

# English Main Course Book

*for*

**Class X**

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ਇਹ ਪੁਸਤਕ ਪੰਜਾਬ ਸਰਕਾਰ ਦੁਆਰਾ ਮੁਫਤ  
ਦਿੱਤੀ ਜਾਣੀ ਹੈ ਅਤੇ ਵਿਕਾਊ ਨਹੀਂ ਹੈ।



**Punjab School Education Board**  
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## FOREWORD

This textbook, based on the new syllabus, is a part of the package meant for Class X students. It comprises a Main Course Book for intensive study, A Literature Book (Supplementary Book) for extensive study and development of Reading skills and A Practice Book of English Grammar and Composition for further developing different language skills. These books aim at making the teaching and learning of English an interesting exercise by presenting a variety of real-life situations. The main objectives of teaching English at this stage are:

- 1 to develop communicative skills to enable the learners to perform different language functions.
- 2 to help them develop their cognitive and affective faculties.
- 3 to promote the skill of reading a text intelligently and imaginatively.
- 4 to enrich the learner's vocabulary, both active and passive.

The course is learner-centred. The learner is also encouraged to think creatively through questions given in each lesson. There are different types of exercises : Comprehension, Vocabulary, Grammar and Usage, Pronunciation and Composition:

- 1 Comprehension exercises are meant to develop factual, inferential and global comprehension which will deepen students' understanding of lesson.
- 2 Vocabulary exercises are meant for vocabulary enrichment and development of reference skills.
- 3 Grammar and Usage sections contain a wide variety of exercises of different areas of functional grammar.
- 4 Composition section is used to help learners communicate and express themselves effectively.
- 5 Some practice in the Pronunciation of words is given in each lesson to enable the students to speak correct English.

The book in hand has been prepared by Dr D.V. Jindal, External Faculty Member, Central Institute of English and Foreign Languages, Hyderabad and vetted by Dr (Mrs) Pushpinder Syal, Reader, Department of English, Panjab University, Chandigarh.

It is hoped that the textbook would meet the learners' need and help them develop the important language skills and use English effectively and meaningfully for the purpose of communication.

We would gratefully welcome comments and suggestions from teachers, experts and students as well, to improve this book further.

*Chairman*

Punjab School Education Board

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## 1 The Happy Prince

*[The Happy Prince was a beautiful statue. He was covered with gold. He had sapphires for eyes, and a ruby in his sword. Why did he want to part with all the gold and the precious stones that he had ?]*

1. High above the city, on a tall *column*, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold ; for eyes he had two bright sapphires, and a large red ruby glowed on his sword hilt.

One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind ; then he decided to go to Egypt too.

All day long he flew, and at night time he arrived at the city.

“Where shall I put up ?” he said, “I hope the town has made preparations.”

Then he saw the statue on the tall column.

“I will put up there”, he cried. “It is a fine position with plenty of fresh air.” So he alighted just between the feet of the Happy Prince.

2. “I have a golden bedroom”, he said softly to himself as he looked around, and he prepared to go to sleep ; but just as he was putting his head under his wing a large drop of water fell on him. “What a curious thing !” he cried “There is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining.”

Then another drop fell.

“What is the use of a statue if it cannot keep the rain off ?” he said. “I must look for a good chimney pot”, and he determined to fly away.

But before he had opened his wings, a third drop fell, and he looked up, and saw Ah ! What did he see ?

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little Swallow was filled with pity.

“Who are you ?” he said.

“I am the Happy Prince.”

“Why are you weeping then ?” asked the Swallow. “You have quite drenched me.”

“When I was alive and had a human heart,” answered the statue, I did not know what tears were, for I lived in the Palace, where sorrow is not allowed to enter. My courtiers called me the Happy Prince, and happy indeed I was. So I lived, and so I died. And now that I am dead they have set me up here so high that I can see the ugliness and all the misery of my city, and though my heart is made of lead yet I cannot choose but weep.”

“What ! Is he not solid gold ?” said the Swallow to himself. He was too polite to make any personal remarks.

3. “Far away,” continued the statue in a low musical voice, “far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. Her face is thin and worn, and she has coarse, red hands, all pricked by the needle, for she is a seamstress. She is embroidering flowers on a satin gown for the loveliest of the Queen’s maids of honour, to wear at the next Court ball. In a bed in the corner of the room her little boy is lying ill. He has fever, and is asking his mother to give him oranges. His mother has nothing to give him but river water, so he is crying. Swallow, little Swallow, will you not bring her the ruby out of my sword hilt ? My feet are fastened to this pedestal and I cannot move.”

“I am waited for in Egypt,” said the Swallow. “My friends are flying up and down the Nile, and talking to the lotus flowers. Soon they will go to sleep.”

The prince asked the Swallow to stay with him for one night and be his messenger. “The boy is so thirsty, and the mother so sad,” he said.

“I don’t think I like boys,” answered the Swallow. “I want to go to Egypt.”

But the Happy Prince looked so sad that the little Swallow was sorry. “It is very cold here,” he said. But he agreed to stay with him for one night and be his messenger.

“Thank you, little Swallow,” said the Prince.

The Swallow picked out the great ruby from the Prince’s sword, and flew away with it in his beak over the roofs of the town.

4. He passed by the cathedral tower, where the white marble angels were sculptured. He passed by the palace and heard the sound of dancing. A beautiful girl came out on the balcony with her lover.

“I hope my dress will be ready in time for the State ball,” she said. “I have ordered flowers to be embroidered on it, but the seamstresses are so lazy.”

He passed over the river, and saw the lanterns hanging on the masts of the ships. At last he came to the poor house and looked in. The boy was tossing feverishly on his bed, and the mother had fallen asleep, she was so tired. In he hopped, and laid the great ruby on the table beside the woman’s thimble. Then he flew gently round the bed, fanning the boy’s forehead with his wings. “How cool I feel!”, said the boy, “I must be getting better” ; and he sank into a delicious slumber.

Then the Swallow flew back to the Happy Prince, and told him what he had done. “It is curious” he remarked, “but I feel quite warm now, although it is so cold.”

5. “That is because you have done a good action,” said the Prince. And the little Swallow began to think, and then fell asleep. Thinking always made him sleepy.

When the moon rose, he flew back to the Happy Prince. “Have you any commissions for Egypt ?” he cried. “I am just starting.”

“Swallow, Swallow, little Swallow,” said the Prince, “will you stay with me one night longer ?”

“I am waited for in Egypt,” answered the Swallow.

6. “Swallow, Swallow, little Swallow,” said the Prince, “far away across the city I see a young man in a garret. He is leaning over a desk covered with papers, and in the glass by his side here is a bunch of withered violets. His hair is brown and crisp and his lips are red as a pomegranate, and he has large and dreamy eyes. He is trying to finish a play for the Director of the Theatre, but he is too cold to write any more. There is no fire in the grate, and hunger has made him faint.”

“I will wait with you one night longer,” said the Swallow, who really had a good heart. He asked if he should take another ruby to the young playwright.

7. “Alas ! I have no ruby now,” said the Prince. “My eyes are all that I have left. They are made of rare sapphires, which were brought out of India a thousand years ago.” He ordered the Swallow to pluck out one of them and take it to the playwright. ‘He will sell it to the jeweller, and buy firewood, and finish his play,” he said.

“Dear Prince,” said the Swallow, “I cannot do that,” and he began to weep.

“Swallow, Swallow, little Swallow,” said the Prince, “do as I command you.”

So the Swallow plucked out the Prince's eye, and flew away to the student's garret. It was easy enough to get in, as there was a hole in the roof. Through this he darted, and came into the room. The young man had his head buried in his hands, so he did not hear the flutter of the bird's wings, and when he looked up, he found the beautiful sapphire lying on the withered violets.

"I am beginning to be appreciated," he cried. "This is from some great admirer. Now I can finish my play," and he looked quite happy.

8. The next day the Swallow flew down on the harbour. He sat on the mast of a large vessel and watched the sailors working. "I am going to Egypt," cried the Swallow, but nobody minded, and when the moon rose he flew back to the Happy Prince.

"I have come to bid you goodbye," he cried.

"Swallow, Swallow, little Swallow," said the Prince, "will you not stay with me one night longer?"

"It is winter," answered the Swallow, "and the snow will soon be here. In Egypt the sun is warm on the green palm trees, and the crocodiles lie in the mud and look lazily about them."

"In the square below," said the Happy Prince, "there stands a little match girl. She has let her matches fall in the gutter, and they are all spoiled. Her father will beat her if she does not bring home some money, and she is crying. She has no shoes or stocking, and her little head is bare. Pluck out my other eye, and give it to her, and her father will not beat her."

