



Government of Karnataka

English

Third Language

(REVISED)

10

Tenth Standard

Karnataka Textbook Society (R.)

100 Feet Ring Road, Banashankari
3rd Stage, Bengaluru - 560 085

Preface

Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF – 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF – 2005 has a number of special features and they are:

- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- learning experiences for the construction of knowledge
- making examinations flexible and integrating them with classroom experiences
- caring concerns within the democratic policy of the country
- making education relevant to the present and future needs.
- softening the subject boundaries- integrated knowledge and the joy of learning.
- the child is the constructor of knowledge

The new books are produced based on three fundamental approaches namely.

Constructive approach, Spiral Approach and Integrated approach

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks. Along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would

stop studying textbooks for the sake of passing examinations. In order to help learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life. Textbooks for students X have a special significance. As any other new textbook they help learners' master skills and competencies and at the same time there is going to be a public examination based on them.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent for the inclusion of these pieces in the textbooks.

G. S Mudambadithaya
Co-ordinator
Curriculum Revision and
Textbook Preparation
Karnataka Textbook Society®, Bengaluru

Nagendra Kumar
Managing Director
Karnataka Textbook Society®
Bengaluru

Foreward

Nation Building is a team work. Philosophy of a nation is reflected in its System of Education. Our philosophy is “SARVE JANAAH SUKHINO BHAVANTU’ Let everyone live comfortably.

* And Preferential concern for the oppressed sections of the society.

The chairperson is indebted to the chief co-ordinator for providing the cooperation of ‘best brains’ to design this ‘ENGLISH READER’.

The selections in the ‘prose section’ help the teachers to provide and strengthen the Major skills of English language learning i.e. LISTENING, SPEAKING, READING, WRITING and REFERENCE work. Poems selected feed the needs of learner’s emotions. When the learner read the Non – detailed prose items certainly new dimensions are added to the personality.

Hope this TEXTBOOK will give maximum satisfaction to both the learner and the teacher.

K.G.N.SASTRY.

Chairperson.

English X standard.

III language

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the

completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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Unit -1 Prose

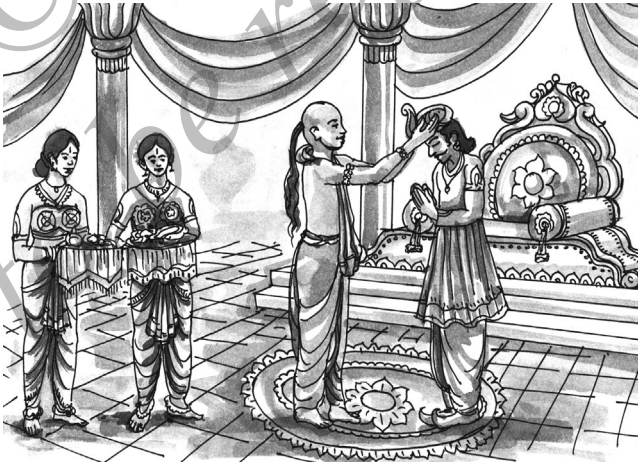
CHANAKYA AND RAKSHASA

Pre Reading Activity:

Tenali Rama was a jester in the court of Krishnadevaraya. He was popular for his witty and humorous tales. He was king's favourite jester and hence he received a lot of valuable gifts from the king. This made Tenali Rama an easy target for thieves. One summer night, when Tenali Rama and his wife were relaxing in their courtyard, Tenali Rama noticed that some thieves were hiding in their garden. The witty Rama thought of a plan. He said to his wife loudly "we have to hide our valuable wealth in our well". Then brought a big and heavy box from inside the house and dropped it into the well and went back to sleep.

Thinking that the box was containing jewels, the thieves drew all the water from the well and pulled out the box. But they were disappointed as the box contained heavy stones. They were fully exhausted by morning. Tenali Rama came out in the morning and saw the thieves. He thanked them for watering his garden. The thieves were caught.

Do you like this story ?.... Here is one more story.....



1. Chandragupta became the king of Magadha with the help of a very clever man called Chanakya. Chanakya's great task was almost done, when he had placed Chandragupta on the throne. Only one thing remained for him to do. That was to find a wise and able minister to help Chandragupta to rule the kingdom.

2. His choice fell on Rakshasa, the great minister of the Nanda kingdom. Rakshasa was on the side of the Nandas, the enemy of Chandragupta. Hence Chanakya had to win him over. He knew that the kingdom would be safe, if Rakshasa became the minister.

3. But how to find the whereabouts of Rakshasa? He had been in hiding somewhere. None but his dear friend Chandan Das knew where he was. Chandan Das was not the man to let out secret for anything in the world.

4. However, Chanakya hits upon a plan. He imprisoned Chandan Das and announced throughout the kingdom "If Minister Rakshasa does not return within a fortnight, the head of Chandan Das would be cut off" The news spread far and wide like wildfire.

5. A fortnight from that date passed, and yet there was no sign of Rakshasa coming out of his hiding place. The next day Chandan Das was taken to the market -place. There, all the people had come out to see what would really happen. When the order to cut off his head was read out, loudly the crowd waited in breathless silence.



6. Just at that moment, a man came to the place rushing and crying "Stop stop!" All eyes turned towards the man. He seemed to have come from a long distance. His clothes were dusty. He was wet all over with sweat and he looked tired.

7. He shouted "Here I am ! I am Rakshasa whom you seek. For God's sake, spare Chandan Das."

8. The people there shouted in joy. "Oh, it is Minister Rakshasa! Chandan Das is saved!"

9. Chanakya came forward and received Rakshasa with great honour. He made him agree to be the Minister of Magadha. He offered rich presents to Chandan Das and sent him home.

Glossary:

hide-out	: to keep something/somebody in an unknown place, ಅಡಗುದಾಣ
secret	: something that cannot be told to anyone.
imprisoned	: To put in prison, jailed
wildfire	: fire that spreads fast, forest fire
announce	: give public notice
offer	: give

I. Comprehension questions :

A. Read the questions and discuss with your partner. Then write the answer in your note book:

1. Who was Chandan Das? What kind of a man was he?
2. What was the great task that Chanakya did?
3. Why did Chanakya want to win over Rakshasa?
4. What plan did Chanakya hit upon to find out Rakshasa?
5. What happened when the order was readout?
6. How was Chandan Das treated at the end?

B. Answer the following question.

1. How did Chanakya succeed in securing the service of Rakshasa?

C. Read the Statement and answer the following questions.

1. "Here I am"!

- a. Who said this?
- b. Who was it said to?
- c. When was it said?

2. "Oh, it is Minister Rakshasa"!

- a. Who said this?
- b. When was it said?
- c. Where was it said?
- d. What was the emotion expressed?

II. Vocabulary work :

A. Study the following example.

The word postman brings to your mind

letter, postcard, envelope, paper, stamp, post office, mail, mail van, slot, bag, sack, bundle, letterbox, bell, gate, house, round duty, uniform, regular, deliver, collect, seal etc;

Sit in a group and look at the following words and list out the related words that come to your mind.

- a. A Village b. Christmas, c. A rainy day d. Red e. Our school

B. Study the following example.

Example:- homeless, hopeless, heartless...

Make a list of more such words ending with 'less'.

_____	_____	_____
_____	_____	_____
_____	_____	_____

C. Rearrange these sentences in the correct sequence of events (do it in pairs).

- a. He took the parrots to the garden to release them.
- b. The mother parrot greeted them.
- c. Grandfather found a baby parrot.
- d. The parrot loved the fruits.
- e. The parrot settled down inside the house.

- f. The next day he found another baby parrot.
- g. The mother parrot led the babies under the tree.
- h. He fed it fruits and nuts.
- i. The mother parrot brought the parrots back.

Answer: one is done for you.

Q. No	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	

III. Language Activity :

Noun:

A. Look at these examples (the underlined words)

- a. Hari lives in Bengaluru. (proper Noun)
- b. Raju wants to consult a doctor. (common noun)
- c. Indian army is highly professional. (collective noun)
- d. Wisdom is better than strength (abstract noun)

[Observe that the underlined words are different kinds of nouns.]

Classify the following words and write them in the columns given below. (do it in your group)

A team, Hubballi, a nurse, Mohan, a film, bravery, Fathima, Bengal, teacher, Minister, flock, boy, king, school, mountain, Magadha, judgment, crowd, kalidasa, herd, family, country, childhood, poverty, youth, darkness, Ganga, river, Govinda, Lakshmi, girl, tree, animal,

Proper nouns	Common Nouns	Collective Nouns	Abstract nouns

B. Pick out the nouns from this story.

A man went to a chemist's shop and said, 'I want some thing for a severe headache'.

The Chemist took a bottle from a shelf, held it under the man's nose and opened it. The smell was so strong that tears came out of the man's eyes and ran down his cheeks.

What did you do that for? He said angrily.

'But that medicine has cured your headache hasn't it?' said the chemist.

"You fool" said the man. 'It's my wife who has the headache, not me!'

C. Study the following examples and observe the different ways of forming plurals.

- A soldier is a brave man. _____. Soldiers are brave men.
- The leaf fell from the tree. _____ The leaves fell from the tree.
- The lady lost the key. _____ The ladies lost the keys.
- The Negro rode on a pony. _____ The Negroes rode on ponies.
- The woman sat on the bench _____ The women sat on the benches.

D. Sit in a group and change the following sentences from singular to plural.

- The nurse carried a baby.
- The thief stole a knife.
- The potato is a vegetable.
- The ox pulled the cart.
- The child had a bad tooth.

IV. Listen to the passage carefully and answer the following.

One day Hema plucked a mango and brought it home. Her grandmother gave the larger piece to Raju, because he was a boy. Hema protested. After all she brought the mango and she was the elder of the two. She insisted that she had the right over greater share. The grandmother realised it. Her father came to her help and divided the mango equally.

- a. Who brought the mango home?
- b. Why did Hema's grandmother give a larger piece to Raju?
- c. Why did Hema protest?
- d. Who came to help Hema?
- e. Who do you think should have got the larger piece?

V. Communication:

A. Interview your Doctor and get the responses for the following questions.

- a. Why did you become a doctor?
- b. Where is your hospital?
- c. How do you go to the hospital?
- d. Is it a government hospital?
- e. Do you charge for treatment?

Suggested activity

1. Collect some historical short stories and read them and share those stories with your friends-circle.

FAITHFUL FRIENDS

Pre-reading activity

Discuss the following two lines with friends and then share your ideas with classmates.

a. A flattering spoon never feeds.

b. A friend in need is friend indeed.

Read and enjoy

Everyone that flatters thee
Is no friend in misery;
Words are easy like the wind;
Faithful friends are hard to find 4

Everyman will be thy friend
While thou hast wherewith to spend;
But if store of crowns be scant,
No man will supply thy want 8

If that one be prodigal
Bountiful they will him call;
If he be inclined to vice
Quickly will him entice. 12

But if fortune once do frown
Then farewell his great renown;
They that fawned on him before
Use his company no more 16

By: Anon

Glossary :

flatter	:	praise, to please
misery	:	sad conditions
wherewith	:	wealth, money
crowns	:	ancient British coins. Here it is money
scant	:	less, scarcity
bountiful	:	generous, plentiful
prodigal	:	spendthrift, squanderer, lost
vice	:	evil thing
entice	:	motivate, promote, encourage, attract
fortune	:	wealth, richness, luck
fawned	:	behave as if one shows love
frown	:	angry or worried expression

I. Comprehension:

A. Answer the following questions briefly:

1. Who cannot be your faithful friend?
2. When will everyone be your friend?
3. What will faithless friends do when you lose your wealth?
4. What will one call you when you are prodigal?
5. What will such friends do if you are inclined to vice?
6. Will faithless friends be with you when you part with your fortune?

B. Answer the following questions:

1. How can you test the faithfulness of your friend?
2. Who, according to the poet can be a faithful friend?
3. Sketch the characteristics of a faithful friend.
4. Write the summary of the poem "Faithful Friends"

C. Rhyming words:

'Before' and 'more' are the two rhyming words used in the last lines of the poem. What are the other rhyming words you can find in the poem? List them.

Suggested Reading.

Read Polinius Advice to his son Laertes.

Play: Hamlet by William Shakespeare.

Unit -2

AT THE ZOO

Pre- Reading activity:

A forest is the home of many animals and creatures. It provides them food and shelter. Man depends on the forest in different ways. He depends on many forest products to support his living. There is strict ban on hunting of forest animals. Yet, the wild life is on the verge of extinction.

We see that many animals and birds are kept in the Zoos. A Zoo is an attractive place for children and Adult people as well. Thousands of people visit zoo everyday. Perhaps you may visit your nearby Mysuru Zoo sometime.

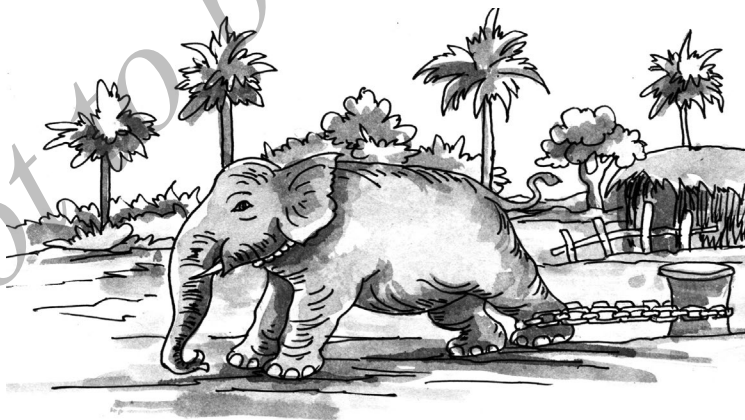
Here is a person who is telling you his experiences of a visit to a zoo through his letter.

My dear Vishnu,

Vijayapur

17 Feb., 1959

I had promised you a letter, and here it is. It is all about monkeys, elephants, camels and other beasts that I saw in a zoo.



The animal I saw first were the elephants. There were a baby elephant, a mother elephant and a grandpa elephant. The baby elephant was rocking though its chained legs; the mother elephant was looking sad; the grandpa elephant was saddled and girthed with his trappings. The keeper had unchained its legs, and the elephant was moving about with a cargo of excited children on its back. At this sight, I was reminded of the ambition of my childhood to ride on an elephant; but alas! I was now no longer a child.

