a road map | 6. snacks |
| 7. a sleeping bag | 8. a piece of jewellery |
| 9. a pair of binoculars | 10. an extra pair of socks |
| 11. a camera | 12. a picture of goddess |

- | | |
|---------------------------------------|---------------------------|
| 13. a twenty metre roll of nylon rope | 14. a jungle knife |
| 15. a pack of playing cards | 16. a first-aid kit |
| 17. a compass | 18. two badminton rackets |
| 19. a plastic bucket and a mug | 20. a toilet box |
| 21. a laptop | 22. an ATM card |
| 23. an identity card | 24. novels and magazines |
| 25. a torch light | 26. a mobile phone |

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

| Indicators | Yes | Somewhat | No |
|--|-----|----------|----|
| I read and understood the text: | | | |
| A. The Accidental Tourist | | | |
| B. Father Returning Home | | | |
| C. Kathmandu | | | |
| I was able to prepare compound words and find out their meanings given under 'Vocabulary'. | | | |
| I was able to understand use homonyms in sentences of my own given under 'Vocabulary'. | | | |
| I was able to find out the meanings of a few words related to sounds given under 'Vocabulary'. | | | |
| I was able to understand the domains of Passive voice given under 'Grammar'. | | | |
| I was able to write a reply letter expressing regret given under 'Writing'. | | | |
| I was able to find out the possible routes as suggested under 'Study Skills'. | | | |
| I listened to and understood the speech and answered the questions given under 'Listening'. | | | |
| I was able to complete the 'Project Work'. | | | |

Appendix I

Texts for Listening

Unit 1

Master of the Game

An old man who lived in a small side street in the city of Mumbai had to put up with the nuisance of having boys play cricket outside his house, at night.

One evening when the boys were particularly noisy, he went out to talk to them. He explained that he was a pensioner, who was happiest when he could see or hear boys playing his favourite game, cricket. He said he would give them ₹25 each week to play in the street at night. The boys were thrilled. They were being paid to do something they enjoyed!

At the end of the first week they knocked at the old man's house and asked to be paid.

He did so.

The second week when they asked for payment he said he had run out of money and sent them away with only ₹15.

The third week the man said he had not yet received his pension and gave them only ₹10.

The boys were very disappointed but there was not much they could do about it.

The fourth week the man said he could not afford to pay them ₹ 25 as he had promised, but would give them ₹ 5 each week without fail.

This was too much for the boys.

“You expect us to play seven days a week for a measly ₹ 5!” they yelled. “Go to blazes.”

They stormed away and never played on the street again.

Unit 2

Cricket Commentary

Hello, good morning, viewers. This is Sunil Gavaskar with Ravi Sastry. Welcome to Uppal Cricket Stadium, Hyderabad. It is a sunny morning. Electrifying atmosphere in this jampacked stadium. The crowd is expecting an exciting match—a war of nerves between the arch rivals, India and Pakistan. The local boy V.V.S. Laxman is the centre of attraction as it is his home ground.

Having won the toss, India elected to bat first. The in-form openers Gambhir and Sehwag are at the crease.

The first ball of the day, an in-swinging yorker into the pads of Sehwag from Umar Gul. He is all hands up. There is a loud appeal for lbw. Luckily, for Sehwag and for India it is a no-ball. There is absolute silence in the stadium.

Here comes Gul again! Sehwag is ready. Gul pitches the ball at the good length area. Sehwag goes backfoot, plays it gently to the square leg area. The batsmen cross for a quick single. Sehwag opens his account with that single. India is 2 for no loss of a wicket.

This brings Gambhir on to strike. The third ball of the over. This time a slightly misdirected ball on the leg stump and Gambhir comes forward and hits straight over the head of the bowler for a four.