"I will stay with you one night longer", said the Swallow, "but I cannot pluck out your eye. You would be quite blind then."

"Swallow, Swallow, little Swallow," said the Prince, "do as I command you."

So he plucked out the Prince's other eye, and darted down

with it. He swooped past the match girl, and slipped the jewel into the palm of her hand.

“What a lovely bit of glass !” cried the little girl ; and she ran home, laughing.

9. Then the Swallow came back to the Prince. “You are blind now,” he said “so I will stay with you always.”

“No, little Swallow,” said the poor Prince, “you must go away to Egypt.”

“No, I will stay with you always,” said the Swallow, and he slept at the Prince’s feet.

All the next day he sat on the Prince’s shoulder, and told him stories of what he had seen in strange lands.

10. “Dear little Swallow,” said the Prince,” You tell me of marvellous things, but more marvellous than anything is the suffering of men and of women. There is no Mystery so great as Misery. Fly over my city, little Swallow, and tell me what you see there.”

So the Swallow flew over the great city, and saw the rich making merry in their beautiful houses, while the beggars were sitting at the gates. He flew into dark lanes, and saw the white faces of starving children looking out listlessly at the black streets. Under the archway of the bridge two little boys were lying in each other’s arms to try and keep themselves warm. “How hungry we are !” they said. “You must not lie here,” shouted the watchman, and they wandered out into the rain.

Then he flew back and told the Prince what he had seen.

“I am covered with fine gold,” said the Prince. “You must take it off leaf by leaf, and give it to the poor ; the living always think that gold can make them happy.”

Leaf after leaf of the fine gold the Swallow picked off, till the happy Prince looked quite dull and grey. Leaf after leaf of the

fine gold he brought to the poor, and the children's faces grew rosier, and they laughed and played in the street. "We have bread now !" they cried.

Then the snow came, and after the snow came the frost. The streets looked as if they were made of silver. Everybody went about in furs, and the little boys wore scarlet caps and skated on the ice.

11. The poor little Swallow grew colder and colder, but he would not leave the Prince, he loved him too well. He picked up crumbs outside the baker's door when the baker was not looking, and tried to keep himself warm by flapping his wings.

But at last he knew that he was going to die. He had just enough strength to fly up to the Prince's shoulder once more. "Goodbye, dear Prince !" he murmured, "Will you let me kiss your hand ?"

"I am glad that you are going to Egypt at last, little Swallow," said the Prince. "You have stayed too long here but you must kiss me on the lips, for I love you."

"It is not to Egypt that I am going," said the Swallow. "I am going to the House of Death. Death is the brother of sleep, is he not ?"

And he kissed the Happy Prince on the lips, and fell down dead at his feet.

12. At that moment a curious crack sounded inside the statue, as if something had broken. The fact is that the leaden heart had snapped right in two. It certainly was dreadfully hard frost.

13. Early the next morning the Mayor was walking in the square below in company with the Town Councillors. As they passed the column he looked up at the statue. "Dear me ! How shabby the Happy Prince looks !" he said.

“How shabby, indeed !” cried the Town Councillors, who always agreed with the Mayor and they went up to look at it.

“The ruby has fallen out of his sword, his eyes are gone, and he is golden no longer,” said the Mayor, “in fact, he is little better than a beggar !”

“Little better than the beggar,” said the Town Councillors.

“And here is actually a dead bird at his feet !” continued the Mayor. “We must really issue a proclamation that birds are not to be allowed to die here.” And the Town clerk made a note of the suggestion.

So they pulled down the statue of the Happy Prince. “As he is no longer beautiful he is no longer useful,” said the Art Professor at the University.

Then they melted the statue in a furnace. “What a strange thing !” said the overseer of the workmen at the foundry. “This broken lead heart will not melt in the furnace. We must throw it away.” So they threw it on a dust heap where the dead Swallow was also lying.

“Bring me the two most precious things in the city,” said God to one of His Angels ; and the Angel brought Him the lead heart and the dead bird.

“You have rightly chosen,” said God, “for in my garden of Paradise this little bird shall sing for ever more and in my City of Gold the Happy Prince shall praise me.”

(Oscar Wilde)

### **Glossary :**

*gilded* : (adj) covered with gold

The golden sunlight *gilded* the Sun.

*column* : (noun) pillar, a solid vertical post that supports a building.

The temple was supported by marble *columns*.

*drenched* : (verb) completely wet

The rain *drenched* her clothes.

*court ball* : (noun) dance

The princess invited the youth of the city for a *court ball*.

*coarse* : (adj) rough

The skin becomes *coarse* in winters.

*seamstress* : (n) a woman who earns her living by stitching clothes

This *seamstress* can no longer stitch clothes since her eyesight is almost gone.

*hop* : (verb) to move by jumping on one foot, move in short jumps

The children *hopped* in the park.

*pedestal* : (n) a base or platform for a statue

A strong *pedestal* is required for this heavy metal statue.

*slumber* : (noun) sleep

The kid was in a deep *slumber*.

*garret* : (noun) a small dark room at the top of a house

She shifted the broken furniture to the *garret*.

*commissions* : (n) some special business or duty

She was given some special *commissions* when she was sent to U.K. as an ambassador.

*grate* : (noun) metal frame for holding wood or coal in a fireplace

There was no fire in the *grate*.

*swoop* : (verb) to fly quickly downwards

The aircraft *swooped* down over the buildings.

*dart* : (v) to fly straight like an arrow

The bird *darted* through the open window and reached the cupboard straight.

*listlessly* : (adverb) without energy

He walked *listlessly* after he lost the game to his opponent.

*crumbs* : (noun) small pieces of bread or cake

The sweeper threw the *crumbs* into the waste basket.

*proclamation* : (noun) an official order, announcement

The Mayor issued a *proclamation* to ban smoking at public places.

*foundry* : (n) a factory where metals are moulded into different shapes

They tried to make this metal into an oval shaped figure in their *foundry*.

## LANGUAGE EXERCISES

### A. Comprehension questions

**(i) Answer the following questions :**

1. Where did the statue of the Happy Prince stand ?
2. How was the statue decorated ?
3. Where was the Swallow going ?
4. Why did the swallow put up between the feet of the Happy Prince?
5. Where were the drops coming from ?
6. Why was the Happy Prince crying ?
7. Describe the seamstress in the words of the prince.
8. Why was the seamstress' little boy crying ?
9. How did both the Happy Prince and the Swallow help the seamstress ?
10. Why did the Swallow feel warm ?
11. What troubled the young man in the garret ?
12. How was the young man helped ?
13. Why was the match girl crying ?
14. The Swallow said to the prince, "I will stay with you always." Why ?
15. How did the poor Swallow manage to live in so much cold ?

16. Why was the statue of the Happy Prince pulled down?
17. What were the two most precious things in the city?

**(ii) Answer the following in about 50 words each :**

1. Why was the prince called the Happy Prince?
2. "I cannot choose but weep." Why did the Happy Prince say so?
3. Comment on the remark – 'The living always think that gold can make them happy.'
4. Why did the Mayor dislike the statue so much?
5. Write a short note on the sufferings of the poor people in the city.
6. What is the message conveyed by the author?

### **B. Vocabulary Exercises**

**(i) Look at the following sentence :**

"It is a *fine* position with plenty of fresh air."

The word *fine* means good. But have you ever heard this word elsewhere? What are you supposed to pay when you are late for school? That money paid by you as punishment is also called *fine*.

Words like these which are identical in form but have more than one meaning are called *homonyms*.

Now fill in the blanks with words meaning both A and B, *for example* :

- |    |                         |                |
|----|-------------------------|----------------|
| a. | A. gift                 | <i>present</i> |
|    | B. the time now passing | <i>present</i> |

- b. A. riverside .....  
    B. a financial institution  
       where money is deposited .....
- c. A. solid and reliable .....  
    B. noise .....
- d. A. portray .....  
    B. pull out .....
- e. A. cause to pass down  
       one's throat, gulp .....  
    B. a small migratory bird .....
- f. A. shut .....  
    B. near .....
- g. A. fireplace, framework of metal  
       bars for holding fuel .....  
    B. rub into small pieces .....
- h. A. try to win the love of .....  
    B. the place where legal trials  
       take place .....