Next, I moved on to see the camels. How ugly the beasts are! But they looked kind and good.

Nearby was an antelope paddock and I went there. I saw a very young antelope racing madly around. It leaped, sprang and turned round and round and round, faster and faster. After a while it stopped all of a sudden and stood still, none the worse for its antics. Then it tumbled down in the very middle of a heap of grass and as I left the place, I saw it fast asleep there.



Not far off were deer, cranes and storks. The deer were romping, the cranes were having their daily wing exercise and the noisy storks were making a loud din. Amidst all this clatter a stork was having a quiet doze, standing on one leg. It looked as if it would topple over, but it never did.

Next, I saw a giraffe. It towered high above the other animals. It was standing by a huge shed intended for its house and eating the leaves from a tall tree. What a strange creature this animal is!

There were lions, tigers, polar bears, monkeys and other besats in the zoo. There were many beautiful and colourful parrots, snow-white cockatoos and funny ducks gliding across the pond.

I would like to discuss the need for maintaining a zoo. VIPs and VVIPs, have started adopting certain caged birds and animals. I have a dilemma in my mind.

Is it right to capture and cage birds and animals? On the otherhand the newspapers bring us conflict between “MAN v/s WILD ANIMALS” O.K. Let me write in detail about the subject in my next letter.

With love to father, mother, Kasturi and you,

**I am,
Your affectionate
brother
Gopi**

Glossary:

saddle	–	seat made of leather, used on a horse's or an elephant's back
girth	–	the strap which goes around middle of an elephant or a horse
paddock	–	small field where animals are kept
tumble	–	fall quickly without control
romp	–	play in rough, excited and noisy way
clatter	–	make continues loud noise
topples	–	to lose balance and fall down
antelope	–	with branched horns of a deer.
cockatoos	–	an Australian bird with decorative feathers
glide	–	slide
cargo	–	the goods carried by ship or plane.

I. Comprehension questions :

A. Answer the following questions in two or three sentences each:

1. What was each of the following doing at the zoo - the baby elephant, the young antelope, the giraffe?
2. How was the grandpa elephant used for the enjoyment of children?
3. Make a list of the birds mentioned in the lesson.
4. What are the things said about each of the animals?

5. Study the beginning and ending of this letter and say who is writing it and to whom. What words would you use at the beginning and end of the letter when you write to your father, your friend or a stranger?

II. Vocabulary work :

A. Read the following names of animals and make a list of them in three categories as shown in the table below:

- | | | | | |
|-----------|------------|-------------|-------------|-----------|
| 1. Dog | 2. Tiger | 3. Rabbit | 4. Fish | 5. Pig |
| 6. Sheep | 7. Buffalo | 8. Lion | 9. Elephant | 10. Goat |
| 11. Camel | 12. Deer | 13. Giraffe | 14. Rhino | 15. Zebra |
| 16. Cow | | | | |

Three Categories

1. Pet animals	2. wild animals	3. reared for milk and meat

B. Match the following animals with the places they are kept:

A

1. giraffe
2. tiger
3. birds
4. dogs
5. fish

B

- a. net
- b. shelter
- c. den
- d. cage
- c. kennel

III. Language Activities:

A. Study the following examples:

One idea can be written in two ways.

1. He writes a good story.

A good story is written by him.

2. They played cricket.

Cricket was played by them.

Write the following in two ways:

1. She bought new car.
2. Rakshith killed a snake.
3. Sheela prepared food.
4. He posted a letter.
5. She gave a nice speech.

B. Study the following examples:

This jug is *broken*. It cannot hold water.

This broken jug cannot hold water.

Kumar played well. He I got the first prize.

Kumar played well and got the first prize.

This is the girl. This girl stood first in the class.

This is the girl who stood first in the class.

Combine the following sentences using the above examples:

- 1] The hunter took up the gun. He went to the forest.
- 2) There was no quorum. The meeting was postponed.
- 3) She will succeed. I expect it.

C. Write a letter to a friend giving him an account of your visit to a market place or museum.

D. Write two paragraphs on any one of the following:

1. a camel 2. a cow 3. a buffalo 4. a monkey 5. a parrot 6. a dog

E. Learn the following words:

Zoo - a garden in which animals and birds of many kinds from different countries are kept for show.

Aquarium - a place made for keeping fishes, water plants and water animals.

aviary	-	a place for keeping birds
garden	-	a place for growing vegetables or flowers.
apiary	-	a place where bees are kept
orchard	-	a place where fruit trees are grown

Points to Remember.

Birds:

largest bird	- Ostrich
smallest bird	- humming bird
longest migratory bird	- Arctic tern
flightless bird	- Emu
widest winged bird	- Albatross

Animals:

Largest mammal	- blue whale
Largest terrestrial animal	- elephant
Tailless animal	- giraffe
Flying mammal	- bat
Egg laying mammal	- platypus
Extinct reptile	- dinosaur

Suggested Reading :

ಮಿಲೇನಿಯಂ ಕತೆಗಳು - ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ
ಅಮೆಜಾನ್ ಕಾಡುಗಳು
'ಕಾಂಗೋ ನದಿಯ ಮೇಲಿನ ಪ್ರಯಾಣ'

Activity:

1. Visit a zoo and make a list of the animals which are there.
2. Write about the status of animals and birds kept in a zoo and suggest some ideas to improve the condition of those animals and birds.
3. Collect newspaper clipping highlighting the invasion of wild animals into human habitat.

THE TIGER AND THE DEER

Pre Reading Activity:

“A thing of beauty is a joy for ever”- John Keats.

Animals have a much better attitude to life and death than human beings. They sense the death when time approaches. See this picture....



The concept of good and evil, right and wrong, innocent and cruel, life and death etc., of human world do not apply to the world of the wild. Read the poem and try to understand the theme.....

Read and enjoy the poem

Brilliant, crouching, slouching, what crept
through the green heart of the forest,
Gleaming eyes and mighty chest and soft soundless
paws of grandeur and murder? 4

The wind slipped through the leaves as if afraid
lest its voice and the noise of its steps perturb
the pitiless Splendour,
Hardly daring to breathe.

But the great beast crouched and crept, and crept
and crouched a last time, noiseless, fatal,
Till suddenly death leaped on the beautiful wild deer as
it drank 12

Unsuspecting from the great pool
in the forest's coolness and shadow,
And it fell and, torn, died remembering its mate
left sole in the deep woodland, 16

– Destroyed, the mild harmless beauty by the strong
cruel beauty in Nature.

But a day may yet come when the tiger crouches and
leaps no more in the dangerous heart of the forest, 20

As the mammoth shakes no more the plains of Asia;
Still then shall the beautiful wild deer drink from
the coolness of great pools in the leaves' shadow.

The mighty perish in their might;
The slain survive the slayer. 25

Sri Aurobindo.

Glossary:

gleam	:	a beam of light
mighty	:	strong, powerful
perturb	:	disturb greatly, confusion
pitiless	:	cruel, merciless,
fatal	:	ending in death, causing death
perish	:	to die
splendour	:	glorious

I. Comprehension questions:

A. Answer the following questions:

1. What does the poet compare 'The Tiger and the deer' to in this poem.
2. How does the tiger attack its prey?
3. What does the tiger stand for in this poem?
4. According to the poet what does the deer remember at the time of death?
5. Pick out the words used by the poet to describe the nature of the tiger.
6. According to the poet what would happen to the mighty and weak in the future?

B. Dictionary work:

Sit in pairs, refer the dictionary and find out the meaning of the following words.

Crouching, slouching, grandeur, mammoth, slain.

About the poet :

Sri Aurobindo, Indian nationalist, poet, philosopher and spiritual guru was born in Calcutta on 15th Aug, 1872. Sri Aurobindo spent his formative years in England studying at St.Pauls and Trinity college where he excelled in the study of Literature and the Classics.



He has established an Ashram in Pondicherry. He has been the Spiritual Guru for many disciples. His main works are The Life Divine, The Synthesis of Yoga, Essays on the Gita and Savitri.

Through his writings and poetry he left a legacy which reflected his hopes of a golden future for humanity. Sri Aurobindo entered Mahasamadhi on Dec 5th 1950.

Additional reading

THE TIGER

Tiger! Tiger! burning bright
In the forest of the night
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And What shoulder, and what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? and what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears,
And watered heaven with their tears,
Did he smile his work to see?
Did he who made the lamb make thee?

Tiger! Tiger! burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

William Blake

Unit -3 Prose

KASHMIR, THE GARDEN OF INDIA

Pre Reading Activity:

Govind: Hello friends...look there, the secretar of our Eco club has been filing news paper clipping..

Mary: Hello Raghu, what does that paper cutting contain?

Rahim: Can you recall, a few months ago, we had discussed UNESCO's Heritage tag to 39 sites of the Western Ghats and.....

Mary: Sure.... there was a lot of opposition to this tag, certain state governments, N.G.O's and even residents of the 39 sites were opposed to the heritage tag.

Govind: Forget those oppositions. Now it is official. Our parliament has accepted Dr.Kasturi Rangan committee report . Out of 1,64000 sq kms of the Western Ghats around 60,000 sq.kms of sensitive zone has been declared as protected zone

Rahim: It is a good decision. Western Ghats have very rare animal species and beautiful nature.

Govind: There is a need to protect the flora and fauna of the Western Ghats. If it is not protected we will have to go to Switzerland to see what a forest is!

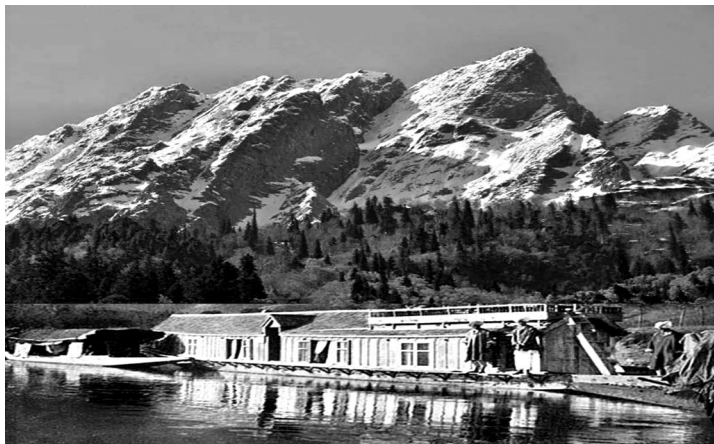
Mary : O.K., O.K. Anyway today madam is doing the lesson about beautiful Kashmir.

Rahim: Yes...Kashmir is famous for its beautiful and natural scenery and varieties of flora and fauna throughout the world.

Mary : Kashmir boasts some of the beautiful flowering meadows and snow-capped peaks. With abundance of natural beauty, valley has earned the nickname 'The Switzerland of the East'.

Govind: Come let us learn more about it.





1. Kashmir is a garden of beauty surrounded by a wall of snow-capped mountains. We enter the valley of Kashmir at Baramulla. From the bridge over the river Jhelum we can look north and see the peak Nanga Parbat standing like a huge sentinel pointing to the sky.

2. At Baramulla we board the house-boat which is to be our dwelling for the next few months. We are then towed twenty miles up the Jhelum till we come to Srinagar, the capital of Kashmir, the City of the Sun, lying like a jewel in the centre of the valley. About half the people living here are Muslims, the other half Hindus. They appear good-natured and happy-go-lucky.

3. The houses of the city are built of wood and bricks. Most of the houses have a very dilapidated appearance. But they are very picturesque all through summer months, for the roofs of many of them are covered with flowers. Some have tulips. some wild irises and some others red poppies.

4. From early spring to late autumn the flowers of Kashmir pass in a procession of beauty. First of all comes the delicate pink almond blossom. As soon as it has shed its petals, the white cherry blossom and the pink and white apple blossom make their appearance. Then come the irises of royal purple, growing as high as a man's waist and filling whole fields with their stately blooms. Next appear the Persian lilac. This is smaller than the English variety but grows in greater profusion. When summer begins, the air is filled with the perfume of roses, and walls and gardens are covered with their clusters of crimson, snow-white, scarlet and creamy yellow flowers. Outside the city, in the fields, blue flax and red poppies grow among the wheat and fields of yellow mustard stretch like dazzling cloth of gold.



5. The Jhelum flows through the city of Srinagar and with its canals cuts it up into so many islands as to give it the name of 'The Venice of India'. As the sun melts the snow on the mountain-tops, the snow water flows down the valley and causes the river to rise and supply her life-giving waters to the fields and gardens.

6. Later in the season, when the river goes down again, the flowers droop and the grass become withered. But fruits then take the place of flowers and the shops are filled with luscious pears, peaches, nectarines and plums, and later on, with rosy-cheeked apples. The people are then seen everywhere drying the fruit to be stored for winter use.

7. The floating gardens are unique. One end of Dal Lake is reserved especially for them. Their owners pay no rent for them, for they literally make the ground for the gardens themselves. First of all they make a sort of platform of reeds and anchor it to stakes. Then they bring up mud from the bottom of the lake and place it in little heaps on the platform. Finally they plant on them the seedlings of vegetables, mostly cucumber. The garden requires no watering and can easily be tended from the end of a boat which extends from them. These vegetables are also dried for winter use, being cut up into strips and dried in the sun.

8. When the season is over and we return once more to the plains, the fragrance of Kashmir's gardens is still with us and the memory of their beauty fills us with quiet joy.

Glossary:

heritage	: history, tradition, quality of a society or an area, construction etc, Eg. culture writing, ಪರಂಪರೆ
ecology	: study of plant in relation with living creature
apprehensive	: fearful, worried- uncertainty about future
tentative	: not certain, temporary
inscribed	: carved,
protect	: keep safe
flora	: plants of particular region
fauna	: animals of a region or period
meadow	: a rich pasture ground, grass land
abundance	: plenty
sentinel	: guard,
towed	: drawn by
dilapidated	: in ruins, old
picturesque	: attractive, beautiful
tulips	: a bell shaped flowers
irises	: kind of flowers grow in wet places.
blossom	: bloom
dazzling	: shining, glittering,
valley	: low area enclosed by hills
unique	: unusual, special.
fragrance	: sweetness of smell

I. Comprehension questions :

A. Answer the following questions: Discuss the answers with your partner before writing them down.

1. From where did the travellers enter the valley of Kashmir?
2. What does the peak of Nanga Parbat look like?
3. Which is the capital of Kashmir?
4. Why do certain flowers grow only in Kashmir?
5. Why do the houses in Srinagar city look beautiful in summer?
6. Describe the spring season of Kashmir.