Gul changes the guard. This time a very well-directed short-pitch delivery. Oh! What a delivery. But Gambhir connects the ball. What a sweet timing! In a flash the ball disappears into the stands. The umpire Steve Buckner declared it a six. The crowd jump on to their feet. With that Gambhir quickly moves on to 10 and India 12 without loss. There is a conversation between Gul and Shahid Afridi. It seems the captain has a piece of advice. And there is some field adjustment for Gambhir. Now let's see how it works.

Umar Gul comes in and bowls to Gambhir. What a cracking delivery! It breaks the defense of Gambhir. Oh! the middle stump goes cart-wheeling. He's out. Pakistan celebrates. The jubilant Gul runs to hug his captain. The crowd is dumbstruck. But the umpire Buckner signaled it a no-ball. Gambhir survives. A great sigh of relief on his face. How lucky this man is! The crowd comes alive again and cheers up. What an excitement in the very first over itself!

The final ball of the over. This time it is a slow ball from Gul. Gambhir elegantly pushes the ball to the onside and completes the run but there is a fumble by the fielder. The batsmen try for the second. Will they complete it? Yes. Now the score moves on to 14. Gambhir is on 12.

Unit 3

Speeches

Speech 1

Good evening to all the people present here today. It's a pleasure to start this occasion by welcoming everybody. I welcome our headmaster to preside over the function. Now I would like to invite the honourable chief guest, our M.L.A to come onto the dais. I welcome my teachers, my fellow - friends and schoolmates. Today we all have gathered here for the Annual Day celebration. I welcome you all and I hope you enjoy the programme.

Now I request our headmaster to start the function.

Thank you.

Speech 2

I have a great pleasure in welcoming our principal to preside over the Children's Day programme that we have today. It is a great privilege for me to invite our chief guest, the D.E.O. of our district, who has kindly consented to be the chief guest for the day, I also welcome other distinguished guests, who also have consented to be with us today despite their tight schedule. I cordially welcome my colleagues and non-teaching staff too. In today's celebration our main heroes are our students. So I welcome them and their parents too along with all others.

I hope you enjoy every aspect of this event and request the president to begin the proceedings.

Thank you.

Unit 4

Earth Song

What about sunrise

What about rain

What about all the things

That you said we were to gain . . .

What about killing fields

Is there a time

What about all the things

That you said was yours and mine...

Did you ever stop to notice
All the blood we've shed before
Did you ever stop to notice
The crying Earth the weeping shores?

What have we done to the world
Look what we've done
What about all the peace
That you pledge your only son...
What about flowering fields
Is there a time
What about all the dreams
That you said was yours and mine...
Did you ever stop to notice
All the children dead from war
Did you ever stop to notice
The crying Earth the weeping shores

- Michael Jackson

Unit 5

News Bulletin

This is All India Radio. The news.... read by Latika Ratnam.

The headlines first...

An unprecedented flood caused a havoc in Krishna, Guntur, Kurnool and Mahabubnagar districts of Andhra Pradesh.

The Prime Minister visits the flood affected areas tomorrow.

India defeated Pakistan in the triangular cricket series held at Brisbane, Australia.

Now the news in detail. Massive floods wreaked a havoc in Krishna, Guntur, Kurnool and Mahabubnagar districts of Andhra Pradesh. Water has been released from the dams of Srisaillam, Nagarjuna Sagar and the Prakasam Barrage. About 400 villages have been inundated with flood waters, 4 lakhs of people have become homeless. The death toll has reached 532 so far.

However, the rescue operations are in full swing. The Chief Minister of Andhra Pradesh has made an aerial survey of the flood-hit areas. An immediate aid of two lakhs of rupees has been announced to the members of the deceased. A relief of ten thousand rupees has been announced to the homeless. The C.M. has conducted an emergency meeting with the respective collectors of the flood-hit areas and asked them to set up rehabilitation camps immediately on war-footing.