**ii. Students are liable to confuse and misuse words that appear similar in sound but are different in meaning. There are many such words in this lesson. Fill in the blanks choosing the correct word from the following sets :**

- a. You have ..... drenched me.  
    The patient is sleeping, please keep.... quiet/quite

- b. The poet's ..... was filled with joy.  
Do not hunt the ..... . You can be punished for it.  
hart/heart
- c. Winter dryness makes her skin .....  
You need good marks to get into this university .....  
coarse/course
- d. There is no fire in the .....  
She takes ..... care of her kids. grate/great
- e. Do not ..... in the rain.  
The Pyramids are a great ..... wonder/wander
- f. They pulled down the ..... of the happy prince.  
Penalties are laid down in the .... statue/statute
- g. .... nature is the same everywhere  
All nations believe in the ..... treatment of the  
prisoners of war. humane/human
- h. They held their ..... meeting on Tuesday.  
I will bear your ..... in mind. council/counsel
- i. A bird in hand is ..... than two in the bush.  
..... the mixture into a thick paste. batter/better
- j. He wrote an ..... letter.  
His ..... manner made him many enemies.  
official/officious

**(iii) Match the following words with their antonyms :**

above	destroy
plenty	hostile
bright	vanish
sorrow	happiness
entrance	disagree
personal	reject

coarse	devil
delicious	health
strange	departure
shabby	below
friendly	scarcity
arrival	dull
disease	joy
angel	public
accept	smooth
agree	exit
misery	insipid
appear	familiar
create	neat

### C. Grammar Exercises

**(i) Look at these sentences**

1. What is the use *of* a statue if it cannot keep the rain *off*?
2. Leaf after leaf *of* the fine gold the Swallow picked *off*.

Now do you understand the difference between *of* and *off* ?

Fill in the blanks using these two prepositions :

1. Send me a cup ..... tea.
2. I washed the dirt ..... my hands.
3. Get ..... the bus at the next stop.
4. Send me a copy ..... this story.
5. Did you get a day ..... this week ?
6. She died ..... heart failure.
7. It was nice ..... you to send me flowers.
8. He fell ..... the bed and broke his leg.

9. He is a member ..... the Parliament.
10. She is better ..... without him.

**(ii) Rewrite the following sentences in their past perfect and past perfect continuous form :**

*(Past perfect tells us about action begun and completed in the past. We use 'had' before the verb. Past perfect continuous tells us that the action began in the past, continued for some time, then stopped. e.g. The town had been making all preparations.)*

1. The town has made all preparations.
2. He passed by the cathedral tower.
3. You have done a good action.
4. I have come to bid you goodbye.
5. He slept at the prince's feet.
6. The Swallow flew over the great city.
7. They pulled down the statue of the Happy Prince.
8. He picked up crumbs outside the baker's door.
9. They melted the statue in a furnace.
10. The poor little Swallow grew colder and colder.

**(iii) Punctuate the following paragraph :**

jack shouted back at his accuser you want to massacre 150000 people for nothing spitting out his words with fury roger the senior officer in the room shouted I have never seen such a gutsless general like you jack.

**(iv) Given below is the list of adverbs used in this lesson.**

Make adjectives and use them in sentences.

1. brilliantly
2. quickly

- |               |              |
|---------------|--------------|
| 3. nervously  | 4. brightly  |
| 5. eagerly    | 6. carefully |
| 7. critically | 8. simply    |
| 9. suddenly   | 10. lovingly |

### D. Pronunciation Practice

**Say the following words aloud :**

(The pairs of words given below differ in *one* sound only in the *initial* position. The words on the right start with /s/ sound (as in the word *seat*) while the words on the left start with the sound that appears in the beginning of the word *ship* :

self	-	shelf	sin	-	shin
sign	-	shine	socks	-	shocks
sip	-	ship	sift	-	shift
sour	-	shower	sort	-	short
sun	-	shun	seek	-	chic ( <i>meaning</i> very fashionable and elegant)

### E. Creative Writing and Extended Reading

1. Imagine yourself to be the Happy Prince. Write your autobiography.
2. Imagine yourself to be the Mayor of the city. Write your experiences vis-à-vis the statue of the Happy Prince.
3. Prepare a speech on the topic :  
Service of Mankind is the Best Service
4. Discuss the topic : “What Constitutes Real Happiness?” with your class-fellows in the light of your study of the story ‘The Happy Prince.’

5. Every good short-story has a message in it. Read at least 5 short stories written by different authors. Try to find the message contained in each story.

**6. Write about :**

- What you feel when you see the statue of a person.
- What it would say if it had life
- What you think about the life of the person whose statue it is.

***Just a little fun :-***

Ned calls his wife his counter-part  
With truth as well as whim ;  
Since every impulse of her heart  
Runs counter still to him.



## 2 Where is Science Taking Us ?

*(If the aim of science is the conquest of man's environment, what should be its ultimate goal ?)*

When man first began to think, he asked himself the deepest of all questions – a question which you have undoubtedly asked yourself many times : What is the Meaning of Life ? What is it all about ? Where are we all going ? What drives men ever forward to work and worry ?

And now there's an other big question – a newer question which is beginning to force itself into our notice. One that is not ages old ..... that has not been with us since man first began to think. It is : Where is Science Taking Us ?

First, where is science taking us with regard to ethical and spiritual values ? We know what it is doing with regard to material things, for material things are its daily business ; but what is it doing with regard to non-material things ? If the answer were 'nothing at all,' that would be bad enough ; but the actual answer is 'less than nothing.' Here science is actually doing less than nothing. Its material teachings have been so over-emphasized that many people are floundering and wondering whether after all man is but a machine animated by forces over which he has no control.

Let's concentrate on material things, the things that form the very stronghold of science. Look at the machine, for instance.

This is the age of the machine. Machines are everywhere – in the fields, in the factory, in the home, in the street, in the city, in the country, everywhere. To fly, it is not necessary to have wings ; there are machines. To swim under the sea it is not necessary to have gills, there are machines. To kill our fellow men in overwhelming numbers, there are machines. Petrol machines alone provide ten times more power than all human beings in the world.

In the busiest countries, each individual has six hundred human slaves in his machines.

What are the consequences of this abnormal power ? Before the war, it looked as though it might be possible, for the first time in history, to provide food and clothing and shelter for the teeming population of the world – every man, woman and child. This would have been one of the greatest triumphs of science. And yet, many a time especially during the war we have seen the world crammed full of food and people hungry. For that's the way of science and the machine age. Science produces the goods, it makes the goods, but has no control over the consequences.

The machine age gives us year by year more hours of leisure but it fails to teach us how to use them. It gives us mechanical habits of mind and represses the spirit of adventure – except along machine-made lines. We will need all our creative powers to think our way out of the social problems which science has created for us.

It is science that has given us the unexpected redistribution of the age groups. Almost every year, some modern drug adds a little more to the average span of life, until the upper group is overcrowded. In the United States, for instance, there are already nine million people over the age of sixty. This talk was delivered around the 1950's. In fifteen years' time, this number will reach the astonishing figure of forty-five million. Who is to keep them ? It will need some readjustment.

And so science goes on raising its problems. Compared with our fundamental question-What is Life ? – these problems may seem to be of less importance. But they are not really so.

What is happening is that science is creating problems faster than they can be solved. Man is struggling in a sort of vicious circle, always striving to catch up and never getting nearer. And there are no signs that the glut of discoveries is coming to an end.

War is the worst example ; science has pushed it so far forward that ethics and morals are floundering hopelessly behind.

It makes one sometimes ask : What is science really after? What are its aims ? What is its goal ?

Its aims seem to be obvious. They are material, of course. One aim is the complete understanding, indeed the conquest, of man's environment ; the conquest of everything material, big or small, bringing all powers within man's reach.

The other aim is the understanding of all the mysteries that lie within the human body – the material mysteries, the innumerable chemical and physical actions that make the body work.

If these are the apparent aims of science, surely they cannot represent the ultimate goal. The ultimate goal, if there is such a thing, must be the understanding of everything that makes life worthwhile, the enrichment of all that life means. That goes beyond material things ; for man needs more than food and shelter and clothing and the understanding of what goes on within his stomach.

What is really needed in the world today, perhaps more than ever before, is not some new world-shattering discovery in nuclear physics, or some breath-taking discovery in chemistry or medicine. The advance for which the world is waiting ; beyond any doubt, is a small advance-a slight advance-in charity, in understanding, forbearance, tolerance, justice and mercy. That is what the world is waiting for, and waiting rather anxiously.

But charity, and tolerance, and forbearance, and the understanding of one another are non-material matters. And in non-material things-in the simplest social things-science has been helpless. It cannot even help us to distinguish good from evil.

Maybe this will not always be so. Who knows ? It is quite probable that some day science will effect an improvement in the human brain itself. Not a structural improvement, for in structure

the human brain is the greatest miracle of all ; its understanding will come last. But there might well be a functional improvement. That is far from fantastic. The advances in science might one day well increase the capacity and reasoning power of the human brain.