B. Sit in pairs and discuss in the class and answer the following questions:

1. Explain the varieties of flowers and fruits of Kashmir.
2. Describe the floating garden of Dal lake.
3. Why is the city of Srinagar called "The Venice of India"?

II. Vocabulary work :

A. Consider the words "week" and "weak". Although they have the same pronunciation they give different meanings: (HOMO PHONES)

Example: Seven days make a week.

My friend is weak in English.

Sit in a group and point out the difference in meaning between the following pairs of words and use them in your own sentences (do it in pairs)

1. Price: Prize

2. Peace: piece

3. Whole: hole

4. Write: right.

5. Route: root

6. Weather: whether

B. There are 10 words and their opposites. Find out the words and their opposites from the puzzle. Circle them in the puzzle and write them in the note book. (**Note:** opposite words are in capital letters) (do it in groups)

D	R	Y	P	a	D	I	F	F	I	C	U	L	T
s	F	d	R	E	M	E	M	B	E	R	f	j	h
r	L	S	O	F	T	A	T	E	N	T	E	R	E
y	O	u	U	i	I	S	R	A	W	E	T	v	X
H	A	R	D	r	N	Y	U	F	A	L	S	E	I
U	T	n	e	t	Y	m	E	F	O	R	G	E	T
G	d	o	L	O	W	h	H	U	M	B	L	E	q
E	e	S	I	N	K	r	t	l	y	H	I	G	H

One word has been done for you. **Ex:-** wet –DRY

C. Read the following sentences. Each sentence has a mis-spelt word- Find out the same and correct it.

1. The houses of the city are built of wood and bricks.
2. Srinagar is the capital of Kashmir, the city of the Son.
3. The Jhelum river flows through the city of Srinagar.
4. Kashmir is famous for its beautiful and natural scenery.

III. Language Activity:

A. Read the following story.

1. Pick out the adjectives in nouns. Write them in separate columns.
2. Enact the following scene.

adjectives and nouns. In the first column write down the **adjectives** you find in the story. In the second column write the **nouns**.
(do it in groups)

A poor woodcutter was cutting a big piece of wood near a wide river. Suddenly his old axe slipped from his hand and fell into the deep water. He was sad because he had lost his old axe. But suddenly a lovely, bright fairy appeared.

Fairy : 'What's the matter?' she asked the unhappy wood cutter,

Wood cutter : I have lost my axe. He said. "It fell into the deep water."

Fairy : The fairy showed him a golden axe and said, 'Is this yours?'

Wood cutter : 'No,' said the woodcutter.

Fairy : The fairy then showed him a silver axe and said again in her clear voice, "Is this yours?"

Wood cutter : 'No' answered the woodcutter.

Fairy : Then she showed him a common, iron axe with an old wooden handle.

Wood cutter : "Yes, that's mine," said the happy woodcutter.

Fairy : "I know," said the kind fairy, 'I only wanted the right answer. You are an honest man,

"So I give you the golden axe and the silver axe along with the old iron axe."

B. Comparison of Adjectives:

Study the following sentences carefully and observe the difference.

1. Krupa is fair in the class. (Positive Degrees)
2. Krupa is fairer than any other girl in the class. (Comparative Degree)
3. Krupa is the fairest girl in the class. (superlative Degree)

Now Change the following sentences into other degrees: (Do it in groups)

- a. India is the biggest country in Asia.
- b. Milk is not as sweet as honey.
- c. Kashmir is a beautiful place.
- d. Iris flower plants are tall.
- e. Kamala is the wisest student in this class.

IV. Communication:

Teacher selects three students to read the dialogue. The rest of the students in the class should fill in the blanks wherever it is necessary.

Ram : Good morning, Meera. I haven't seen you for the last ten days.

Meera : I had been to Basrikatte along with my family and friends.

Leela : It is near Sringeri. Have you been to

Meera : Exactly-Have you seen

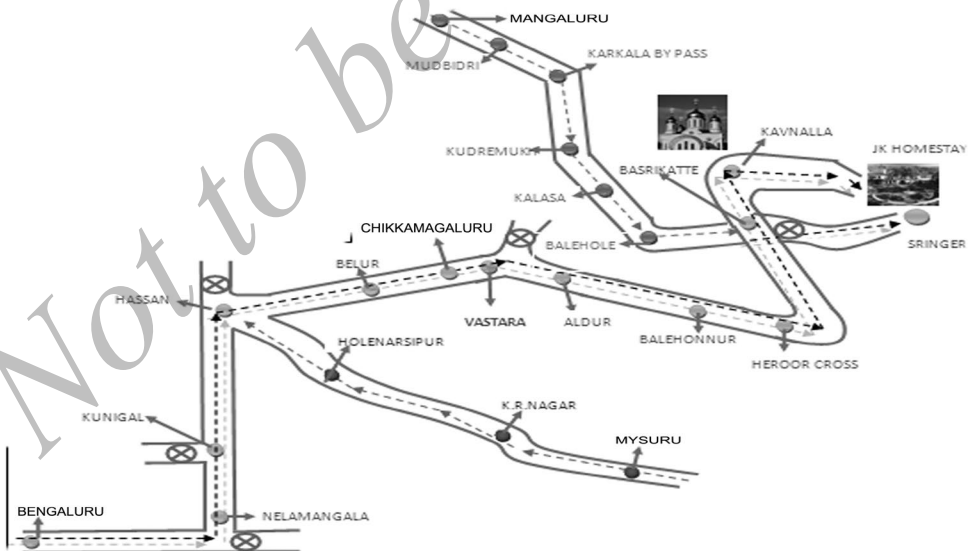
Leela : No, but I to go. Do you
Basrikatte, it is also called the "Kashmir of Karnataka"

Ram : have the rout map of it?

Leela : Are you (Plan) to go to Basrikatte. If so, I (be also) (come) with you.

Meera : Yes I the route map.

Leela : Thanks a lot. Let us go.



V. Writing Activity:

A. Discuss in groups and narrate the experiences of your recent visit to any place of wonder. Express your happiness, excitement and surprise. You can use the following clues:

We went to with my we saw many peacocks Elephants and baby elephants were we went up the hill we saw the big river sunset a field ... so many flowers.... like flower valley jumped with joy danced Song.

Suggested Activity:

Study the example.....

e.g.: Knowledge- leg, new, know, led, edge.

Use the word '**ACKNOWLEDGEMENT**' and make as many words as possible by using the letters of this word.

AUTUMN SONG

Pre Reading Activity:

Discuss in pairs and answer the following.

1. Look at this picture and tell in which season does nature look very pretty and why?



2. There is another season much better than what you have already guessed. When the rain has gone and the winter is on its way. The climate is neither hot nor cold.

What is that season?

Yes. Autumn is somewhat like spring season. Before departing, the rainy season spreads a carpet of greenery all around which leaves the environment booming.

A small kid has expressed his creativity about autumn in the form of a poem.

Trees are blowing
Leaves are rattling
Cloud is flattering
Cold is in the air
Windy breeze
Foggy mornings
Damp gardens
Red, orange and yellow in sky. Autumn



Like a joy in the heart of sorrow,
The sunset hangs on a cloud;
A golden storm of glittering sheaves,
Of fair and frail and fluttering leaves,
The wild wind blows in a cloud.

5

Hark to a voice that is calling
To my heart in the voice of the wind;
My heart is weary and sad and alone,
For its dreams like the fluttering leaves have gone,
And why should I stay behind?

10

Sarojini Naidu

Glossary:

hangs on	:	depends on
glitter	:	shine with bright light
sheaves	:	bunches of wheat
frail	:	delicate or weak
flattering	:	to compliment excessively
hark	:	hear or listen
weary	:	tired
blowing	:	produce a current of air
rattle	:	sound of leaves
damp	:	moisture in air
foggy	:	misty or dull

I. Comprehension questions:

A. Answer the following questions: Sit in groups, discuss the answer and write them down.

1. What does the poet compare the joy to?
2. How does the poet compare a cloud to sorrow?
3. What picture do you get when you read this line "The wild wind blows"?
4. What may be the dream of the poet?
5. Why do you need a voice? Can it sooth your heart?
6. Why was the heart of the poet sad and alone?
7. Does the poet go faster than dreams? If so what does she mean to convey?

B. Write the summary of the poem. You can use the clues.

Autumn season is _____ between _____ and _____ the poet _____
that the sunset _____ cloud. It is _____ joy on _____ a sorrow
_____ but _____ golden storm _____ the dreams _____ heart is
alone _____ We _____ look back _____ go forward.

C. Add the rhyming words of your own to the following words.

Ask your teacher for help. Ex:- gold-cold

- | | | | |
|-----------|---------|---------|-----------|
| 1. sorrow | 2. hand | 3. fair | 4. leaves |
| 5. blow | 6. wind | 7. sad | 8. voice |



About the poet:

Sarojini Naidu, the Nightingale of India was the first great Indo- Anglian poet. She began to write poetry when she was in England. She was a poet from her childhood. It is the poetical instinct that induced her to become an orator, freedom-fighter and the nightingale of India. She was a freedom-fighter and capable of attracting the audience by her speech. Even her early poems showed a combination of fantasy and delight. Sarojini Naidu's poetry is intensely Indian.

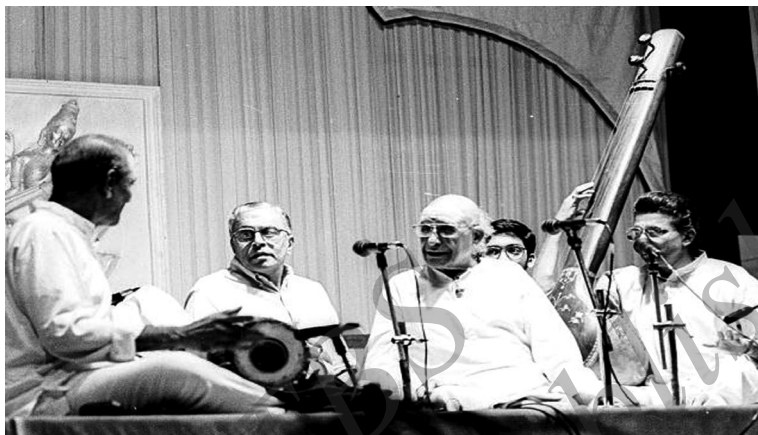
Suggested activity:

Search and read the poem on **'Autumn'** by different poets and compare the Indian seasons with the seasons of Europe.

Unit - 4

THE TWO GREAT MUSICIANS

Pre Reading Activity :



Look at the picture given above.

1. Have you attended such a programme?
2. Who is your favourite musician or singer?
3. Why do you like her/him?
4. Which is your favourite song?

Some people like classical music and some people light music. In India we enjoy Hindustani music in the North and Karnatic Music in the south. In Karnatic Music Smt. M.S Subbulakshmi has been called the Nightingale of India.

Smt. M.S Subbulakshmi :



1. The one-line communiqué of the then President K.R. Naryayanan that the President is pleased to award the 'Bharat Ratna' to M.S. Subbulakshmi was greeted by doyens of Indian music.

2. She was in fact the first musician to be awarded this distinction. When the President spoke to her over the phone before making the announcement, eye-witnesses said MS was rendered speechless.
3. However, her moment of joy was tinged with sadness as she had lost her husband Thyagaraja Sadasivam, a freedom fighter, just a couple of months earlier.
4. Prominent personalities in the field of classical music congratulated her on being conferred the highest civilian award. Renowned vocalist Pandit Jasraj said the event was a moment of glory for classical music in the golden jubilee year of India's independence.
5. Doyen of Karnatak music Semmangudi Srinivasa Iyer expressed joy over the award saying, "the music world and Tamil Nadu have been honoured" by the decision.
6. M.S. Subbulakshmi was born on September 16, 1916, She gave her first recital at the tender age of 10, when she was asked to sing at the wedding of a friend of the family in Madurai. Her seemingly effortless music was rooted in technical mastery, ceaseless practice, restraint and constant self appraisal. No other artist had been as successful in blending the intuitive and the reflective elements of art.
7. M.S. was the first woman recipient of the 'Sangit Kalanidhi' title, and the first one to popularize Karnatic music in North India and in the West. On one celebrated occasion, Mahatma Gandhi requested her to sing his favourite bhajan for him. M.S. had won many awards and accolades.
8. She was called 'Nightingale of India' and was awarded Bharat Ratna in 1998. M.S. breathed her last on December 11, 2004 at Chennai.

Birth: 16 September 1916

Death: 11 December 2004

Achievements:

- Famous as Nightingale of India
- Padma Bhushan in 1954
- Indira Gandhi award in 1990
- Sung in UNO.
- Winner of many awards
- Bharat Ratna in 1998

Lata Mangeshkar

1. Any account of Indian playback music must start and end with Lata Mangeshkar.
2. Born on September 28, 1929 at Indore, Lata Mangeshkar has been active in all walks of Indian popular and light classical music in. Having sung film songs, ghazals, bhajans and pop. She is the supreme voice of popular Indian music, an Indian Institution. The Guinness Book of Records listed her as the most recorded artist in the world with not less than 30,000 solo, duet and chorus-backed songs recorded in 20 Indian languages between 1948 and 1987, today the number might have reached above 40,000!
3. Dinanath Mangeshkar, her father, owned a theatrical company and was a reputed classical singer. He gave her singing lessons from around the age of five. Her God-given musical gifts meant that she could master the vocal exercises effortlessly (on first pass and) from early on she was recognized as being a highly gifted singer.
4. However when her father died in 1942, the onus of being the breadwinner of the family fell on Lata. Between 1942 and 1948 she acted in as many as 8 films in Hindi and Marathi to take care of the family's economic problems.
5. The first Hindi film in which she gave playback was Aap ki Sewa Main (1947). But her singing went unnoticed. When Lata entered the Film Industry, heavier voices like Noorjehan, Shamshad Begum and Zohrabai Ambalewali ruled the Industry. Ironically Lata was even rejected for Shaheed (1948) by producer S. Mukherjee who complained that her voice was too thin! However Ghulam Haider



Birth: 28 September 1929.