Unit 6

Speech of Subhash Chandra Bose

Brave soldiers! Today you have taken an oath that you will give fight to the enemy till the last breath of your life, under the national tricolour. From today you are the soldiers of the Indian National Army of free India. You have volunteered to shoulder the responsibility of forty crores of Indians. From today your mind, might and money belong to the Indian Nation. Friends, you have the honour to be the pioneer soldiers of Azad Hind Fauj. Your names will be written in the history of Free India. Every soldier who is martyred in this holy war will have a monument, Free India. The coming generations will shower flowers on those monuments. You are very fortunate that you have got this valuable opportunity to serve your motherland. Although we are performing this ceremony in a foreign land, our heads and hearts are in our country. You should remember that your military and political responsibilities are increasing day by day and you must be ready to shoulder them competently. The drum of Indian Independence has been sounded. We have to prepare for the battle ahead. We should prepare ourselves as early as possible so that we can perform the duties we have shouldered. I assure you that the time is not far off when you will have to put to use the military skill which you possess.

Today we are taking the vow of independence under the National Flag. A time will come when you will salute this flag in the Red Fort. But remember that you will have to pay the price of freedom. It has to be got by force. Its price is blood. We will not beg freedom from any foreign country. We shall achieve freedom by paying its price. It doesn't matter how much price we have to pay for it. I assure you that I will lead the army when we march to India together. The news of the ceremony that we are performing here has reached India. It will encourage the patriots at home, who are fighting empty-handed against the British. Throughout my life it had been my ambition to equip an army that would capture freedom from the enemy. Today I congratulate you because

the honour of such an army belongs to you. With this I close my speech. May God be with you and give you the strength to the pledge which you have taken voluntarily today.

Inquilab..... Zindabad!

Unit 7

Compering

Good evening, ladies and gentlemen. Welcome to the “A.P. Cultural Mela Week”. Well, there are melodious music, colourful decoration of the dais and the lighting of ceremonial flame, but it has nothing to do with the Hollywood Film Festival. Boys and girls from different districts of A.P. have gathered here to inaugurate the Mela tonight. Ladies and gentlemen, if you want to announce anything, any time, you just come on right up and let us know.

We are wrapping up with an interesting play, ‘Rani Bhagmathi’ by our Govt. School Students.

Perhaps you know, Bhagamati was a native of Chichlam, now it is called Shahalibanda, which is 10 miles away from Golconda in Hyderabad. Muhammad Quli Qutub Shah fifth sultan of former Qutub Shahi Dynasty fell in love with her.

The Sultan wanted to give something worthy to her ladylove.

He built a new city. He named it Bhagyanagar. In the year 1591 he laid the foundation stone of the new city. Under direct supervision of his Prime Minister, Mir Momin, the new city was built with the grandeur of heaven. He named the city Bhagyanagar after Bhagamati. Now we are calling it Hyderabad.

After they got married, she changed her name to Haider Mahal and that is how the city was named Hyderabad. Mohammed Quli Qutub Shah of the Shahi Dynasty named it Hyderabad.

Ladies and Gentlemen, put your hands together to declare the Mela open.

Unit 8

A Speech on 'Tourism in India'

“It gives me great pleasure to be present here today amongst all of you, the stalwarts of the Indian Travel and Tourism Industry, to celebrate the coming of a new era in the industry.

It is evidenced that tourism is a major driver of economic growth globally. For a country like ours, Tourism Sector is not only a major contributor to the growth of the economy but a generator of employment opportunities as well.

The Government primarily plays the role of a facilitator, acting as a catalyst for the development and promotion of tourism. It is absolutely imperative that we not only maintain the quality of facilities and services offered, but also bring them at par with the best in the world.

Realizing that development of infrastructure holds the key to the growth of tourism, the Government is investing heavily for integrated development of the Infrastructure Sector. All possible steps are being taken to promote tourism related infrastructure. We are encouraging the Hotel and Travel Industry, developing tourism circuits, working towards preservation of monuments, human resources development, and, upgradation of information technology.