I should say there is little doubt that man will one day improve on the natural man, raise his intellectual status, and give him greater power of reasoning and understanding. He might have sufficient reason and understanding to abolish war. Whether that will be so, whether and when he will have a better understanding of his fellow men . . . . that remains to be seen.

It brings us back to the question : Where is Science Taking Us ? Despite the present vicissitudes, we are going somewhere. There are troublesome times ahead. But those who fear for the future are the craven (*cowardly*) in spirit ; for life is becoming more and more interesting, intriguing and exciting. I wish I had another hundred years.

*Dr. S.W. Pennycuick*

*From a Broadcast Talk from ADELAIDE, Australia*

### **Glossary :**

*ethical* : (adj) connected with beliefs and principles about what is right and wrong

Is it *ethical* to promote smoking through advertising?

*spiritual* : (adj) connected with the human spirit

People have set aside *spiritual* values and do what they feel like.

*animated* : (adj) : full of life and activity

In the TV show, the cartoons were quite *animated*.

*overwhelming* : (adj) very good or very strong

She felt an *overwhelming* desire to go home.

*flounder* : (v) to struggle to say something

When he was asked difficult questions at the interview, he began to *flounder* helplessly.

*forbearance* : (n) being patient and sympathetic

I thanked him for his *forbearance*.

*vicissitude* : (n) change in circumstances

We all have to go through all the *vicissitudes* of our lives.

*intriguing* : (adj) unusual but interesting, secret and suspicious

The expedition to the Mars has raised *intriguing* questions.

## LANGUAGE EXERCISES

### A. Comprehension Questions

**(i) Answer the following questions in your own words :**

1. Why does the author of 'Where is Science Taking US' say that Science is doing less than nothing ?
2. What are machines doing for the humans ?
3. What is the greatest triumph of Science ?
4. What are the consequences of war ?
5. "Today the upper age group is overcrowded." Why ?
6. What has happened to the ethics and morals in the modern world ?
7. What is really needed in the world today ?
8. Why does the author of 'Where is Science Taking Us' wish to live another hundred years ?

**(ii) Answer the following questions in about 50 words each :**

1. List the material triumphs of Science and the non-material necessities to make the world a better place.
2. What should be the ultimate aim of Science ?

## B. Vocabulary Exercises

- (i) A synonym is a word which is either identical in sense or has the same meaning as the other word. In the exercise which follows, some words have been taken from this lesson. The synonym of each word under column A rhymes with the other word given under column C. Try to fill up the blanks in column B with the synonyms of words under A. The first one is done for you.

	A	B	C
1.	fury	rage	page
2.	began	.....	parted
3.	consequence	.....	insult
4.	conquest	.....	history
5.	ethical	.....	oral
6.	apparent	.....	tedious
7.	tolerate	.....	tear
8.	charity	.....	nation
9.	sufficient	.....	rough
10.	abolish	.....	mend

- (ii) Match the words under A with their antonyms under B:

A	B
material	destructive
forward	defeat
necessary	more
creative	unnecessary
triumph	spiritual
less	backward
obvious	injustice
ultimate	dull

justice	initial
improvement	unclear
exciting	deterioration

**(iii) Look at the italicized words in the following sentences:**

1. To kill our fellowmen in *overwhelming* numbers, there are machines.
2. Material teachings have been *over-emphasized*.
3. What is needed today is not some new *world-shattering* discovery in nuclear Physics or some *breath-taking* discovery in chemistry or medicine ....

These are compound words. They are formed by joining two simple words. An addition to the beginning of the word is a *prefix* and an addition to the ending is a *suffix*.

See if you can make some more meaningful words by using *over* and *under* as prefix or suffix.

..... come	..... arm
..... line	..... do
..... estimate	..... ground
..... statement	pull .....
..... current	..... age
	..... pants
	..... charge

### C. Grammar Exercises

**(i) Rewrite the following in Direct speech :**

- a. The minister said that he had spoken about the rights of the citizens in a democracy. He went on to say that he must speak about the citizen's responsibilities too.

- b. My mother advised me not to waste my time during the holidays but to do some useful reading.
- c. The school inspector said that he had been very pleased with the school. He added that he wished to congratulate the principal and the staff.
- d. The boys said to the teacher that they hadn't understood the question and they requested her to explain it once more.

**(ii) Change the voice in the following sentences :**

- 1. He has passed the examination.
- 2. You must speak the truth.
- 3. You should follow your uncle's advice.
- 4. She can sing a song now.
- 5. Ram will pass the test.
- 6. Why did you abuse him ?
- 7. I have to do it.
- 8. He will be arrested soon.
- 9. She cannot tell a lie.
- 10. This must be accepted.

**(iii) Put the words in the brackets into the 'be-going to' form (Present Tense)**

- a. You (miss) your bus.

Ans. You *are going to miss* your bus.

- b. The man with a brick in his hand (throw) it at the dog.
- c. We are wearing red clothes and the bull (attack) us.
- d. I (not sleep) in this room, it is dirty.
- e. Due to some technical fault, the aeroplane (crash).
- f. They (make) a lot of money out of this deal.

- g. I (collect) my new dress this evening.
- h. I've reminded you once ; I (not do) it again.
- i. He (smuggle) this gold out of the country.
- j. Look at the clouds. It (rain)

### **D. Pronunciation Practice**

Note that the words given below contain the vowel sound /i :/, long vowel sound as in *beat, seat, heat, keep* etc. Say these words aloud :

each	weep	receive	police	foetus
lead	keep	brief	ravine	people
sea	tree	siege	ski	quay

*(pronounced like **key**)*

Note that the *same sound* has *different spellings* in different words.

### **E. Creative Writing and Extended Reading**

1. Write a short essay on any one of the following topics :
  - a. Science and Human Happiness
  - b. Advantages and Disadvantages of Science
  - c. Your Idea of Happiness
2. Discuss the following topics with some of your class-fellows under the guidance of your teacher.
  - a. Is man really happier today than his forefathers?
  - b. Man today is not a master, but a slave of the machines.

3. Put together your ideas on the following topic with the help of a table :

	Science	
Advantages		Disadvantages

4. On the basis of the above ideas, sum up the topic “Science and Human Happiness”. You have to consider : how much has science added to human happiness ?
5. (a) With another classmate, make a chart showing what man can do and what machines can do. Later compare this chart with those made by other classmates.
- (b) Divide your class into two groups. One group can *prepare to speak “for” and the other “against” the topic.*  
*‘We are happier than our forefathers.’*
6. See some pictures of World Wars on the Internet. What do you see about the weapons, machines etc. used in these wars ? Some of you can tell the class about the use/misuse of Science in wars.

***Just a little fun :***

Doctor Bell fell down the well And broke his collar-bone. Doctors should attend the sick And leave the well alone.
---



### (i) Character of a Happy Man

*[The idea conveyed in this poem is that those who have lesser cares and ambitions in life are the most contented people. Those who are truthful and modest and do not fall a prey to pride and vices and have faith in God and honesty are truly happy.]*

How happy is he born or taught  
That serveth not another's will ;  
Whose armour is his honest thought,  
And simple truth his utmost skill !  
Whose passions not his masters are, 5  
Whose soul is still prepared for death ;  
Untied unto the world with care  
Of public fame or private breath ;  
Who envies none whom chance doth raise  
Nor vice ; who never understood. 10  
How deepest wounds are given with praise ;  
Nor rules of state, but rules of good :  
Who God doth late and early pray  
More of His grace than gifts to lend ;  
Who entertains the harmless day 15  
With a religious book or friend ;  
This man is free from servile bonds  
Of hope to rise, or fear to fall ;  
Lord of himself, though not of lands ;  
And having nothing, yet hath all. 20

*Sir Henry Wotton*

[*Sir Henry Wotton was born in 1568 in Kent (UK). He was a famous poet and diplomat. Wotton studied at Winchester and Oxford. In 1595 he was engaged by the Earl of Essex as agent and secretary. His poems and other writings were collected in 1651.*]

### **Glossary :**

<i>armour</i>	– defensive covering, protection
<i>still</i>	– always
<i>ruin</i>	– downfall
<i>state</i>	– estate
<i>entertains</i>	– occupies agreeably, utilises
<i>servile</i>	– slavish
<i>fame</i>	– a state of being known by many people
<i>bond</i>	– something that binds or holds together

### **Enjoying the Poem**

1. What does the poet want to say in the poem ?
2. Write a note on the central idea of the poem.
3. Write a summary of the poem in your own words.
4. Explain the lines.  
“Whose armour is his honest thought  
And simple truth his utmost skill !”
5. How does a man become really happy ?
6. How does ‘a religious book or a friend’ give happiness?
7. How does a contented man have all without having anything?