Achievements

- Most reputed and popular voice of Indian cinema.
- Honorary Doctorate in 1990.
- Padma Vibhushan in 1999.
- Dadasaheb Phalke award winner.
- Member of Rajya Sabha.
- Bharat Ratna in 2001.

unable to use her in Shaheed gave Lata her breakthrough song with Dil Toda from Majboor (1948).

6. 1949 saw the release of four films. Barsaat, Andaaz, Dulari and Mahal. The Songs of all four films were runaway hits particularly 'Aaega Aanewaala' from Mahal. By 1950, the Lata wave had changed the Industry, thanks to her high-pitched voice. Asha Bhosle too came up in the late 1950s and the two sisters were the queens of Indian playback singing up to the end of 20th century.
7. The phenomenal success made Lata the most powerful woman in the Film Industry.
8. Lata sang under the direction of all the top music composers and with all the top playback singers of the day. The 1960s and 70s saw Lata go from strength to strength. Lata Mangeshkar is in fact that rare artist who has realized her search for excellence.
9. A Phalke Award winner for her contribution to Indian Cinema, Lata was also crowned with another jewel - India's highest civilian award, the Bharat Ratna conferred on her in 2001.

Glossary:

communicate	:	official intimation
please	:	willing, agreeable, gratification
doyen	:	most experienced member in a field
distinction	:	difference
renderd speechless	:	unable to speak due to surprise awe
tinged	:	shaded
prominent	:	distinguished
conferred	:	granted, honoured
renowned	:	famous
glory	:	importance
recite	:	sing
effortlessness	:	seems easy, achieve something with out much effort
ceaseless	:	without stopping

restraint	:	calm, sensible controlled behaviour
constant	:	regular
self appraisal	:	self evaluation
blending	:	mixing
intuitive	:	sixth sense
recipient	:	receiver
accolades	:	praise, admiration
duet	:	two singers singing together
chorus	:	a large group of people who sings together
reputed	:	famous
recognized	:	noticed
breadwinner	:	earner of livelihood
ironically	:	a reverse feeling of what you expected.
breakthrough	:	penetrate, achieve, success
obsolete	:	no longer useful
phenomenal	:	very great
realize	:	understand, achieve
contribution	:	give something valuable

I. Comprehension questions :

A. Answer the following questions. Sit in groups, discuss the answers and write them down.

1. Who was the first musician to be awarded “Bharat Ratna”?
2. In which year was M.S. Subbulakshmi awarded “Padma Bhushan”?
3. Where was M.S. Subbulakshmi born?
4. When did M.S. Subbulakshmi give her first recital?
5. When did M.S Subbulakshmi pass away?
6. Who was Lata Mangeshkar’s first guru in music?

7. What are Lata Mangeshkar's Guinness Records?
8. What made Lata Mangeshkar act in films in her early days?
9. Which Hindi film gave Lata Mangeshkar a breakthrough?
10. What were the prestigious awards conferred on Lata Mangeshkar in India?

B. Discuss in the class and answer the following Questions. Sit in groups, discuss the answers and write them down.

1. Describe the achievement of Smt. M.S. Subbulakshmi?
2. Compare the achievement of Smt. M.S. Subbulakshmi and Smt. Lata Mangeshkar.

C. Read the following statements and answer the following questions.

1. The event was a moment of glory for classical music".

- a. Who said this?
- b. Who was it said to?
- c. When was it said?
- d. Why was it said so?

2 " The Music world and Tamil Nadu have been honoured".

- a. Who said this?
- b. Who does this statement refer to ?
- c. When was it said ?

II. Vocabulary Work :

A. Study these illustrative examples (do it in pairs)

1. The music programme has been put off. (postponed)
2. Our father has put in more than twenty years of service. (completed)
3. When I go to Bombay for a music programme I put up in a hotel. (stay)

4. We have got a very bad neighbour. We have to put up with all the nuisance caused by him. (tolerate)
5. This musical instrument is lying idle, it must be put to use. (applied)

(Observe the underlined phrase which can be replaced by a single word.)

Use the following phrases in sentences of your own:

1. pleased to (willing to) 1. used to (accustomed). 3. to give away (distribute) 4. fond of (like) 5. backed out (withdraw) 6. give up (leave, to stop)

B. Match the following and make compound words- A with B. (work in pairs)

A

1. classical
2. play
3. bread
4. eye
5. supreme

B

- winner
- voice
- music
- back
- witnesses

C. With the help your dictionary explain the difference in meaning between the words in each Pair below. Use them in your own sentences. (Work in groups)

- | | | |
|-------------------|---|-------------|
| 1. duet | - | chorus |
| 2. music composer | - | play wright |
| 3. alone | - | lonely |
| 4. hear | - | listen |
| 5. same | - | similar |

D. Study the following statements and give one word for each sentence.

1. The spectators or listeners assembled at a performance.
2. 50th year of celebration.
3. A person whose voice enriches the song in the movies.

III. Language Activity :

Preposition:-

A. Choose the correct preposition/phrases in brackets to complete the passage. (do it groups)

(in, at, with, by, above, in front of, in time, on time, in the middle of, behind, between, beside, among, to, with,)

Smt. Hema lives at K. halli, a small village _____ Tiptur. Her music programme was scheduled _____ 6. p.m. She went _____ her friends _____ a car. While going they saw a programme banner _____ the entrance of the city _____ the school. They reached _____ and programme began _____ on the stage singer Hema sat _____ the stage. Geetha was sitting _____ Hema tuning Thambura, Ghata was played by Raghu sitting _____ Ravi and Arun. Smt. Kala vilonist playing violin was sitting _____ Smt. Hema. The audience were enjoying the music happily and talking _____ themselves. When the programme was over, Hema and her friends came back to the house. Hema searched for the key. She was not in a position to open the door, as there was no key. One of her friends tried to open the lock _____ a pin but could not open. Another friend opened the door _____ a duplicate key. They then entered the house.

B. Complete the Cross word puzzle using prepositions given in the box.

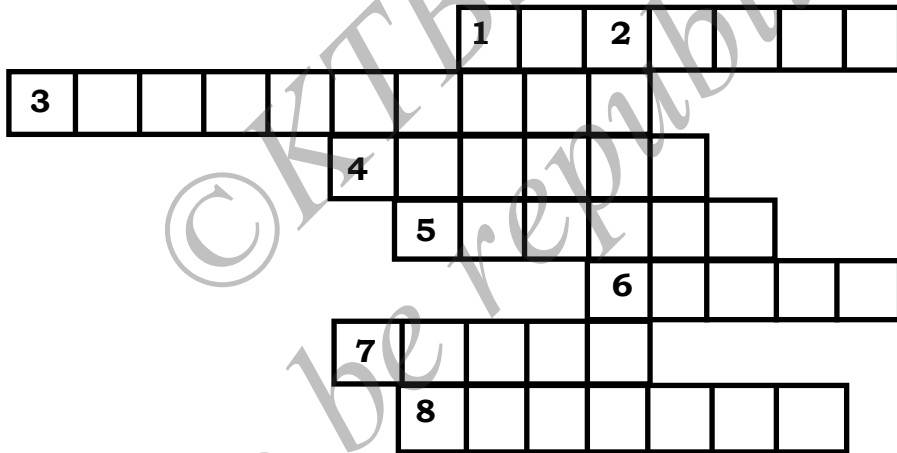
through, between, before, along, across,
underneath, until, without.

Across :

- 1 Six lies _____ five and seven.
3. The children's room is right _____ their parents.
4. The day _____ yesterday means two days ago.
5. There's a bridge _____ the river.
6. I'll wait _____ 6 o' clock but no longer.
7. We walked _____ the river bank.
8. I love you! I can't live _____ you.

Down :

2. The train went _____ a tunnel.



IV. Pick a topic from below and prepare a short account to present the topic in the class. You have 10 minutes per group to discuss and 5 minutes per group to present. Use the clues given below.

2. Ensure that all the members of the group cover a different angle of the topic while presenting to the class. (Group activity)

1. Karnatic Music:

Purandardasa _____ Karnataka, Pithamaha _____ he is _____ founder south _____ music _____ so many musician _____ composed _____ raga _____ kirthana etc.

2. Folk Music:

Folk song _____ Village _____ during _____ work _____
composed _____ meaningful _____ relax _____ gets _____
pleasure _____ born out of experience _____ no literary back-
ground.

3. Film songs:

Everybody _____ students _____ favourite _____ many
languages _____ many _____ composers _____ every body _____
every channel _____ sings _____ naturally _____

4. Light Music:

Many poets _____ poems _____ bhava _____ emotion
_____ many language _____ there thousands _____ so many musi-
cians _____ melodious.

V. communication:

Ask some of your friends who they admire and what they want to become when they grow up. Discuss their profiles and fill in the table. (Work in pairs)

Name	Parents	Ambition	Hobbies	Friends

Suggested Activity:

1. Collect the pictures of popular singers and prepare an Album.
2. Practise Mahatma Gandhi's favourite song 'Vaishnava janato' and sing this on Jan 30th in your schools.

3. Tongue Twisters :

Read the tongue twister given below 10 times. Increase the speed every time you read it.

How many tales will a tall tale teller tell, when a tall tale teller tells tall tales? A tall tale teller will tell all the tall tales he tells whenever he tells tall tales.

Further Reading:

Read about the other musicians.

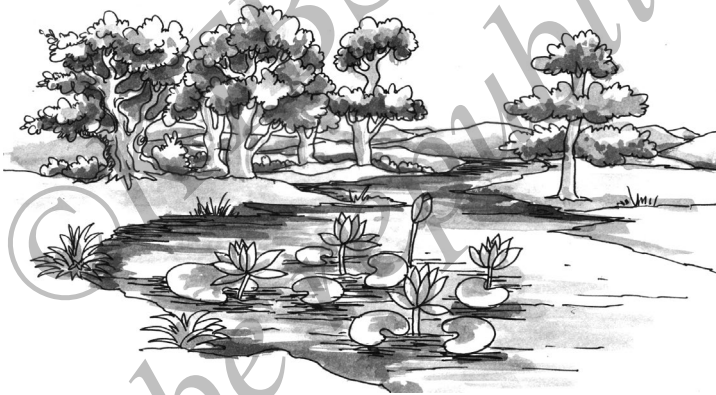
THE NOBLE NATURE

Ben Jonson
(For memorization)

Pre Reading Activity:

Answer the following questions.

1. *Who is the founder of the Ramakrishna mission?*
2. *Why do we respect him today?*
3. *What are his achievements?*
4. *How long did he live?*



Read and enjoy the poem.

It is not growing like a tree.

In bulk, doth make Man better be;

Or standing long an oak, three hundred years,

To fall a log at last, dry, bald, and sere:

4

A lily of a day

Is fairer far in May,

Although it fall and die that night,

It was the plant and flower of light.

In small proportions we just beauties see;

And in short measures life may perfect be.

10

Glossary:

founder	: One who starts an institution
achievement	: a great deed or work
emphasize	: lay stress on
bulk	: great size, the greater part
doth	: does
bald	: without leaves
sere	: dried up
proportion	: ratio a part or a share of a whole.

I. Comprehension questions :

A. Answer the following questions:

1. What does 'It' refer to in the poem?
2. What is the life span of an oak tree?
3. What does the poet say about the tree?
4. When does the lily look more beautiful?
5. Why is the lily called "the plant and flower of light?"
6. According to the poet, when is life seen in perfection?

B. Discuss in the class and answer the following questions:

1. Do you like this poem? Give reasons.
2. What do you learn from this poem?
3. Have you come across anybody who has achieved a lot in a short span of time? If so. mention their names and achievements.

C. Write the summary of the poem. You can use the clues.

What makes a man noble. Poet compares _____ oak and _____ lily _____ Growing _____ bulky tree _____ living long _____ does not make _____ The huge _____ oak soon become _____, 'dry' and withered _____ will be fate of _____ blessed

with _____ material well being. The lily _____ blooms in May
 _____ Although the flower _____ falls and dies _____, it
 spreads beauty and delight _____ The poet feels that a mean-
 ingful life _____ lily flower, is what makes a man noble _____
 it can be a perfect life.

D. Fill in the blanks with correct rhyming words from the poem. Then add one rhyming word of your own. If you need any help ask your teacher.

- | | | |
|----------|-------|-------|
| 1. night | _____ | _____ |
| 2. year | _____ | _____ |
| 3. be | _____ | _____ |
| 4. day | _____ | _____ |

About the poet:

*Benjamin Johnson (1572/73-1637) was born at Westminster. He adopted the trade of his stepfather as a bricklayer, but this did not satisfy him and he became a soldier. From this he turned to acting and writing plays. He became a great English poet and playwright, He wrote poetry and drama. His best-known plays are **Volpone** (1605), **The Alchemist** (1610), and **Bartholomew Fair** (1614).*



Suggested activity:

1. A coin has two faces.
2. The lily gives joy.
3. The oak also has its strength, long life etc.,

Generate a discussion _____ observe every
 thing with different view points

Write in the Note book (Work in groups)
 the outcome of your discussion.

Unit - 5

LIFE IN BANJARUMALE

Pre-reading activity:

The officials of the Forest Department were getting ready to involve the school children in VANAMAHOTSAVA. One of the officials told the students, "It is a noble task to plant trees and see the tree grow into size. But it is nobler to live in a thick forest. When a person is born and brought up in the heart of a jungle, he experiences youthful vigour throughout life. Peace, joy, love and hope keep the forest dwellers optimistic. I am from Belthangadi in Dakshina Kannada District. Why don't you visit Banjarumale, a tourist spot in the heart of Western Ghats?" "He turned to the Head Master and said "please arrange a tour to Banjarumale. It will be both adventurous and educative". All the children turned to the Head Master and requested him to arrange for talk on Banjarumale as a prelude to the tour.