As the minister of tourism, I would like to mention here that, in our effort to develop and promote tourism, we have also to keep in mind the importance of sustainable tourism and the need of protecting our environment. India, a region with the world's greatest bio-diversity and varied natural locales, is an ideal destination for eco-tourism. We recognize the importance of cleanliness, general hygiene and sanitation in making India a memorable tourist destination. In the longer run, this would ensure provision of a better quality of life to our own citizens.

Domestic tourism is a big contributor to the growth of this sector. The number of domestic tourists is increasing every year.

I would once again like to congratulate all of you who have won the Express Travel World Awards. I would also like to congratulate all those who have been nominated for the award and wish them all the best for the coming year so that they could also be in the list of recipients next year."

"Jaihind...."

Appendix II

A Note to the Teacher

‘Our World Through English’ Class IX has been prepared in accordance with the syllabus for a ten year course in English as a second / third language. This is an integrated textbook. It has in it the workbook component as well as the supplementary reader component. We hope you would supplement or complement this textbook with some other materials of your choice for effective teaching / learning of English.

THE GOALS

After the completion of the course, the students are expected;

- to attain the basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday purposes,
- to develop his/her linguistic competence into an instrument for abstract thought and knowledge acquisition and,
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, diary and script writing, profile writing, dramas, posters, slogans, letters, etc.

Each unit starts with a picture / quotation / poem followed by some questions. This is to warm-up the students and to generate genuine interest towards what they are going to learn in the unit. This is followed by nine sections as shown below:

A. Reading: This section contains some pre-reading questions, the main reading text, glossary, and some comprehension questions. You will find stories, narratives, biographical sketches, short plays, speeches, monologue, letters, interview and essays related to the theme of the unit. You will find questions that help students think critically, reflect on what they have read, and interpret the text in their own words.

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonym / antonym tasks, phrasal verbs, homographs, multiple shades of meanings, collocations, homophones and homographs, idioms, word-formation activities, etc.

Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore language. You will also find activities that help students identify grammatical errors and correct them.

Writing: This section contains some writing tasks/activities/exercises. You will find the tasks that help your students write a short message, a diary entry, a letter, a paragraph, an essay, and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and they write a piece collaboratively.

Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some tasks / activities that involve the use of dictionaries, encyclopaedias, thesauruses, etc. You will also find some tasks that involve the use of bar charts, pie-diagrams, route maps, tables, etc.

Listening : This section contains a listening text (given in Appendix-I) and a few tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to.

Oral Activity: This section contain some tasks/activities to improve speaking competencies. In the section you will find some activities that encourage the children to participate in the discussions, debates, compeering, presenting reports, and speeches etc.

B. Reading(Poem / Text): This section contains one poem/ text based on the theme followed by a glossary and some comprehension questions. You will find interesting poems related to the theme of the unit. The aesthetic appreciation is facilitated with the help of some interesting questions. The students are encouraged to write their own poems. They are also encouraged to sing / recite / choreograph the poems they learnt.

C. Reading: This section contains a reading text and some comprehension questions. You will find texts of different genre related to the theme of the unit. The comprehension questions require the students to reflect on what they have read.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work on the project for more than a week, to organize their work, and to present what they have found out before the class.

Self Assessment Checklist: There is a checklist given at the end of each unit for helping the learner to assess his / her own learning. The self-assessment tools include all the sections in the unit.

The Methods

Unless we clearly understand the concept of language and the process of language acquisition, we will not be able to identify the right kind of pedagogy for second languages. If we equate information to knowledge of language and assume that learners are destined to receive this information, we will focus on how the information given in the course books can be transmitted. On the other hand, if we believe that knowledge of language is different from information about language, and that every child constructs this knowledge through interpreting the world around her, we will define this knowledge unambiguously and will identify the process by which it is constructed.

The Classroom Process

You may have noticed that the new textbooks have a few features which make them different from the ones that we have been using.

- Units are thematically organized with passages meant for listening and reading and activities focusing on comprehension, expansion of vocabulary, grammar and study skills.