8. A 'synonym' means a word with a similar meaning. Write down the synonyms of the following words from the poem.

passions .....  
fame .....  
grace .....  
service .....  
vice .....

9. Life is not made difficult by a hostile fate but because of our own dreamy, unrealistic desires. Alexander Pope's poem "The Quiet Life" conveys the same idea. Compare the two poems.



### 3 Secret of Happiness

*[N.V.Peale is an author with a positive message in life. He has written several books in an attempt to teach people the Art of Living. The present extract has been culled from his book The New Art of Living.]*

#### I

##### **Dynamics of Self-Realization**

The greatest day in any individual's life is when he begins for the first time to realize himself.

It happened to a college student friend of mine once with dramatic suddenness. He was as unsuccessful in his studies as he was efficient upon the athletic field.

Destiny, however, has its own strange ways. One day in a class of Psychology, our student friend suddenly became enthralled as the professor described how the average man fails because he does not learn to control and consolidate his powers. He used the familiar illustration of the burning glass. The rays of the sun, falling upon a piece of paper, have little effect. Let them, however, be drawn by the burning glass to a focus and they create an intense heat which will quickly burn a hole in the paper.

The professor pointed out that the man who succeeds is the one who can draw his dissipated and therefore futile powers to a focus. Our student said that in a flashing illumination he saw the cause of his own failure and oblivious of all in the room and under the spell of a veritable new birth leaped to his feet, crying, "I see it ; I see it" What had happened ? He had met himself, a *new* self, his *real* self, which he never before had seen and the

revelation changed him from a failure to a potential success, the possibilities of which were later abundantly realized. He was now a grand success in whatever he chose to do.

## II

### **You are Greater than you Think**

In his famous address on “The Energies of Men” William James, a great psychologist, said, “Men habitually use only a small part of the powers which they possess and which they might use under appropriate circumstances.” A scientist is reported recently to have said that an average man uses but twenty per cent of his brain power. When you think of some people, that sounds like optimism. Think of it—you are using, if you are an average person, only one fifth of your mental capacity.

Consider what you could make of life if you increased that by only fifty per cent. In the personality of every individual there is a great reservoir of unused power. But in many of us just a miserable little trickle is getting through, and on that we live and do our work. The great secret of life is to put a key into the lock, turn back the sluice gates and let that power, like a terrific stream, flow into your mind and personality. It will transform you into a person of strength and effectiveness, well able to meet and master all circumstances. The important thing to emphasize is that it is a source of inward power by which weak personalities can become strong ; divided personalities can become unified ; hurt minds can be healed ; and the secret of peace and poise attained.

## III

### **The Escape from Fear**

A British publishing house issued, some years ago, a volume of sermons, under the title, *If I Could Preach Only Once*.

One of these sermons was by Gilbert Chesterton. "If I had only one sermon to preach." Chesterton declared, "it would be sermon against fear."

Why should this eminent man of letters single out so ordinary an adversary? First of all, because fear is one of man's most common enemies. It touches every one of us in some way. Many people, for example, have financial fears. We have fears of ill health, anticipating the direful consequences of being overtaken by some bodily affliction. We allow ourselves to be made miserable by fear of what the future holds or fears of the consequences of past acts and decisions. Fears of one kind and another haunt us and cast a shadow over our happiness.

No person is at his best or in full control of his powers if he is the victim of fear. In many ways fear lays its paralyzing hand upon an individual and becomes a chief obstacle to the full development of personality and to the achievement of success in life. The person who wishes to become adept in the art of living must learn to conquer and subdue his fears.

This is a problem common to us all, and I want to state at the outset the encouraging fact that any and every individual can escape from fear. Remember this, however—only *you* can conquer your fears. Others may help you but ultimately *you* must do it *yourself*.

The first step and, for that matter, a large part of the campaign against one's fears is to get a complete and thorough-going knowledge of them. Bring them out into the light of day and watch them shrivel up.

A fear is not unlike a ghost. It frightens you in the gloom, but there isn't much to it when you get it into the light. Most of the things one fears never happen; at least they do not amount to anything. As one frog in a pond may sound like a hundred when one is trying to sleep, so one little fact may be enlarged by mental

fear and distorted imaging out of all proportion to its real size.

Once in a lonely cabin on a dark night, deep in the North Woods, I heard on the porch noises that sent a shiver up my spine. It sounded like the cautious approach of several intruders. I sat transfixed, rooted to my chair, with every hair seemingly standing on end. Newspaper accounts of a recent murder in that section flashed across my mind. This is the end, I thought, but I was far from being prepared to die. I didn't want to die ; I wanted to get out of there. Finally, unable to stand the suspense longer and desperation lending bravado, I leaped to the door and flung it open, expecting to see a whole array of gangsters with machine guns and pistols. Instead, a little chipmunk scurried off into the darkness, leaving me limp and mortified but yet the learner of a great lesson, namely, that it is very salutary to get a good look at your fears, and that when you do, they are much less impressive than you had imagined them to be.

## IV

### **Faith in Him**

A great Japanese, Kagawa, a preacher and social worker, once visited our country. Everyone noted that he carried about himself a sense of peace and poise, an inner strength and confidence that was truly remarkable. Kagawa had discovered a priceless secret, and he gave us his secret by saying that if does as he did, "immerse him self over a long period in the grace of God," he will enter into a profound calm that nothing can destroy. Kagawa said that encountering mobs, threatened by soldiers, hurt by opponents, the calm never left him. His eyesight was threatened ; disease afflicted him : but he never lost his calm. He testified that he was often amazed by the depth of this peace. This he assured us he had found in God. In that relationship he lost his fears.

There is the real escape from fear. Get a deep, unshakable faith in the fact that you are not alone, but that God watches over you and cares for you and will bring you through all difficulties. Then you will have total peace of mind. Confidence, not fear, will be yours forever.

*Norman Vincent Peale*

## **Glossary :**

### **I**

*enthralled (adj)* : filled with wonder and delight

I was simply *enthralled* at her dance performance.

*consolidate (v)* : joined together into a whole

It is very necessary to *consolidate* your resources before embarking upon any ambitious project.

*illustration (n)* : example

Give me an *illustration* to explain your point.

*familiar (adj)* : well-known

The new boss is quite *familiar* with the state of affairs as he was here 3 years ago.

*focus (n)* : a central point, a rallying point

You must bring the rays of light to a *focus* to produce the desired effect.

*dissipated (adj)* : weakened

The sermon fired him to make use of his *dissipated* power to the full and he achieved success.

*futile (adj)* : useless

All his effort to win the game proved *futile*.

*a flashing illumination* : a sudden knowledge or realization

In a moment of *flashing illumination* Lord Buddha became alive to the Truth of the mystery of life.

*revelation (n)* : a new knowledge

It was a *revelation* to me that she was the daughter of the big boss.

*potential (n)* : having power and energy for something

I am sure of his *potential* ; he can do real wonders in this field.

*abundantly (adv)* : in a large measure

She was *abundantly* praised at the conclusion of her successful trip to the historic conference.

## II

*optimism (n)* : looking at the bright side of things, a positive attitude of hope

It was his sheer *optimism* that won him success in the trial.

*reservoir (n)* : a store

Every human brain is a big *reservoir* of energy and power.

## III

*eminent (adj)* : famous

He is an *eminent* personality in this part of the country.

*a man of letters* : a scholarly person

A *man of letters* like him should not commit such a minor error.

*adversary (n)* : enemy

Fear is man's greatest *adversary*.

*direful consequences* : bad, dangerous results

You must be prepared for the *direful consequences* if you insist on going against the stream.

*obstacle (n)* : obstruction, hindrance

Her father's objection became a great *obstacle* in the way of her marriage.

*intruder (n)* : one who comes unseen as an enemy, an unwelcome, uninvited person

The *intruders* from across the border generally attack the border villages and commit several crimes.

*desperation (n)* : a state of hopelessness

In a state of *desperation*, he decided to do or die and won the game.

*bravado (n)* : bravery

Desperation produced in him a sense of *bravado* and he attacked the enemy with all his might.

*chipmunk (n)* : a type of rodent or rat

It was nothing but a small *chipmunk* that scurried off.

*mortified (adj)* : ashamed

I felt badly *mortified* when I learnt of my folly.

#### IV

*poise (n)* : a state of balance, calmness

You must not lose your *poise*, especially in this hour of difficulty.

*profound (adj)* : deep

His *profound* thoughts impressed everyone.

*afflicted (v)* : caused pain and agony

Cholera *afflicted* the city in a big way last year.