Most cities in Karnataka, and perhaps, in India quite often face two problems -shortage of drinking water and erratic power supply. Their plight is miserable, especially in peak summer. However, Banjarumale, a tiny village within the Neriya Gram panchayat limits in Balthangady taluk of Dakshina Kannada district, is an exception. Located about 90 km from Mangaluru, this tribal hamlet never faces a shortage of water or power supply, thanks to a perennial source of water – a mountain stream- that passes through the village, which is home to 125 people.

A long way home

1. Despite the abundance of water, the 25 families of Malekudiyas have a heavy cross to bear. Their region is one of the very few places in the district which is still not easily accessible- almost cut off from the world, the nearest petty shop is 20km away and the nearest school is 25 km away.

2. However, there is a residential school, the Ashram school in Neriya, where local children study. The nearest Primary Health Center (PHC) is 25km away and the last time a doctor visited the center was a year ago! The only road to the village is through the Charmadi Ghat. One can take a diversion at the ninth curve of the Ghat (about 30km from Belthangady and nine kilometers from Kakkinje) and travel nine kilometers into the dense forest to get there. One can avail jeeps by paying anywhere between Rs.1,500 and Rs.2,000 to travel the nine kilometers which is a journey of more than an hour.



3. The crystal clear water that flows round the year is a boon. Realising its potential, the tribals with the help of the district administration, Sri Kshetra Dharmasthala Rural Development Project (SKDRDP) and Technology Informatics Design Endeavour, set up a 8 KW micro- hydel power project in 2002

Some Solace

1. Recalling the initial struggle, the then president of Banjarumale Micro – Hydel Power Project Implementation Committee AB Annappa says the villagers themselves constructed a 650 metres channel from the stream to the power station and undertook other civil works. Each house Contributed around Rs.7,500, while the government extended Rs.6 lakh, and the SKDRDP gave Rs.2 lakh. He adds that each family pays Rs.100 per month as maintenance cost for the power supply availed, and a villager has been appointed to manage the station.

2. Prakash, the villager who has been assigned with the task, switches on the turbine on at 6pm everyday and switches it off at 8 am the next day. He says the capacity of the unit has now come down to 3-4kw and there are couple of houses which do not get powersupply, and continue to depend on kerosene lamps.



3. GP member Krishnappa says the villagers use the power supply only at night as they fear the youth and children may waste time watching television if there was power during the day. A couple of houses have television sets while two houses have Wireless in Local Loop telephone connections. A few youths have mobile phones, but they have to climb a hill to get network, and only if they are lucky!

4. Interestingly, about eight to ten villagers have set up their own micro- hydel units of 1KW capacity and use it during the day. Annappa, one of the villages with such a unit says he uses it to turn on the lights, the telephone and the TV set

Still it's tough life.

1. The tribals were earlier cultivating paddy, but they shifted to areca nut, coconut, rubber and banana after wild elephants, boars, buffaloes and monkeys began eating paddy in their plantations for food. Many Malekudiyas work in nearby estates too.

2. In spite of all odds, the villagers manage their life well and have only a few basic demands- they want the existing road to be repaired so that vehicles can reach the village and the sick can get help quickly; a bridge to be constructed across Sunalu river and Lakkdarpe stream; and a doctor to be appointed for the PHC at Neriya.

3. “Other than this, we are happy as we don’t get newspapers and are hence unaware of happenings in the world,” says villager Laxman in a lighter vein. A few youths have left the village in search of greener pastures.

4. A shocking fact is that no deputy commissioner has ever visited this village except for former DC S K Das who made an attempt in 1983, but returned halfway as the river water- level had risen. Interestingly, the villagers had constructed a stage to welcome Das but he never made it, and since then it is known as ‘DC Katte’. The villagers continue to wait for a DC to listen to their woes.

5. The paradox that is Banjarumale becomes clear when despite all its shortcomings, the village is a paradise for visitors. They are welcomed by the sweet sounds and magnificent sights of the numerous natural waterfalls, the sounds of insects and the chirping of birds. The place has the added advantage of clean air as there is no vehicular pollution.

6. On the other hand, as far as the villagers are concerned, it is a familiar trudge up to Belthangady once a week or once a month for necessary goods, where they walk 10km to the main road to take a bus to Belthangady, and the sounds and sights hardly matter.

Glossary:

Banjarumale : a tourist spot in Dakshina Kannada

Malekudiya : a tribe that lives in the deep jungles of Malenadu (Western Ghats)

I. Comprehension questions :

A. Sit in a group, discuss and write answers for the following questions.

1. Where is Banjarumale?
2. Name the tribe living in the hamlet in Banjarumale.

3. Where do the local children study?
4. When did S K W Micro hydel project start producing electric power?
5. Who is Mr. A.S. Annappa?
6. What is the task assigned to Mr.Prakash?
7. According to the G.P. member electricity is supplied only at night. Give reasons.
8. What should be done to make mobile calls?
9. Why did the tribals give up paddy cultivation?
10. Name the river and the stream that need bridges across them to reach Banjarumale.
11. What is D.C.Katte?
12. What is the reason behind the clean air in Banjarumale?

B. Think about the Text, Work in pairs and Match the following.

- | A | B |
|---|--|
| 1. P.H.C. | a. the only road in Banjarumale |
| 2. kerosene lamps | b. to take a bus |
| 3. 9 th curve of Charmudi Ghat | c. very difficult to bear |
| 4. Rs. 1500 to 2000 | d. those who do get electric power |
| 5. heavy cross to bear | e. hire for 9 KM journey |
| 6. walk 10 KM | f. Neiriya |
| | g. a remote paradise of Western Ghats. |

II. Vocabulary :

A. Study the following statements:

1. Chandra and Ravi are brothers.
2. Do or die.
3. He worked hard so he got distinction.

4. He is late because he missed the first train.
5. Raju went there but he could not meet his friend.
6. Tell him that I am doing well.

B. Fill in the blanks with the words given in brackets :

(in, or, and, though, after, how)

1. You can buy red dress _____ blue dress.
2. Shwetha looks pretty _____ blue dress.
3. They started writing the exam _____ the first bell.
4. Tell me _____ you got distinction?
5. Time _____ tide wait for none
6. _____ he is poor, he is honest

III. Language Activities :

A. The following are the punctuation marks used in writing:

1. Full Stop (.)
2. Comma (,)
3. Interrogation (?)
4. Exclamatory mark (!)
5. Quotation marks (inverted commas (“ ”))
6. Apostrophe (')
7. Hyphen (-)
8. Dash (—) / /
9. Brackets ()
10. Colon (:) 11. Semi Colon (;) 12. Bar (/) (Slash)

Punctuate the following :

1. It is celebrated on January 26, 1950
2. what did you say ravi said
3. how beautiful the place is
4. what is that shobha said
5. i want to come to mysore.
6. you are a doctor aren't you

B. Study the following:

1. This news is too good to be true

This news is so good that it cannot be true

2. It is too late to mend it.

It is so late that one cannot mend it.

Remove too.... to and use 'so that not.

1. The fruit was too rotten to eat.
2. The sight was too dreadful to be seen.
3. The sun is too hot for us to go out at present.
4. He is too proud to beg.
5. The box is too heavy to lift.

C. Study the following:

Rajesh is an intelligent boy in the class.

This can be written as _____ ?

No other boy is as intelligent as Rajesh in the class.

Rajesh is more intelligent than any other boy in the class.

Rajesh is the most intelligent boy in the class.

Raju saw a snake. He ran away.

As soon as Raju saw a snake, he ran away

No sooner did Raju see a snake than he ran away.

Combine the following pairs of sentences using As soon as and No sooner than:

1. He opened the door of his flat. He went in.
2. He saw me. He ran away immediately.
3. The teacher entered the classroom. All the pupils stood up.

D. Study the following examples:

He is not intelligent. He is not hard working.

He is neither intelligent nor hard working.

Combine them using neither-nor:

1. He has no friends. He has no foes.
2. She is not happy with her relatives. She is not happy with her friends too.

E. Study the following:

What an intelligent boy he is !
He is a very intelligent boy.

Change the following as shown above.

1. How horrible he is!
2. What a nice place it is!
3. How horrible the animal is!
4. What a beautiful flower the rose is!

F. Study the following:

- He went to the railway station to meet his uncle.
- Where did he go to meet his uncle?

Frame questions to get the underlined words as answer:

1. He went to market to buy vegetables.
2. Ramesh bought a car last week.
3. Sheela worked hard and got 98% in SSLC.
4. The Principal paid him scholarship for highest marks.

Suggested Reading:

- | | |
|-------------------------------------|---|
| 1. Americadalli Goruru | Dr. Goruru Ramaswamy Iyengar. |
| 2. Abuvinda baramakke | Dr. Shivram Karantha |
| 3. Report on Western Ghats | 1. Prof. Madhava Gadgil
2. Dr. Kasturi Rangan. |
| 4. Article on Salumarada Thimmakka. | |
| 5. Article on Masanoba Phukoaka | |
| 6. Chipko Movement | Sunderlal Bhuguna |

PLANT TREE

Pre- reading activity:

"You reap what you sow" ____ Bible.

If you sow a single grain, in return you will get a bunchful. If you plant a tree and see that it grows into full size, what rewards can be got?

Look at this picture and write a sentence using the words given in the box.(Work in groups)



He who plants a tree,
Plants a hope,
Rootless up through fibers blindly grope;
Leave unfold into horizons free.
So man's life must climb

From the clods of time
Unto heavens sublime
Canst thou prophesy, thou little tree,
What the glory of thy boughs shall be?

9

He who plants a tree,
Plants a joy.
Plants a comfort that will never cloy.
Every day a fresh reality,
Beautiful and strong,
To whose shelter throng
Creatures blithe with song.
If thou couldst but know, thou happy tree,
Of the bliss that shall inhabit thee!

18

He who plants a tree,
He plants peace,
Under its green curtains jargons cease,
Leaf and zephyr murmur soothingly;
Shadows soft with sleep
Down tired eyelids creep,
Balm of slumber deep.
Never hast thou dreamed, thou blessed tree,
Of the benediction thou shalt be.

27

He who plants a tree,
He plants youth;
Vigour won for centuries, in sooth;
Life of time, that hints eternity;
Boughs their strength up rear,
New shoots every year.
On old growths appear.
Thou shalt teach the ages, sturdy tree,
Youth of soul is immortality.

36

He who plants a tree,
 He plants love;
 Tents of coolness spreading out above,
 Wayfarers he may not live to see,
 Gifts that grow are best;
 Hands that bless are best;
 Plant –life does the rest!
 Heaven and earth help him, who plants a tree,
 And his work its own reward shall be.

45

- Anon

Glossary:

blithe	-	Sprightly
bliss	-	highest happiness
Slumber	-	Sleep
Vigour	-	Active, Strength
Sturdy	-	hardy, Strong,

I. Comprehension :

A. Read the questions and discuss with your partner. Then write the answer in your notebook and share your answer with the class.

1. According to the poet one who plants a tree can get Five kinds of joys. List those joys in an order.
2. What prophecy or message man should get from the bough of a tree?
3. What role does a tree play for the creatures blithe with song?
4. What benediction would a tired person have under the green curtains?
5. What would the shoots teach us?
6. How is the person who plants a tree rewarded?

B. A. Look at the first stanza, you will find pairs of rhyming words :

For example: Tree and free. Hope and grope.

Sit in pairs and find out the other pairs of rhyming words in the poem and list them out.

C. Look up the dictionary and find out meaning and explanation for the following words and usages contained in the first two stanzas. (Work in pairs)

- 1.horizon, 2.grope, 3.clods of time, 4.heavens sublime,
5.prophesy, 6.glory, 7.cloy, 8.throng, 9.blithe with song,
10.bliss, 11.inhabit.

D. Sit in groups and discuss the following phrases used in the first stanza and write the explanations for each phrases in your note book.

1. plant love 2.tents of coolness 3. gifts that grow are best
4. He may not live to see the wayfarers 5. hands that bless
6. his work its own reward.

E. Read and appreciate.

“Poetry is born when emotions flow out powerfully”.

Look out those usages, which have implied meanings (stanza three and four) (working in groups)

1. green curtain 2. jargons cease 3. zephyr murmur soothingly
4. tired eyelids 5. balm slumber deep 6. blessed tree.

F. The strength of a tree has been described in stanza four describe those points of strength.

Additional reading

WHAT DO WE PLANT?

Read and enjoy poem

What do we plant, when we plant a tree?

We plant the ship, which will cross the seas

We plant the mast to carry the sails,

We plant the plank to withstand the gales;

The keel, the keelson and beam and knee;

We plant the ship when we plant the tree.

6

What do we plant, when we plant the tree?

We plant the houses for you and me;

We plant and rafter, the shingles, the floors;

We plant the studding, the lath, the doors;

The beams and siding, all parts that be;

We plant the house when we plant the tree.

12

What do we plant, when we plant the tree?

A thousand things that we daily see;

We plant the spire, that our-towers the crag;

We plant the stalk for our country's flag;

We plant the shade, from the hot sun free,

We plant all these, when we plant the tree.

18

By – Henry Abbey

Suggested Reading:

On killing a tree by G.V.Patel.

Unit - 6

SIMPLETON!

Pre-Reading Activity:

One dark night, a small party of Moghul soldiers went to Golkonda. They saw a moat full of water around the palace. They had to cross the moat and get into the portals of the palace. They applied a ladder against the wall and began to climb it, just then a dog began to bark aloud on the top of the wall. At once the guards were alerted and they rushed towards the palace wall. The guards peeped down the wall from above. They saw some soldiers climbing towards them.

Immediately the guards pushed away the ladder and the soldiers on the ladder fell into the moat. The barking of the dog attracted some more guards. They made fires and spotted the enemy and they stopped the enemies from coming within the portals of the palace. Thus the plan of the Moghul soldiers was foiled and Golkonda was saved by the vigilant and faithful dog.

Answer these questions:

1. Who began to climb up the ladder?
2. Why did the guards rush to the place and peep down the wall?
3. What did the guards do to the ladder?
4. What was the role of the dog in the event?

1. A king had two sons who were thought to be very clever. But they wasted their time and money and never did very much good in the world. They had a younger cousin whom they called "simpleton" because he was quiet and simple.

2. They made fun of him, telling him that he would never get along in the world because he was not as clever as they were.