- Measures have been taken to help learners getting familiarised themselves with different genre of authentic discourses such as narratives, essays, biographical sketches, dramas, poems, etc. and construct them in oral as well as written forms.
- Though units have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually embedded avoiding de-contextualised treatment of these.
- A few questions and activities have been highlighted (marked with * mark) from the point of view of Continuous and Comprehensive Evaluation (CCE). These do not target on any fixed responses; instead, they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercises are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

The general design of classroom transaction will be something like the following:

The Pre-Reading session

1. The teacher interacts with the learners in an informal way in order to instill in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. This can be done based on something (say a photograph, a visual clipping, a news report, etc.) that will work like a trigger for sensitizing the learners on the theme around which the entire classroom activities are woven. The facilitator can ask a few analytical questions that will elicit individual perceptions on the trigger.
2. The facilitator presents a narrative or initiates a discussion that will further sensitize the learners on the theme.
3. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.

Reading

This involves a number of micro-processes:

1. Individual reading: Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronted with a few barriers - barriers caused by the unfamiliar words or structural complexities.
2. Collaborative reading: Children sit in groups and share within the group their reading experience in terms of things like the following:
 - What they understood from the passage which they have read;
 - What they did not understand; and
 - The parts that they liked most in the passage.

3. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
4. When collaborative reading is over, the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions, and so on.
These questions help the learners assimilate the text by virtue of localising and personalising it.
5. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
6. A mind mapping activity may be carried out which will act as a tool for tracking the thinking process of the learners. They can describe the mind maps they have developed.

The Post Reading Session

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading, they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-process of discourse construction ensures

- individual construction;
- presentation by a few individuals;
- sharing in group for refinement;
- presentation by the groups; and,
- the presentation of the facilitator's version of the targeted discourse.

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading activities also include activities that make use of various study skills and those related to undertaking projects.

Apart from the main reading passage, each unit contains a poem and a passage for extensive reading. The interaction based on these also is very important for generating language.

The Plan

In an academic year, we get at least 180 periods for teaching English. Since there are 8 units, each unit can be taught in 21 periods saving 12 periods for revision. You can further divide these 21 periods among the nine sections. Here is an approximate scheme of work.

| Section | Periods |
|--------------|-----------|
| A. Reading | 4 periods |
| Vocabulary | 2 periods |
| Grammar | 3 periods |
| Writing | 3 periods |
| Study Skills | 1 period |
| Listening | 2 periods |
| B. Reading | 2 periods |
| C. Reading | 2 periods |
| Project Work | 2 periods |

Depending upon the complexity of a section, the number of periods for each section can be increased or decreased.

Sometimes, it may so happen that you finish a section much faster than expected, so while planning a unit, design some additional tasks / activities / exercise beforehand. It is also possible that some exercises are too easy / difficult for your students. In this case you have to adapt the tasks / activities / exercises or design new tasks to suit the needs of your students.

The Assessment

Language learning process is a continuous one and assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning. The thrust is on formative assessment which can be interpreted as assessment for learning and assessment as learning which are distinct from summative assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and

reading authentic texts and responding to them. None of the grammatical concepts and vocabulary items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts.

Tools available for performance assessment related to a specific unit

- Assessment page of Teacher's Lesson Plan (Teaching Manual)
- Diary containing anecdotes revealing snapshots of learner achievement
- Self - Assessment tools given in the TB (e.g. English VIII, IX) for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Big books or other products evolving in groups through collaboration
- Feedback collected from parents
- Peer assessment tools (specific tools to be evolved)
- Worksheets in a specific assessment context

Stages of Assessment

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
 - What are the competencies addressed in this segment /unit?
 - What are the constructs (concepts, skills, processes, attitudes, etc.) formed at this stage?
 - What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?
2. Using appropriate tools for assessment with specified indicators
3. Giving proper positive feedback to the learners in the form of qualitative statements
3. Recording assessment in terms of the indicators

Some Dos and Don'ts

Dos

- It is good to ask students to take dictation on alternate days. Let the students exchange their work, assess each other's work, and report to the group leader. You can supervise the process and intervene whenever necessary.
- Encourage collaborative learning by dividing the class into mixed ability groups.