### LANGUAGE EXERCISES

#### A. Comprehension Questions

**(i) Answer the following questions in your own words :**

1. Which is the greatest day in any individual's life ?
2. What enthralled the student in the Psychology class ?

3. Did the boy change as a result of the realization ?
  4. What is there in the personality of every man ?
  5. How can weak personalities become strong ?
  6. What would Chesterton preach if he had just one sermon to deliver ?
  7. What are the different types of fear experienced by the people ?
  8. What did the author of 'Secret of Happiness' find when he flung open the door?
  9. How can one have a real escape from fear ?
  10. What was the priceless secret discovered by Mr. Kagawa?
- (ii) Answer the following questions in 50 words each :**
1. Describe, in your own words, how the professor changed the total attitude of the student.
  2. Write a small paragraph on 'The Proper use of Human Energy.'
  3. Relate the incident of North Woods in your own words.
  4. Write, in brief, the message given by Mr. Kagawa.

### **B. Vocabulary Exercises**

**(i) Give the synonyms of :**

- a. eminent
- b. adversary
- c. profound
- d. poise
- e. obstacle
- f. illustration
- g. futile
- h. abundant
- i. conquer
- j. total

**(ii) Give the antonyms of :**

- a. destroy
- b. opponent
- c. shakable
- d. optimism
- e. strength
- f. ordinary
- g. ignorance
- h. real
- i. fact
- j. cautious

**(iii) Give one word for each of the following expressions:**

- a. a science that studies the working of the human mind
- b. a speech from the pulpit in a church
- c. one who believes in the bright side of things
- d. a daily or periodic paper that gives news and views
- e. one who does not believe in God.

**(iv) Frame sentences to show distinction between the following pairs of words :**

- a. birth-berth
- b. familiar-familial
- c. gate-gait
- d. adept-adapt
- e. mental-mantle
- f. root-route
- g. peace-piece

**C. Grammar Exercises**

**(i) Fill in the blanks with suitable articles :**

- 1. \_\_\_\_\_ dog is \_\_\_\_\_ faithful animal.

2. Tanuja is \_\_\_\_\_ honest girl.
3. I saw \_\_\_\_\_ American and \_\_\_\_\_ European at the market.
4. We visited \_\_\_\_\_ Golden Temple at Amritsar.
5. \_\_\_\_\_ Himalayas have many ranges.
6. I use \_\_\_\_\_ umbrella in the rainy season.
7. Chandigarh is \_\_\_\_\_ capital of Punjab.

**(ii) Change the following sentences into passive voice:**

1. I know him very well.
2. They sought my help.
3. It is time to say goodbye.
4. This jug contains milk.
5. Don't use foul language.
6. My father will receive me.
7. I annoyed her.

**(iii) Fill in the blanks with the appropriate comparatives or superlatives of the adjectives given in the brackets :**

1. Milk is \_\_\_\_\_ than water. (thick)
2. Pen is \_\_\_\_\_ than the sword. (mighty)
3. Ludhiana is the \_\_\_\_\_ city of Punjab. (large)
4. It is \_\_\_\_\_ said than done. (easy)
5. The condition of the patient is much \_\_\_\_\_ now. (good)
6. \_\_\_\_\_ late than never. (good)

**(iv) Fill in the blanks with a non-finite**

*(to-infinitive, gerund or participle) :*

1. He used the illustration of the \_\_\_\_\_ glass (burn).

2. The great success of life lies in \_\_\_\_\_ (put) a key into the lock and releasing that terrific power.
3. If I had only one sermon \_\_\_\_\_ (preach), I would preach people \_\_\_\_\_ (shun) fear.
4. We allow ourselves \_\_\_\_\_ (make) miserable by fear.
5. The person who wishes \_\_\_\_\_ (become) adept in the art of \_\_\_\_\_ (live) must learn \_\_\_\_\_ (subdue) his fears.
6. I sat \_\_\_\_\_ (root) to my chair.
7. I wanted \_\_\_\_\_ (get) out of there.
8. I found the door \_\_\_\_\_ (break).
9. He did not learn the art of \_\_\_\_\_ (control) his powers.
10. \_\_\_\_\_ (have) faith in God gives a lot of strength.

#### **D. Pronunciation Practice**

Speakers of English should learn to distinguish between the sounds /v/ and /w/

/v/ is produced with the help of upper teeth and lower lips.

/w/ is produced by rounding the lips as in the vowel sound in *shoe* and then *immediately* spreading the lips as in the vowel in the initial position of the word *above*.

Now say the following words aloud :

vest – west	vile – while
vale – whale	vine – wine
vie – why	vend – wend
vent – went	vim - whim
verse – worse	vain – wane

### **E. Creative Writing and Extended Reading**

1. List out some pieces of advice for a man who wants to succeed in life.
2. Write a paragraph on :
  - i. Fear, Man's Worst Enemy
  - ii. Faith – Man's Saviour
  - iii. Self Realization as a Key to Success
3. Read any one of the books written by Norman Vincent Peale :
  - i. The Power of Positive Thinking
  - ii. Stay Alive All Your Life
  - iii. A Guide to Confident Living

#### ***Just a little fun***

For years a secret shame destroyed my peace  
I'd not read Eliot, Auden or MacNeice.  
But now I think a thought that brings me hope :  
Neither had Chaucer, Shakespeare, Milton, Pope.

## (ii) Death the Leveller

*[The idea conveyed by the poet in this poem is that death is a great leveller and it does not have any prejudice for or against a king or a pauper, the mighty or the weak, the rich or the poor. All bow before Death's power. Everyone has to yield and submit before the might of Death. Hence man should not be proud of his great deeds.]*

The glories of our blood and state  
Are shadows, not substantial things ;  
There is no armour against Fate ;  
Death lays his icy hand on kings : 4  
Sceptre and Crown  
Must tumble down,  
And in the dust be equal made  
With the poor crooked scythe and spade. 8  
Some men with swords may reap the field,  
And plant fresh laurels where they kill :  
But their strong nerves at last must yield ;  
They tame but one another still : 12  
Early or late  
They stoop to fate,  
And must give up their murmuring breath  
When they, pale captives, creep to death. 16  
The garlands wither on your brow ;  
Then boast no more your mighty deeds !  
Upon Death's purple altar now  
See where the victor-victim bleeds. 20

Your heads must come  
To the cold tomb :  
Only the actions of the just  
Smell sweet and blossom in their dust. 24

-James Shirley

*[James Shirley was born in 1596 in London. Educated at Oxford and Cambridge, he worked as a schoolmaster most of his life. His reputation as a writer rests largely on his plays. He wrote about forty plays including tragedies, romantic comedies and comedies of manners. His famous songs and lyrics are found in his plays.]*

### **Glossary :**

*blood* – birth, parentage  
*sceptre* – rod or staff carried by a ruler as a sign of power or authority.  
*laurels* – emblem of the conqueror, symbols of victory  
*captives* – prisoners  
*victor - victim* – the conqueror as well as the vanquished.

### **Enjoying the poem :**

1. What is the theme or the central idea of the poem ?
2. Write the summary of the poem in your own words.
3. What lesson do you get from this poem ?
4. What does the expression ‘scythe and spade’ stand for in line 8 ?
5. Do the conquerors tame death or the dead ?

6. Explain the lines  
“Only the actions of the just  
Smell sweet and blossom in their dust”.
7. Write true or false against the following sentences :
  - (a) There is no armour against fate.
  - (b) Death spares the mighty but punishes the weak.
  - (c) Death can even kill good deeds.
  - (d) Death lays his icy hand on kings.
8. This poem highlights the uselessness of human power and might. What is that cannot be snatched by death ?
9. Read John Donne’s poem ‘Death, Be not Proud’ and compare the two poems.



## 4. A Gift for Christmas

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time. Three times Della counted it. And the next day would be Christmas.

There was clearly nothing that Della could do except to throw herself on the dirty little couch and cry.

While Della is crying let us take a look at her home which is a furnished flat at \$8 a week. You see signs of poverty wherever you turn your eyes. What else can you expect when Della's husband, Mr. James Dillingham Young, earns just \$20 a week ?

Della finished crying. She went up to the looking-glass and began to powder her cheeks. Then she stood by the window and looked out dully at a grey cat walking on a grey fence in a grey backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Oh, the many happy hours she had spent planning for something nice for him ! Something fine and rare, worthy of the honour of being owned by Jim.

Suddenly Della turned away from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its colour all of a sudden. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took great pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair.

Della let fall her beautiful hair and it looked like a cascade of brown waters. It reached below her knees. Quickly and

nervously she combed it and did it up again. For a minute she faltered. Tears appeared in her eyes.

That was only for a moment. She put on her old brown jacket, she put on her old brown hat. With her eyes shining brightly she fluttered out of the door and down the stairs to the street.

She stopped at a shop with the sign 'M'me Sofronio. Hair Goods of All Kinds.' The shop was located on the second floor. Della ran up the stairs.