3. One evening they all went out for a walk, and in their path they found an ant-hill. The two elder brothers wanted to upset the ant-hill, so that they could see the little ants running about in their fright and carrying away their eggs to a safe place. But the simpleton said:

4. 'No, no; let the poor little things alone. Don't spoil their nice house'.

Then, they went on until they came to a lake where many ducks were swimming.

The brothers wished to catch one to roast, but the simpleton said:

'Please leave the poor birds in peace. I cannot bear to have you kill any of them.'

So the ducks were left to live and the three brothers walked on again until they came to a bees' nest in a tree, with honey running all over the trunk.

5. The two brothers wanted to light a fire under the tree to smother the bees, so that they could take away the honey, but the younger cousin begged them not to.

6. "Leave the poor things in peace", said he. "I cannot bear to think of them being burnt."

Again they listened to him even though they thought him stupid; and they all walked on until they came to a castle.

7. Inside the castle they found an old man who was a deaf. When he saw them he did not say a word, but led them to a table covered with good things to eat. After they had eaten and drunk as much as they wished, he showed them beds where they could sleep.

8. The next morning the grey old man came to the eldest brother, made sign to him to follow and led him to a stone table, on which were written three sentences. The first sentence said:

9. "In the wood under the moss are hidden a thousand pearls lost by the King's daughter. Whoever can find them all in one day before the sun goes down will free the castle from its spell... But if he should search and not succeed before sunset, he will be turned in to stone."

10. The eldest brother read these words and decided to try. He looked all day, but at sunset he had found only a hundred pearls, and was therefore turned into stone.

11. In spite of this, the second brother made an attempt and began his task in the evening, so that he looked all night. By sunset next day he had found only two hundred pearls and was turned to stone like his brother.

12. At last the simpleton had to look for the pearls, but he was very unhappy at having to do it. He thought that he was so much more stupid than his brothers that if they had failed, of course there would be no chance for him.

13. As he sat thinking about it, he saw coming towards him the ant king, whose life and house he had saved. He had brought with him five thousand of his ants and it was not long before they had found all the pearls and piled them up in a large heap. Then they went home, hardly waiting for his thanks. They had been glad to help him and thus show their gratitude.

14. When the simpleton went back to the castle with the pearls, he was given another task to do. It was to bring the key of the princess's sleeping room from the bottom of the lake where it was sunk.

15. Of course, he could not possibly hope to do this by himself, but when he went down to the lake he found there the ducks that he

had saved from being killed. They knew him at once, and when they heard what he wanted, they quickly dived to the bottom of the lake and got the key for him.



16. Now the third thing he had to do was the hardest of all; He had to go into the room where the king's three daughters were sleeping, find out who was the youngest and wake her. They all looked so much alike that he could not tell them apart. The only difference was that before going to sleep the eldest had eaten barley sugar, the second a little syrup and the youngest a spoonful of honey. But how could he tell which had eaten the honey? Just as he was wondering what he should do about it, in came the queen bee he had seen the day before. She quickly flew to each of the sisters and sat on their lips as if they were flowers. And, of course, she knew all about honey because she made it herself, so she could tell which one had eaten the honey.

17. She remained sitting on the mouth of the youngest. Then the boy knew who the youngest was. He woke her up, the castle was free from its spell in a moment and every one who had been turned to stone was changed back into human beings again.

You may be sure the older brothers no longer thought their younger cousin was a simpleton.

-The Brothers Grimm

Glossary :

ant hill	-	home of ants
roast	-	cook/fry
castle	-	fortified house

moss	-	bog, lichen
heap	-	pile
fright	-	sudden fear
spell	-	charm
dived	-	plunged
attempt	-	try
gratitude	-	thankfulness
wondering	-	amazing, surprising
simpleton	-	foolish ದಡ್ಡ/ಹೆಡ್ಡೆ

I. Comprehension questions:

Discuss the answers with your partner before writing them down.

A. Answer the following questions in one or two sentences each:

1. What did the older brothers call their younger cousin ?
2. What did the three brothers see on the path when they were walking?
3. What did the simpleton say when his brothers wanted to upset the ant hill?
4. Why did the simpleton's brothers wish to catch one of the ducks?
5. What did the old man give the brothers in the castle?
6. How many pearls did the second brother collect?
7. What was the second task given to simpleton?
8. Who helped simpleton to find the youngest daughter of the King?

B. Answer the following questions in two or three sentences each: Sit in groups, discuss the answer and write them down.

1. How did the two older brothers spend their time?
2. Why did they call their youngest brother a simpleton?
3. What was the attitude of the two older brothers towards the three things they met on the way?

4. What quality did the younger cousin brother show on all three occasions?
5. How did the old man in the castle test the three brothers?
6. What were the three tasks set to the youngest brother? How did he manage to solve each of them?

C. Read the extracts and answer the questions that follow:

1. *"Don't Spoil their nice house"*
 - a. Who said this?
 - b. What does the word 'their' refer to?
 - c. Why did he say so?
2. *"She quickly flew to each of the sisters and lit on their lips as if they were flowers."*
 - a. Who is 'She' here?
 - b. What did she do?
 - c. Who does she help here?

D. Write a fairy tale one like this lesson.

E. Write out the attitude of the simpleton and older brothers towards the following:

Attitude of simpleton and elder brothers towards

- a. ant hill
- b. ducks
- c. bees

II. Grammar and Vocabulary:

A. Fill in the blanks with the correct verbs choosing from the ones given in brackets:

(are, has, do, does, is, had, have, did, was, were)

1. The Children _____ making a lot of noise.
2. Kumar _____ read all the letters.
3. When _____ you come to my house?
4. He _____ n't do well.

5. Rita _____ going to Mysuru today.
6. Mr. Rao _____ gone to Hubballi yesterday night.
7. All my friends _____ met their Principal to ask about the examination now.

B. 'Study the following'

He can lift the bag.

May I do this?

Would you please give me this?

Now make as many sentences as possible from the given table. One example is done for you.

Table-1

Nouns	Verbs	Sentences
I	can	Speak English well
He	will	climb a coconut tree
Raju	may	clean the house
Shaila	shall	wash clothes
They	ought to	
We	need to	
You	must dare to	

Table - 2

Nouns	Verbs	Sentence
I	could	help other workers
She	would	
Chandra	might	
Ramya	should	
They	used to	
We	need to	
You	must dare to	

Make as many sentences as possible using the clues given in the table: Examples are given below.

Pronoun noun	Be form of Verbs (Pre)	Be form of Verbs (Past)	H form of Verbs	Past Participial	Main verb	Common Noun
I	am	was	has		write	
He	is	were	have	been	write	a book
She	are		had		written	a letter
We					writing	a poem
You						a story
They						a play

e.g: 1. I am writing a letter.

2. He has written a letter.

C. Study the following:

He dances nicely.

He runs fast.

She sings well.

Fill in the blanks with the correct form of the words given in brackets:

1. Ashwini writes the answers _____ (correct)
2. The soldiers fought _____ against the enemy (brave)
3. The rich man donated money _____ to the orphanage (generous)
4. The little boy held the old lady's hand and _____ helped her to cross the street (kind)
5. When our team lost, we boarded the bus _____ (sad).

D. Use the word 'hard' both as an adjective and as an adverb in your own sentences.

Suggested activities:

1. Discuss__ what is an ant hill and how it is built.
2. Visit __ an ant hill, record the activities of the ants.
3. Draw __ the picture of an ant hill.

PRAYER FOR DUMB CREATURES

Pre-reading activity:

If we visit a zoo or a park, we can see many animals and insects. We can hear the sounds that they make, we can feel the permeation of the sounds, which make us develop love and affection towards them.

What sounds do the following animals and insects make:

- | | |
|----------------|-----------------|
| 1. Mice _____ | 6. Bees _____ |
| 2. Hogs _____ | 7. Horses _____ |
| 3. Birds _____ | 8. Ducks _____ |
| 4. Cats _____ | 9. Goats _____ |
| 5. Dogs _____ | 10. Lions _____ |



Read and enjoy the poem.

Maker of earth, and sea, and sky
Creation's Lord and King,
Who hung the starry worlds on high,
And formed alike the sparrow's wing
Bless the Dumb creatures of thy care,
And listen to their voiceless prayer.

For us they live, for us they die.

These humble creatures Thou hast made;

8

How shall we dare their rights deny,

On whom Thy seal of love is laid?

Teach Thou our hearts to hear their plea

As Thou dost man's prayer to Thee.

12

G.E. Goodrich

Glossary:

starry : full of stars

humble : modest

hast : has/have

deny : refuse

seal : metal stamp

thou : you

dost : do/does

thee : you

I. Comprehension questions :

A. Answer the following questions briefly:

1. Who is the poem addressed to?
2. What request is made in the fifth and sixth lines?
3. What is the request made in the last two lines?

B. Using the ideas of this poem, write a paragraph on "Prayer of Dumb Creatures".

C. Make a list of dumb creatures you come across and discuss in groups and write a few things about them.

D. List out the rhyming words in the poem.

II. Activity :

1. Collect the pictures of the creatures that sweeten our life and write a note below each picture whether we are kind to them or not.

Supplementary Readings

The nightingale and the Glow-worm

A nightingale, that all day long,
Had cheered the village with his song,
Nor yet at eve his note suspended,
Nor yet when eventide was ended,
Began to feel as well he might,
The keen demands of appetite;
When, looking eagerly around,
He spied far off, upon the round,
A something shining in the dark,
And knew the glow-worm by his spark;
So, stooping down from hawthorn top,
He thought to put him in his crop.

The worm, aware of his intent,
Harangued him thus, right eloquent;
“Did you admire my lamp,” quoth he,

“As much as I your minstrelsy,
You would abhor to do me wrong,
As much as I to spoil your song;
For ‘twas the self-same power divine,
Taught you to sing and me to shine;
That you with music, I with light,
Might beautify and cheer the night”

The songster heard his short oration,
And warbling out his approbation,
Released him, as my story tells,
And found a supper somewhere else.

William Cowper

Unit - 7

SOHRAB AND RUSTUM

Pre-reading Activity:

Those who have read the great Indian Epic the Mahabharath know this episode: Arjuna the great archer of the Pandava brothers is killed by his own son Babruvahana. However, Arjuna is brought back to life with the help of supernatural powers. Have you heard a story where father and son fight each other? Let us study a Persian story where a father kills his own son due to the play of fate.



1. Once upon a time, there lived in Persia a great hero named Rustum. His fame as a great warrior had spread far and wide. As long as he was the chief of the army, Persia had no fear of her enemies.
2. On one occasion it so happened that he went out for hunting. He chased a wolf which drew him near the border of the land of Turan. A chieftain of Turan chanced to see Rustum and took him as his guest.
3. The chieftain had a beautiful daughter called Tahminah. Rustum during his stay in that house could not help falling in love with her. The father of the girl was eager to get his daughter married to Rustum. Accordingly Rustum married Tahminah and they lived happily for some months. After a time, Rustum being a warrior, got tired of his idle life at home. He told his wife, "Dear Tahminah, I must go back to my army now, and I do not know when I would return. Keep this

seal with you. If you beget a son, bind this seal to his arm and send him to me. But if he baby born of you is a daughter, put this seal on her neck with a chain and send me the news". So saying he rode back to his army in Persia. After a lapse of time, Tahminah gave birth to a lovely son.

4. She said to herself, "If I let my husband know that he is blessed with a son, he would wean him away from me. He might want to make him a great warrior. How then can I live without my son by my side? No I cannot allow him to be taken away from me. I shall send word to my husband that I bore a daughter."

5. Tahminah sent the false information to Rustum that a daughter was born to him. Rustum believed it, but did not feel very happy, because he had desired the child born to him to be a son.



6. Tahminah had named her baby boy Sohrab. In course of time Sohrab grew up into a handsome and strong youth. He took part in many battles and won fame as a great warrior. Ever since his birth he had not seen his father, but had heard of his great fame. He did not know where his father was, but his desire to see him grew more and more.

7. Just then Turan was at war with Persia. Sohrab saw in it a chance to meet his father. He said to himself. "I shall invite the foremost of the Persian heroes to fight a single combat with me. The Persians will be forced to send brave Rustum, my father, to fight with me and save the honour of his country. When he comes, I shall tell him that I am his son and take him home."

8. It happened just as Sohrab had expected. Sohrab's name became a terror to the Persian army. The king of Persia sent for Rustum. At first Rustum refused to engage in fight any more. But finally agreed to fight in order to save the honour of his country.

9. Rustum did not give out his name. So it came about that father and son stood face to face with swords in hand on the battlefield. Little did they know that they were father and son. Sohrab advanced to meet Rustum and asked him, "Are you not Rustum?"

10. The old hero, thinking that it was a way to escape from the fight, denied it. He said coldly, "Why do you want to know who I am? Fight or accept defeat."

11. The fight began. The two heroes fiercely fought for three days. Once Sohrab had a chance to kill Rustum. But he did not do so, because his heart did not permit it.

12. The first stage of the fighting ended in Sohrab's favour. This made Rustum very angry. In his great rage he shouted his name- "Rustum!" The moment Sohrab heard the name of his father, he dropped the covering shield. He felt fainted and sank to the ground, his body bleeding and staining the sands.

13. Now Rustum spoke unkindly to Sohrab. In reply to it Sohrab said, "Boastful man! Rustum had been told that the child born to him was a girl." And he continued, "That is what mother said for fear of losing me my father. Look at the seal on my right arm!"

14. Rustum drew near the arm of Sohrab and looked closely at the seal. It was the same seal which he had given to Tahminah! Rustum was struck with horror at his own deed. He uttered one sharp cry: "O boy, I am thy father!" His voice choked there.

"So you are Rustum! My father! Come near me. Let me die at your feet." Sohrab breathed for the last time. Rustum was left in deep sorrow. It was all the ruling of fate!

Glossary:

chase	:	pursue in order to catch
vein	:	nerve in which blood flows
gratify	:	please

beget	:	procreate, become father/mother
wean away	:	separate by force,
combat	:	contest, fight
come about	:	happen, take place
advance	:	move forward, make progress
fiercely	:	violently, aggressively
utter	:	say audibly, express in words,
choke	:	hinder, impede the breathing, ಉಸಿರು ಕಟ್ಟು

I. Comprehension questions :

A. Answer the following questions briefly.

1. Who was Rustum? Where did he live?
2. Who chanced to see Rustum when he went out for a hunt?
3. Who was Tahminah? Who did she marry?
4. What made Rustum ride away to his army in Persia?
5. Why did the king of Persia send for Rustum?
6. What reply did Sohrab get when he was questioned?
7. Why did Sohrab not avail of the chance to kill Rustum?
8. What truth did Sohrab reveal when he was in a pool of blood?
9. How did Rustum react when he came to know that he had killed his own son?