- Some comprehension questions / tasks / activities are star marked. They have no fixed / correct answer, so never try to take sides and decide on a correct answer. Never insist on memorising answers to comprehension questions or memorising chunks of the texts given for reading / listening. However, you can ask students to say their favourite dialogues / lines / quotations.
- You can ask them to memorise and recite at least two poems of their choice. Encourage them to read and recite poems from library books / magazines / newspapers.
- Every lesson you teach should help students to read more, to learn more, and to become an autonomous learner. To achieve this, encourage students to use and contribute to 'Reading Corner', 'Poetry Corner', 'Wall Magazine', and 'English Club'.

Don'ts

- Never read and explain (in either English or the students' mother tongue) each and every sentence in a reading / listening text.
- Never follow the age-old practice of 'read a sentence and ask a question'.
- Never speak for more than three minutes at a stretch. The teacher talk should be interspersed with the learner talk.
- Allow students to speak in their mother tongue when they are stuck in the middle of a conversation / talk but never allow them to use it as liberally as they do outside the classroom. Encourage them to speak in English by supplying them with essential vocabulary.
- Encourage students to explore English by comparing it with their mother tongue or some other languages available in the classroom.
- Never use a guide and never allow the students to use one, since it arrests the teaching learning process resulting in no learning whatsoever.

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, movies, models, art, craft dance, drama, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that. Happy teaching!

NOTE: Use Teacher's Handbook for Effective Classroom Transaction and Continuous Professional Development.

Appendix III

Expected outcomes at the end of the Class IX

The learner should attain the following competencies:

1. The competence to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately.
2. The competence to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing.
3. The competence to understand and use various words, idioms, phrasal verbs, proverbs, etc., in speech and writing.
4. The competence to construct oral and written discourses in response to what is listened to or read.
5. The competence to use language creatively, to refine their literary sensibility, and to enrich their aesthetic life through different literary genres.
6. The competence to appreciate the beauty of literature and to develop a taste for literature
7. The competence to free their mind from prejudices against other cultures / religions and be sensitive to the issues presented in the textbook such as conservation of resources, population concerns, deforestation, and sustainable development.
8. The competence to study language and explore it the way a scientist does by making use of the multilingual classroom.
9. The competence to appreciate similarities and differences across languages in their classroom and in the society.
10. The competence to understand the subtleties of an utterance's social and cultural context by recognizing irony and sarcasm.
11. The competence to use language as a tool for knowledge acquisition and its sharing
12. The competence to use self-assessment tools appropriately, to be tolerant and receptive to his/her group's assessment, and to improve his/her linguistic competence in a collaborative learning environment.

CHILDREN'S BILL OF RIGHTS

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.

- I have the Right to express my views freely, which should be taken seriously, and everyone has the Responsibility to listen to others. [Article-12,13]
- I have the Right to good health care and everyone has the Responsibility to help others get basic health care and safe water. [Article- 24]
- I have to Right to good education, and everyone has the Responsibility to encourage all children to go to school [Article- 28,29,23]
- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others. [Article-19]
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences. [Article- 23]
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others. [Article- 29,30]
- I have the Right to safe and comfortable home and everyone has the Responsibility to make sure all children have homes. [Article- 27]
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes. [Article- 28]
- I have the Right to be well fed and everyone has the Responsibility to prevent people starving. [Article- 24]
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it. [Article- 29]
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others. [Article- 28, 37]
- I have the Right to be protected from economic exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment. [Article- 32, 34]

These rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children and young people have all over the world. The Government of India signed this document in 1992.