'Will you buy my hair ?' asked Della.

'I buy hair,' said Madame. 'Take your hat off and let me have a look at it.'

Down came the brown cascade.

'Twenty dollars,' said Madame, lifting the beautiful hair with her experienced hand.

'Give it to me quickly,' said Della.

Della spent the next two hours in the stores eagerly looking for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores. It was a platinum watch-chain, simple but well made. It was worthy of the watch. As soon as she saw it she decided that it was the right present for Jim. She paid twenty-one dollars for it and hurried home with the 87 cents that remained.

When Della reached home, pleased with the present, she grew nervous as she thought calmly about what she had done. She looked at the reflection in the mirror long, carefully, and critically. She brought out her curling irons and began to curl her hair carefully. The tiny curls made her look like a schoolboy. 'If Jim doesn't kill me,' she said to herself, 'before he takes a second look at me, he'll say I look like a boy. But what could I do-Oh ! What could I do with a dollar and eighty-seven cents ?'

At seven o'clock the coffee was made and everything arranged to get dinner ready. Jim was never late. Della sat on the corner of the table near the door with the watch chain in her hand. Then she heard his step on the stairs. She turned white for just a moment. She prayed, 'Please God, make him think I am still pretty.'

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two-and he was burdened with a family ! He needed a new overcoat and he was without gloves. Jim's eyes were fixed on Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise. He simply stared at her with a strange expression on his face.

Della got off the table and moved towards him. 'Jim, darling,' she cried, 'don't look at me that way. I had my hair cut off and sold it because I had to buy a Christmas present for you. I just had to do it. My hair grows so fast-you don't mind, do you? Say "Merry Christmas ! Jim, and let's be happy. You don't know what a nice – what a beautiful present I've got for you.'

'You've cut off your hair ?' asked Jim, speaking with difficulty.

'Cut it off and sold it,' said Della. 'Don't you like me just as well, without my hair ?'

Jim looked about the room curiously.

'You say, your hair is gone ?' he said with an air almost of disbelief.

'You needn't look for it,' said Della. 'It's sold, I tell you - sold and gone. It's Christmas Eve, Jim. Be good to me, because I did it all for you.'

Jim seemed to wake up at last, and to understand. He

kissed Della. He suddenly remembered that he had bought something for Della too. He drew a package from his overcoat pocket and threw it upon the table.

‘Don’t make any mistake, Dell,’ he said, ‘about me. Whatever happens I shall always love you just the same. Now open the package and you will understand why I behaved as I did.’

Della’s white fingers quickly opened the package. And then at first a scream of joy followed by a quick feminine change to tears.

For there lay The Combs – the set of combs, side and back, that Della had seen in a Broadway window and liked so much. They were beautiful combs, so expensive and they were hers now. But alas, the hair in which she was to wear them was sold and gone ! She took them up lovingly, smiled through her tears and said, ‘My hair grows so fast, Jim !’

And then Della jumped up like a little cat and cried, ‘Oh, oh !’

Jim had not yet seen his beautiful present. She held it out to him eagerly on her open palm.

‘Isn’t it lovely, Jim ? I hunted all over town to find it. You’ll have to look at your watch a hundred times a day now. Give me your watch. I want to see how it looks on it.’

Instead of obeying, Jim sat down on the couch and put his hands under the back of his head and smiled.

‘Dell,’ said he, ‘let’s put our Christmas presents away and keep them awhile. They are too nice to use just at present. I sold the watch to get the money to buy your combs. And now please get the dinner ready.’

## **Glossary :**

*expenses (noun)* : operating cost

The salary he gets barely covers his *expenses*.

*rare (adj)* : uncommon

It is *rare* to find sincerity these days.

*possession (noun)* : owning something

The gang was caught in *possession* of cocaine.

*cascade (v, noun)* : flowing like a small waterfall

Water *cascaed* down the stairs. The cascade made a lovely scene.

*falter (verb)* : to become weak

His courage never *faltered*.

*flutter (verb)* : to move quickly

The flag *fluttered* in the breeze.

*critically (adv)* : with disapproval

She spoke *critically* of her sister.

*feminine (adj)* : qualities connected with women

This dress gives you a typical *feminine* look.

*scream (verb)* : loud cry

The boys were *screaming* with excitement.

## **LANGUAGE EXERCISES**

### **A. Comprehension Questions**

**(i) Answer the following questions in your own words :**

1. Why was Della crying ?
2. Describe the poverty of Della's house.
3. What type of present had Della planned for Jim ?
4. What were the two prized possessions of Jim ?

5. Describe the present Della bought for Jim.
6. How did Della manage to buy the gift ?
7. What did Della think when she looked at herself in the mirror?
8. What was Jim's reaction on seeing Della's hair gone ?
9. What explanation did Della give to Jim for getting her hair cut ?
10. What was in the package that Jim had brought for Della ?
11. How had Jim managed to bring the present for Della ?

**(ii) Answer the following questions in about 50 words each :**

1. Expenses had been greater than she had calculated. Why ?
2. Describe the incident of Della's selling her hair in your own words.
3. Why was Della pleased with her selection of the present for Jim ?
4. Why does the storywriter call Jim 'a poor fellow' ?
5. What do you think about the expression in Jim's eyes? Was it shock, surprise or anger ? Why ?
6. Both of them gave each other the gift of rare love. How ? Explain.

**(iii) Write true or false against the following statements :**

1. Jim loved Della more than she loved him.
2. Della could easily buy a present for Jim without selling her hair.
3. Della was proud of being Jim's wife.
4. Both the gifts proved their true love for each other.
5. Jim and Della could do without gifts.

## B. Vocabulary Exercises

**(i) Look at the sentences :**

She went up to the *looking glass*.  
 She brought out her *curling irons*.

The words *looking* and *curling* are the *verbs* ending in-  
*ing* and have the force of *noun* as well as *verb*. Such  
 words are called ‘*gerunds*’.

**(ii) Supply suitable gerunds in the blanks :**

1. I am not interested in ..... a celebrity. (become)
2. I am used to ..... by the phone. (sleep)
3. I feel like ..... the mountains. (climb)
4. Your plants need ..... (prune)
5. He didn't want to risk ..... the boss. (annoy)
6. I am not interested in ..... in luxury. (live)
7. Will it help if we try ... the cake back in the oven?  
(put)
8. I feel like ..... across the river. (swim)
9. I am not used to ..... irregular hours. (work)
10. I am used to ..... overtime. (do)

**ii (a) Combine the nouns with gerunds in the table to form meaningful compound nouns.**

fruit	lorry	bird	farming	picking
coal	weight	fish	lifting	mining
			watching	driving

(b) Now combine the gerunds with the nouns to form compound nouns :

waiting	diving	driving	committee	pool	rink
dining	swimming		licence	board	hall
housing	skating		room		

(iii) Fill in the blanks with the suitable word :

1. *Happiness* is to *sorrow* as *strength* is to .....  
(muscle/lion/weakness/strong)
2. *Touch* is to *strike* as *whisper* is to .....  
(shout/kill/quiet/anger)
3. *Snow* is to *white* as *honey* is to .....  
(light/bee/sweet/tree)
4. *Deep* is to *shallow* as *bold* is to .....  
(dull/strong/timid/loud)
5. *Bear* is to *cub* as *horse* is to .....  
(lamb/fawn/foal/kid)
6. *Herd* is to *deer* as *bunch* is to .....  
(people/chickens/cattle/keys)
7. *Horse* is to *neigh* as *lamb* is to .....  
(bleat/screech/roar/yell)
8. *Haste* is to *delay* as *honour* is to .....  
(king/judge/shame/prize)
9. *Puppy* is to *dog* as *fawn* is to .....  
(bear/wolf/duck/deer)
10. *Victory* is to *defeat* as *vague* is to .....  
(lose/definite/virtue/fame)

## C. Grammar Exercises

### (i) (c) Look at the sentences :

She *put on* her old brown hat.

Della *got off* the table and moved towards him.

When a preposition or an adverb is placed after a verb, the phrase so formed gives a variety of meanings.

### Now fill in the blanks with the phrases given below :

put off	look ahead
put out	look after
put on	look out
put forward	look up

1. Will you ..... my dog when I am away.
2. You should ..... and make plans for your future.
3. While swimming in the sea, ..... for sharks.
4. He was depressed after his accident, but with time, life began to .....
5. .... the light, I want to read.
6. .... the light, I want to sleep.
7. I shall ..... my visit to Delhi till the weather is fine.
8. The new officers ..... many new suggestions.