B. Answer the following questions in four or five sentences.

Sit in groups, discuss the answer before writing.

1. What did Rustum say to his wife before going back to his army?
2. What did Tahminah say to herself when a son was born of her?
3. What did sohrab think of doing in order to meet his father Rustum?
4. What made Sohrab drop the covering shield?
5. How did Rustum come to know that Sohrab was his son?

C. Read the following statements and answer the questions that follow:

- 1. "If you beget a son, bind this seal to his arm and send him to me"**
 - a. Who said these words?
 - b. Who were these spoken to?
 - c. Why did he say so?
- 2. "Are you not Rustum?"**
 - a. Who said this?
 - b. Who was it said to?
 - c. Who was Rustum?
- 3. "That is what my mother said for fear of losing me to my father. Look at the seal on my right arm"**
 - a. Who said these lines?
 - b. Who were the words spoken to?
 - c. Where did Sohrab say these words?

II. Vocabulary:

A. We can make opposites by adding prefixes such as dis, un, ir, in, im, mis, il, etc., Study the examples:

Examples : Happy - unhappy
Honour : dishonour

Write the opposites of the following words using the above prefixes:

advantage, believable, do, pleasant, trust, regular, continue, responsible, legal, decent, proper, direct, pure, order, literate, order.

B. Use the following phrases in sentences of your own.

As long as, to fall in love with, to give birth to, to get tired, to wean away, to give up.

C. Fill in the blanks with the correct form of the verbal phrases given in brackets. Make necessary changes, if, necessary

(Consist of, fond of, look after, send for, die of)

- Parents _____ their children.
- The school _____ 15 rooms.
- The mother _____ a doctor to attend her sick son.
- Jawaharlal Nehru was _____ Children.
- He _____ cancer.

III. Languages Exercises:

A. Sit in groups. Discuss and match the following 'wh' words in 'A' with their functions.

A

- a. Where
- b. When
- c. How
- d. Who
- e. Why

B

- 1. reason
- 2. doer
- 3. place
- 4. manner
- 5. time

B. Work in pairs. Ask questions that will get you the following answers. Begin the question with the words given in brackets. Compare with other pairs and know how many are correct. One has been shown.

Sl. No.	Answers	Questions
	Ex: I leave my house at 9.30 am (when?)	When do you leave your house?
1.	I stay at the guest house (where?)	
2.	My father will give me the money (Who?)	
3.	She travels by train. (how?)	
4.	He went to the battlefield to fight. (why?)	

C. Work in pairs. Underline the 'wh' word which gets the underlined words as answer.

Ex: Sohrab was in the battle field. (When/where)

1. Tahminah sent the false information to Rustum that a daughter was born to him (what/why)
2. Rustum agreed to fight in order to save the honour of his country (what/why)
3. Sohrab did not kill Rustum because his heart did not permit him. (how/why)
4. Rustum gave a seal to his wife Tahminah. (who/what/which)
5. Sohrab bravely fought with his father. (who/how/when/where)

D) Complete the following conversation. Then practise with a partner.

e.g. A: Who was Sohrab?

B : Shorab was the son of Rustum.

A : _____ he born.

B : He was born while his father was away in a battle field.

A : When _____ Sohrab challenge the bravest soldier?

B: Shorab challanged the bravest soldier, when Turans attacked Persia.

A : What did the Persian champion _____ ?

B : Persian champion cried out his name 'Rustum'

A : _____ Sohrab realise?

B : Sohrab realised that he was fighting with his father.

A NURSE'S SONG

Pre Reading Activity:

On Sundays you might have been to gardens with your parents. What have you seen there? Haven't you liked playing on the patch of Greengrass? If yes, why? Discuss and share your ideas with your friends.



Read and enjoy

When the voices of children are heard on the green
And laughing is heard on the hill,
My heart is at rest within my breast
And everything else is still. 4

“Then come home my children, the sun is gone down
And the dews of the night arise;
Come come leave off play, and let us away
Till the morning appears in the skies” 8

“No let us play, for it is yet day
And we cannot go to sleep;
Besides in the sky, the little birds fly
And the hills are all covered with sheep.”

12

“Well well go and play till the light fades away
And then go home to bed”
The little ones leaped and shouted and laugh’d
And all the hills echoed.

16

By William Blake

Glossary:

the green	:	green grass lawn
breast	:	bosom
still	:	silent, tranquil.
gone down	:	set
dew	:	tiny drops of water that forms on the grass at night
leave off	:	stop
away	:	go
fades away	:	becomes dark, ಮಸುಕಾಗು
echo	:	reflection of sound repetition,

I. Comprehension questions :

A. Answer the following questions briefly:

1. Whose voices are heard on the green?
2. Where is the laughing heard?
3. Does the heart really take rest? If not what is the meaning of “My heart is at rest within my breast
And everything else is still”.

4. Point out the two reasons offered by the nurse to call the children home.
5. How long, according to the nurse, the children should give up playing?
6. The children offer two reasons for not giving up playing? Mention them.
7. The nurse gives permission to the children to play but she imposes a condition. Which is that condition?
8. How do the children and the hills react to the permission to play given by the nurse?
9. List out the rhyming words from the poem.

B. Answer each of the following in about half a page. Sit with your partner, discuss and answer:

1. Describe the happiness of the children playing in the nature.
2. Write the summary of the poem.

C. Read the extracts and answer the questions:

**1. "Come come leave off play, and let us away
Till the morning appears in the skies."**

- a. Who said these lines?
- b. Who are these lines said to?
- c. Why does the nurse say so?

**2. "No no let us play, for it is yet day
And we cannot go to sleep."**

- a. Who said these lines?
- b. Who does the word 'we' refer to?
- c. Why did the children say so?

3. “The little ones leaped and shouted and laugh’d

And all the hills echoed.”

- a. “The little ones’ refers to _____
- b. What mood do the lines convey?
- c. What did the hills echo?

About the poet:



William Blake (1757-1827) poet, painter, engraver and a mystic was born in London. His book of poems, The Poetical Sketches (1783) was followed by Songs of Innocence (1789) and sons of Experience (1794), which express his ardent belief in the freedom of the imagination. These ideas found their fullest expression in his prophetic poems.

The poem Nurse’s Song is taken from the book “Songs of Innocence”. The poem is about small children who enjoy a lot in the midst of Nature.

Read the following poem.

Suggested Reading:

- 1) Under the Greenwood Tree.
- 2) Solitary Reaper.

Unit - 8

A SCENE FROM SHAKUNTALA

Pre-reading Activity:

One day King Dushyanta went hunting. He went down through a forest. He approached the ashrama where a sage called Kanva lived. The sage had adopted Shakuntala and brought her up as if she was his own daughter. She was very beautiful. As soon as the king saw her, he fell in love with her and they were married in the forest according to Gandharva system of marriage.

Dushyanta had to leave the forest and return to the city. He presented her a ring before departing saying it would save her from trouble. One day sage Durvasa came to the Ashrama. Shakuntala could not greet and receive him as she was lost in the spell of love. The sage became so upset that he cursed her. Due to the curse Dushyanta could not acknowledge that Shakuntala was his wife.

To know how the power of the curse was dispelled and Dushyanta got back his memory of his marriage with shakuntala, please read this play.

IN THE STREET BEFORE THE PALACE

(Enter the chief of police, two policemen, and a man with his hands bound behind his back.)



The two policemen: (striking the man). Now Pickpocket, tell us where you have found this ring. It is the king's ring, with letters engraved on it, and it has a magnificent gem.

Fisherman: Be merciful, kind gentlemen, I am not guilty of such a crime.

First Policeman: No. I suppose the king thought you were a pious brahman, and made you a present of it.

Fisherman: Please. I am a fisherman and I live on the Ganges, at the spot where Indira came down.

Second Policeman: You thief, we did not ask for your address or your social position.

Chief : Let him tell a straight story to the king, Suchaka, Don't interrupt.

The Two Policemen: Yes, chief. Continue man

Fisherman: I support my family with things we catch with fishnets. You know.

Chief: (laughing) You have a sweet trade

Fisherman: Don't say that, master you can't give up trade of your ancestors. A butcher butchers animals and yet he's tender-hearted.

Chief : Go on. Go on.

Fisherman: Well, I was cutting up a carp. In its belly I saw this ring with the magnificent gem. And then I was just trying to sell it here when you kind gentlemen grabbed me. That is the truth. Now, find fault with me and punish me.

Chief : (smelling the ring) There is no doubt about it, Januka, It has been in a fish's belly. It has real smell of raw meat. Now we have to find out how he got it. We must go to the palace.

The Two Policemen: (to the fisherman) Move on, pickpocket, move on.

Chief : Suchaka, wait here at the big gate until I come out of the palace. And don't run away.

The two policemen:Go in, chief. I hope the king will be nice to you.

Chief: Good-bye. (leaves).

Suchaka: Januka, the chief is taking his time.

Januka: You can't just drop in on a king.

Suchaka: Januka, my fingers are itching to kill this pickpocket (pointing to the fisherman)

Fisherman: Don't kill a man without any reason, master.

Januka: (looking towards the gate). There is the chief, with a written order from the king. (Enter the chief).

Chief: Quick! Quick! (he breaks off)

Fisherman: Oh, Oh! What about me.

Chief: Release him, Release the fellow. It is all right, he got the ring. Our king told me so himself.

Suchaka: All right, chief. This man has come back to life. (He releases the fisherman.)

Fisherman: (Bowing low to the chief). Master. I owe you my life. (He falls at his feet)



Chief: Get up, get up! Here is a reward that the king was kind enough to give you. It is worth as much as the ring. Take it. (He hands the fisherman a bracelet.)

Fisherman: (eagerly talking it) Much obliged.

Januka: He is much obliged to the king

Suchaka: Chief, the reward shows that the king thought a lot about the ring. The gem must be worth something.

Chief: No, it wasn't the fine gem that pleased the king. It was this way.

The two policemen: When the king saw it, he remembered somebody he loves. You know how dignified he usually is. But as soon as he saw it, he broke down for a moment.

Suchaka: You have done the king a good turn, chief.

Januka: All for the sake of this fisherman, it seems to me. (He looks enviously at the fisherman).

Fisherman: Take half of it, masters, to pay for something to drink.

Januka: Fisherman, you are the biggest and best friend I've got. The first thing we want is something to drink. Let's go where they sell it. (They Exit).

Glossary:

pickpocket	:	thief, ಜೇಬುಕಳ್ಳ
engrave	:	carve, ಕೆತ್ತು
guilty	:	criminal, having offended ತಪ್ಪಿತಸ್ಥ
trade	:	business
give up	:	stop
ancestors	:	forefathers, ಪೂರ್ವಜರು
butcher	:	slaughterer of animals
tender- hearted	:	kind hearted

carp	:	a large edible fish
belly	:	stomach
grab	:	catch hold of
perfume	:	pleasing smell
jackal	:	an animal like dog (Family of fox), ನರಿ
reward	:	prize
depart	:	go away/leave
owe	:	be indebted to, ಉಪಕಾರಬದ್ಧನಾಗಿರು

I. Comprehension questions :

A. Answer the following questions briefly:

1. Who, according to the two policemen, did the ring belong to?
2. What, according to the policemen, did the king think of the moment he got the ring ?
3. When did the policemen arrest the fisherman?
4. How did the fisherman support his family?
5. Who is Januka?
6. What did the chief of the police bring from the king?
7. What reward did the king give to the fisherman?

B. Answer the following questions in three or four sentences each:

1. How did the chief confirm that the gem was in a fish's belly?
2. Why do you think the chief warns Suchaka not to be careless?
3. Why did the king give a reward to the fisherman?
4. What made Suchaka think of killing the pickpocket?
5. How did the fisherman get the ring?

C. Read the extracts and answer the questions:

1. *"I live on the Ganges at the spot where Indra came down"*

- a. Who said these words?
- b. Who does 'I' refer to?
- c. Where did he live?

2. *"Wait here at the big gate until I come out of the palace. And don't be careless"*

- a. Who said these words?
- b. Who does 'I' refer to?
- c. Why did he warn him not to be careless?

3. *"I think, when the king saw it, he remembered somebody he loves"*

- a. Who said these words?
- b. What does "it" refer to?
- c. What did the king see?

II. Vocabulary :

A. Match the words in column 'A' with their meanings in column 'B'.

- | A | B |
|------------|------------|
| 1. drop in | a. prize |
| 2. engrave | b. accused |
| 3. guilty | c. carve |
| 4. carp | d. visit |
| 5. reward | e. fish |

B. Find the opposite of the following words from the text:

hard hearted ×

careful ×

arrest ×

punishment ×

C. Fill in the blanks with suitable forms of the phrasal verbs given in brackets:

(give up, ask for, bring up, depend upon.)

1. Yesterday, we _____ your address but you refused to give
2. Fisherman said, "You can't _____ the trade of your ancestors".
3. Children _____ their parents.
4. Shakuntala was _____ in the company of birds, animals. and nature.

D. Sit in pairs, with help of dictionary find out the correctly spelt words.

1. magnificent, magnificient, maganefecent, magneficent.
2. cheef, chief, cheif, chefe.
3. anicester, ancsester, anciester, ancestor.
4. writen, wreeten, written, ritten.

III. Language Activities:

A. look at these sentences carefully.

- a. Januka said, "You can't just drop in on a king".
- b. Januka told the policemen that he couldn't just drop in on a king.

The sentence (a) is in direct speech in which we see the actual words of the speaker.

Whereas in sentence b) we do not see exactly the same words as used in 'a', The sentence in (b) is in indirect speech.

Note the changes:

1. Change in tense
2. Change in number
3. Change in punctuation

B. Now read the following conversation and try how you can report them.

1. **Suchaka:** You have done the king a good turn, chief.
2. **Januka:** All for the sake of this fisherman, it seems to me.
3. **Fisherman:** Take half of it, master, to pay for something to drink.
4. **Januka:** Fisherman, you are the biggest and best friend I've got. The first thing we want is something to drink. Let's go where they keep it.

Begin like this:

1. Suchaka told the chief that _____
2. Januka said that _____
3. Fisherman told the masters to _____
4. Januka told the fisherman that _____

C. Look at these sentences carefully.

- a) As soon as he saw the ring he broke down for a moment.

Sentence like this can be changed as follows by using no sooner than and without changing the meaning.

No sooner did he see the ring than he broke down for a moment.

Here are some sentences beginning with as soon as. Change them using no sooner than.

1. As soon as he saw the police he ran away.
2. As soon as the teacher entered the classroom all the students stood up.
3. As soon as she saw the snake she fainted.

D. Let us see how to combine two sentences using too—— to and so —— that —— not.

Ex : He is very weak. He cannot walk

He is **too** weak **to** walk

He is **so** weak **that** he **cannot** walk

Combine the following sentences in two ways as shown above.

1. He is ill. He cannot resume his duty.
2. It is very cold. She cannot go out.
3. The poem is very difficult. They cannot understand it.
4. The tree is very tall. He cannot climb it.
5. The list is very long. I cannot mention it here.

Suggested Reading:

1. "Sitaparityaga"- from the Ramayana.
2. "Nala and Damayanthi"

IT NEVER COMES AGAIN

Pre-reading activity:

You have seen a child, an adult, a youth. a middle aged man and an old man. These are the stages of life one has to get through. Which one of them according to you is fascinating ? Which stage remains in man's heart forever ? Why ? Discuss with your partner and share your ideas with the whole class.

Read and enjoy

There are gains for all our losses,
There are balms for all our pains,
But when youth, the dream, departs,
It takes something from our hearts,
And it never comes again. 5

We are stronger, and are better,
Under manhood's sterner reign;
Still we feel that something sweet
Followed youth, with flying feet,
And will never come again. 10

Something beautiful is vanished,
And we sigh for it in vain;
We behold it everywhere,
On the earth, and in the air,
But it never comes again 15

By - Richard Henry Stoddard

Glossary :

gain	:	profit,
balm	:	an ointment
depart	:	go away, leave
stern	:	severe, strong,
reign	:	rule
vanish	:	disappear
sigh	:	heave a long breath
in vain	:	waste, useless
behold	:	see

I. Comprehension questions:

A. Answer the following questions briefly:

1. What do the first two lines of the poem mean?
2. What does one do when something beautiful is vanishes?
3. What are the things we lose when youth departs?
4. What is the message of the poem?

B. Answer in a paragraph each.

1. Write the summary of the poem.
2. How does a man feel at his youth? Explain whether you agree or disagree with the poet.

C. Rhyming words:

'Sweet' and 'feet' are two rhyming words. What are the other rhyming words that you can find in the poem? Make a list of such words.

II. Read the extracts and answer the questions:

1. *"We behold it everywhere,
On the earth, and in the air,"*

- a. What does 'it' refer to?
- b. Where do we behold it?
- c. Why does the poet say so?

**2 “We are stronger, and are better,
Under manhood’s sterner reign;”**

- a. When do we feel stronger and better?
- b. Here “reign’ refers to
- c. How do we feel in our youth?

About the poet:



Richard Henry Stoddard

Richard Henry Stoddard was an American poet, born in July 2, 1825 in Hingham, Massachusetts. He attended the public schools of that city. He read a lot of poetry. His talents brought him into contact with many men interested in Literature, notably with Bayard Taylor. In 1849 he gave up his industrial trades and began to write poetry for a living. He was a literary reviewer for the New York World. His poetry is sincere and marked by delicate fancy, and felicity of form and his songs have given him a high and permanent place among American lyricists.

In this poem the poet indirectly deals with the different phases of life and mainly gives a lot of emphasis on human psychology.

SUPPLEMENTARY READER.

Lesson - 1

THE FUTURE IS YOURS

Pre Reading Activity:

"ಜಾಣನಿಗೆ ಮಾತಿನ ಪೆಟ್ಟು
ಕೋಣನಿಗೆ ದೊಣ್ಣೆ ಪೆಟ್ಟು"

is Kannada proverb. Find out how does Rajaji teach a young ADC a lesson in discipline.

Through a single example, Minoo Masani has tried to impress that "We the Indians' are not disciplined. Do you agree with the author? Have a discussion or debate after studying the article "The future is yours"

Study the poem by Abraham Lincoln and arrange a debate on the theme of the poem.

1. We of our generation have made a mess of our country's affairs that, in my opinion, have no right to preach to young folk. But as I have explained earlier, unless you look at yourself in the mirror you cannot really tell whether or not you have brushed your hair, or in the case of those who are in their adolescence, you have shaved or forgotten to do so. But that can happen.

2. There is an interesting story about what happened in Rashtrapathi Bhavan when Mr.C. Rajagopalachari, popularly known as Rajaji, was the last Governor General after the British handed over power. One of his ADCs forgot to shave that morning and joined Rajaji at breakfast. Rajaji, who had a dry sense of humour, decided to teach the young man a lesson in a rather amusing way. 'I am sorry you are not well this morning,' he said to the

young ADC, “you look very sick. You must see a doctor immediately. I suggest you skip breakfast today. Thus dismissed, the young man went to his room and stood in front of a mirror to find out what was wrong with him. He then realized he had not shaved that morning. At lunch-time, when he reappeared after a shave, Rajaji said:

“I am glad to see you looking so much better. The doctor’s medicine has already started working.



3. We must, therefore look at our failings which of course we have in common with the rest of humanity. We shall then be in a much better position to consider how to shed these deficiencies and move ahead. That is a task you children and younger people in India have to face. I am sure you will be able to do so successfully when time comes.”

4. We Indians are more talented than most other people. We are blessed with good brains and a capacity to do big things. This is what our doctors, engineers and teachers do when they settle abroad in more advanced countries and have the benefit of two things which we are deprived of in our own land. The first of these is encouragement and opportunity. Neither our government nor our leaders encourage those who do something new or something

big. On the contrary we are apt to pull them down because we have glorified envy, which is a vice, The other thing we do not have in India is discipline. As soon, as an Indian is provided with discipline and encouragement or opportunity, he goes places. Why don't we start doing this in our own country? We can do by paying heed to some very wise words that fell from the lips of a great American, President Abraham Lincoln:

You cannot bring about prosperity
by discouraging thrift

You cannot strengthen the weak
by weakening the strong,

You cannot help the poor
by destroying the rich,

You cannot establish sound security
on borrowed money.

You cannot keep out of trouble
by spending more than you earn.

You cannot build character and
courage by taking away man's initiative and independence.

You cannot help men permanently
by doing for them

What they could do for themselves.

5. Once you young people are provided with discipline and encouragement, the sky is the limit. Do not wait for your parents or teachers to take the lead. The poor dears are too old and set in their ways and may find it difficult to change. The future of India is in your hands. You can make it. Will you? What do you say?

Glossary:

make a mess of something : be in a state of confusion

young folk : young men and women

adolescence : children aged between 13 and 19

ADC : police personnel posted to protect the governor (Aid-de-camp)

vice (n) : fault, immoral

pay heed : give attention

I. Comprehension questions :

A. Answer the following Questions:

1. How does Rajaji teach a lesson in 'discipline' to his young ADC?
2. Why does Minoo Masani draw the attention of the young man towards the words of Abraham Lincoln?

Lesson-2A

HEROES FOR TODAY

The Bicycle Thief

Pre Reading Activity:

You need not fear the external forces. But you must be true to your consciousness. Find out how a retired soldier makes amendment for a wrong done to someone under compulsions.

1. It was 1944 and Roger Johnson was in trouble. The 18 year old American bombardier was returning from a two-day pass in London, but he was still 30 kilometers from his base in Pole Brook. It was midnight and there might be a morning bomb run. As he hurried along the county road, he realized he'd never make it.
2. Then he saw a rusty bicycle leaning against a fence. Reassuring himself that he was just 'borrowing' it, he climbed on and pedaled off. "There was very little chance of my getting it back to the owner", Johnson admits today. "So let's face it- I stole the bike,"
3. He got to base in time for a bombing mission that was anything but routine. Shortly after releasing the bombs, Johnson was informed that two were still hung up in their racks. Until they were dislodged, it would be dangerous to continue. Johnson climbed through a hatch and picked his way along a 20 centimeters narrow platform in the open bomb bay. Trying not to look at the ground eight kilometers below, he managed to pry open the release mechanism holding the bomb, which plummeted through the open bay.
4. Johnson finished the war, covered with medals. He went on to become a successful trauma surgeon, a licensed pilot and earn a law degree.
5. But something continued to nag him-that old, broken-down bicycle. "I was alone in a strange country, and the people were so nice to me,," he recalls. "Then I took that bike without returning it. It just wasn't right."

6. So almost fifty year after the theft, Johnson wanted to give away 100 new bicycles to children of the Polebrook area. He wired 19,000 Dollars to the Raleigh bicycle company in England before his arrival in Polebrook in May 1992. He was astonished by the reception he got. The children honoured him with songs, dances and gifts, and the story received worldwide media attention.

7. Johnson could only shake his head with amazement, tracing it all back to that dark night during World War II. "I guess," he observes, "everything happened just the way it was supposed to."

Glossary:

bombardier (adj) : one who drops bombs from a bomber
(aeroplane)

admits : accepts

pry : to examine

continue to nag : worry

wired : send a telegram

I. Comprehension questions :

A. Answer the following questions:

1. Why did Roger steal a bicycle?
2. How was Roger able to make amends for his theft of a bicycle?

Lesson - 2B

HONEST DRIVER

Pre reading activity:

How can a nation become strong? With a lot of gold reserve? With a strong military? Or is it through the people who have values to cherish? Discuss.

1. Soon after returning home in an auto-rickshaw from the market where he'd brought some apples, M.G. Menon, 65 a retired Mumbai Personnel Officer, noticed that his black leather pouch was missing. It contained, among other things, Rs. 560 in cash, an important medical prescription, and the duplicate keys to his apartment. Menon rushed back to the fruit vendor, but the man hadn't seen the pouch. "I realized then that I must have forgotten it in the auto rickshaw," Menon recalls, "My heart sank. Just four months earlier, my daughter had left a bag containing around Rs. 45,000 worth of gold jewellery and cash in rickshaw. She never saw it again."

2. A couple of hours after the disappointed Menon got back, the doorbell rang. It was the auto rickshaw driver. He'd found Menon's address in the pouch and driven over to return it. When Menon offered him a hundred rupees notes as a reward, Tanasukh Vora, 35 shook his head." If I wanted money, I could have kept the pouch." He said.

3. As the two men chatted, Vora, who'd been driving his rickshaw for just a year, spoke of how, when he was 18, he'd found a wallet containing Rs. 1000 and a first class railway season ticket." My father said it was wrong to make money by unfair means." Vora said and insisted I return the wallet. I've never forgotten his words." "Even now I can't get over what Tanasukh did," says Menon. It is so good to meet honest people like him."

I. Comprehension questions :

A. Answer the following questions:

1. Is there any resemblance between Tansukh Vora's father and Mohandas Karamchand Gandhi's father?
2. Develop a discussion in the back drop of M.K. Gandhi telling his father, he did not copy the spelling of the word 'kettle' even though his teacher- insisted him to copy.

Lesson - 2C

THE PEON NOVELIST

An under trial who was under treatment in a district level hospital escaped from the hospital while the police constable had been lost in reading a juicy novel.

Of course, the police force nabbed the culprit within hours. The particular police constable from whose vigilance the under trial had escaped was anticipating punishment for his lax-mood.

However the S P forced on him a strict warning a token punishment. Do you know why? The constable was a voracious reader of literature. There was a wrong man in a wrong place.

Find out what and who Uttam Tupe is!

1. UTTAM TUPE has written several hundred short stories and 16 novels. One of his books has been made into a successful play, another into a feature film. He's won several literary prizes instituted by private and Government organizations. But there is more to his success than popular appeal. Tupe also helps to correct the social ills about which he so eloquently writes.
2. Tupe, 47, whose poor village family made ropes from wild creepers, dropped out of school and left home at the age of 11. Coming to Pune, he got a job as a gardener boy. But his desire to learn was so strong that he persuaded his employer to give him lessons, and faithfully struggled through difficult textbooks. Later Tupe made friends with some school boys who introduced him to the Marathi classics which ignited in him a passion for literature.

3. In 1975 Tupe contacted a magazine publisher hoping to interest him in some song lyrics he had written. Immediately recognizing Tupe's talent, the publisher suggested that the young man, who now worked as a peon at the Pune Archives, try his hand at prose as well.
4. Inspired, Tupe got to work writing in the rustic dialect of his native Satara district. He crafted a short story on the evils of the dowry system. It was immediately published, and a few months later, Tupe received a Rs. 501 cash prize from the Marathi Sahitya Parishad.
5. In all his works Tupe is concerned with the crushing burdens poor villagers carry. *Zulva*, the most popular novel, deals with the plight of devadasis. Other themes include: Villagers superstitions, dowry murders, and the problems of unemployed youth and migrants. "By highlighting social evils," Tupe says, "I hope to make people do something about them."
6. Moreover, Tupe himself takes action. He arranged for Jagan, the devadasi on whom he based *Zulva*, to marry an educated village youth, thus rescuing her from prostitution. He has helped more than a dozen women get married without having to pay dowry, as well as getting three young widows remarried. In addition, Tupe has paid for the education of three poor girls. He is constantly after his mostly illiterate neighbours to send their children to school.

7. Because many Marathi publishers don't pay their authors much, Uttam Tupe continues to work as a peon, and lives with his wife, Jijabai and two sons, Vinod and Milind, in his one-room home in crowded, noisy Pune slum. The only time it's quite enough to write is from midnight till 4 am.
8. Nevertheless, he's content. "I provide my family with two square meals a day," he says. "One of my sons is a college graduate, and another will be entering college soon. Writing has given me a sense of purpose, and helped me reach out to people. What more could a peon ask for."

I. Comprehension questions :

A. Answer the following questions:

1. Discuss Tupe's contribution to the upliftment of the poor people of his own neighbourhood.