### (ii) Correct the following sentences : (errors in the use of prepositions)

1. To save the child he jumped in the well.
2. You have to answer on your misbehaviour.
3. He did not agree with my proposal.

4. We should abide with the decision of the management.
5. He has been accused for theft.
6. You must apologize from the boss on your misbehaviour.
7. The student assured the teacher with his honesty.
8. Della was absorbed with her studies.
9. The nurse is attending near your father.
10. He is addicted from drugs.

**(iii) Rewrite the following in the Indirect Form of Narration :**

1. “You have cut off your hair ?” asked Jim, speaking with difficulty.  
“Cut it off and sold it,” said Della. “Don’t you like me just as well, without my hair ?”
2. “You needn’t look for it,” said Della. “Be good to me, because I did it all for you.”
3. “Isn’t it lovely, Jim ? I hunted all over the town to find it. You will have to look at your watch a hundred times a day now. Give me your watch. I want to see how it looks on it.” said Della to Jim.

**D. Pronunciation Practice**

**Check up the pronunciation of the following words in the dictionary and say them aloud.**

wool	onion	suite
lamb	oven	adjective
cough	potato	interrogative
ewe	quay	bury
hero	suggestion	exhibition

Don't you think you should learn some phonetic symbols to be able to read the correct pronunciation of words from the dictionary?

### **E. Creative Writing and Extended Reading**

1. Continue an imaginary dialogue (started below) between Jim and Della while sitting over the dinner table on the Christmas Eve.

Jim: Della, how could you think of this gift ?

Della: .....

Jim: But, why did you not tell me anything about it ?

Della: .....

Jim: Couldn't we do without gifts this Christmas ?

Della: ..... But you too did not disclose your plans. Why ?

Jim: .....

Della: Should we not put them away for the next Christmas?

Jim: .....

2. Write a short paragraph on :  
The Practice of Exchanging Gifts on special occasions.
3. Discuss with your friends, the wisdom (or otherwise) of Jim and Della in matter of the practice of exchanging gifts on the Christmas eve.

***Just a little fun :***

Here lies my wife.

Here let her lie !

Now she's at rest

And so am I.

### **(iii) A Ballad of Sir Pertab Singh**

*[The present poem exposes and attacks the tyranny of the caste system in India and asserts that a man's caste is determined not by his birth, but by his actions. Men of noble heart, irrespective of their birth, belong to one caste. A true soldier is related to all the soldiers of the world. He shares a common bond of valour, courage and brotherhood with all the soldiers.]*

In the first year of him that first  
Was Emperor and King,  
A rider came to the Rose-red House,  
The House of Pertab Singh.

Young he was and an Englishman,  
And a soldier, hilt and heel,  
And he struck fire in Pertab's heart  
As the steel strikes on steel.

Beneath the morning stars they rode,  
Beneath the evening sun,  
And their blood sang to them as they rode  
That all good wars are one.

They told their tales of the love of women,  
Their tales of East and West,  
But their blood sang that of all their loves  
They loved a soldier best.

So ran their joy the allotted days,  
Till at the last day's end  
The Shadow stilled the Rose-red House  
And the heart of Pertab's friend.

When morning came, in narrow chest  
The soldier's face they hid,  
And over his fast-dreaming eyes  
Shut down the narrow lid.

Three were there of his race and creed,  
Three only and no more :  
They could not find to bear the dead  
A fourth in all Jodhpore.

'O Maharaj, of your good race  
Send us a sweeper here ;  
A Sweeper has no caste to lose  
Even by an alien bier.'

'What need, what need ?' said Pertab Singh,  
And bowed his princely head.  
'I have no caste, for I myself  
Am bearing forth the dead.

'O Maharaj, O passionate heart,  
Be wise, bethink you yet :  
That which you lose to-day is lost  
Till the last sun shall set.'

‘God only knows,’ said Pertab Singh,  
‘That which I lose to-day :  
And without me no hand of man  
Shall bear my friend away.’

Stately and slow and shoulder-high  
In the sight of all Jodhpore  
The dead went down the rose-red steps  
Upheld by bearers four.

When dawn relit the lamp of grief  
Within the burning East  
There came a word to Pertab Singh,  
The soft word of a priest.

He woke, and even as he woke  
He went forth all in white,  
And saw the Brahmins bowing there  
In the hard morning light.

‘Alas ! O Maharaj, alas !  
O noble Pertab Singh !  
For here in Jodhpore yesterday  
Befell a fearful thing.

‘O here in Jodhpore yesterday  
A fearful thing befell.’  
A fearful thing,’ said Pertab Singh,  
‘God and my heart know well

'I lost a friend.' 'More fearful yet !  
When down these steps you passed  
In sight of all Jodhpore you lost  
O Maharaj – your caste.'

Then leapt the light in Pertab's eyes  
As the flame leaps in smoke,  
'Thou priest ! thy soul hath never known  
The word thy lips have spoke.'

'My caste ! Know you there is a caste  
Above my caste or thine,  
Brahmin and Rajput are but dust,  
To that immortal line :

'Wide as the world, free as the air,  
Pure as the pool of death  
The caste of all Earth's noble hearts  
Is the right soldier's faith.'

-SIR HENRY NEWBOLT

*[Sir Henry Newbolt (1862-1938) was a famous British poet, novelist and barrister. Born in Bilston, Newbolt was educated at Corpus Christi College, Oxford. He was called to the Bar in 1887. He is known for his poems about war on land and on sea. He was an ardent believer in the power and inspirational quality of many patriotic verse. He is the author of patriotic poems.]*

### **Glossary :**

<i>a soldier,</i>	– the Englishman was a complete soldier
<i>hilt and heel</i>	
<i>struck fire</i>	– won respect and love (from Pertab)
<i>their blood</i>	– both being soldiers, their blood evoked in them
<i>sang</i>	– common feelings of courage and bravery for a noble cause
<i>shadowed</i>	– a deathly silence fell on the Rose-red
<i>stilled</i>	House of Pertab because of the death of his friend
<i>fast</i>	– eyes that had lost touch with the reality of the
<i>dreaming</i>	earth
<i>lid</i>	– cover
<i>creed</i>	– religious faith
<i>alien</i>	– foreigner
<i>bier</i>	– a crude stretcher to carry the dead body
<i>chest</i>	– coffin
<i>dawn</i>	– morning
<i>befell</i>	– happened, occurred
<i>immortal</i>	– noble and deathless race of men who live in their
<i>line</i>	deeds

### **Enjoying the Poem :**

1. Rewrite the poem 'A Ballad of Sir Pertab Singh' in prose (one sentence for each stanza)
2. Write a summary of the poem 'A Ballad of Sir Pertab Singh' in your own words.
3. What is the central idea of the poem 'A Ballad of Sir Pertab Singh' ?
4. Who was Sir Pertab Singh ?

5. Why did he immediately like the English soldier ?
6. How did the two comrades spend their days ?
7. Why was Pertab Singh asked to send a sweeper when the English soldier died ?
8. What was the problem that arose when the Englishman died ?
9. What, according to the priests, had Pertab Singh lost ? Why ?
10. A ballad is a long narrative poem which tells a simple story. Read some other famous ballads. You can choose from :
  - (i) The Ballad of Father Gilligan by W.B. Yeats.
  - (ii) A Diverting History of John Gilpin by William Cowper.
  - (iii) Robin Hood and Allen-A-Dale (Anonymous)
11. Have you noticed that in some stanzas the first line rhymes with the third while in some others, the second line rhymes with the fourth line ? Study these rhyming lines carefully.
12. Write a small paragraph on Caste System (50-100 words)



## 5 Some Glimpses of Ancient Indian Thought and Practices

*[Since times immemorial India has always occupied a place of honour and glory in the comity of nations. The rich culture of this great country has been illumined by the great Vedas and the Puranas, the Gita, the Ramayana and the Mahabharata and rich thoughts that these and thousands of other Indian books of yore are studded with. Some selected snippets, episodes and gems of thought representing the ethos and philosophy of this great land are being given here as food for thought.]*

### I

In a fight between the demons and the gods once, the demons were having an upper hand. In desperation and anxiety, the gods went to Lord Vishnu to find out as to how they could vanquish the demons. The Lord advised them to get a mighty sword (*a thunderbolt, Vajarpatt*) prepared from the bones of some great sage. Accordingly, the gods approached the sage Dadhichi, a great saint. Dadhichi took no time in laying down his life so that his bones could be made into an invincible weapon (*amoghastra*). This victory of the good over evil is the rarest of the rare examples of great renunciation and sacrifice that this culture teaches. Who can forget the supreme sacrifice of the young sons of Sri Guru Gobind Singh ? They chose to be bricked alive for the sake of their faith and the canons of justice and true liberty. Our philosophy and thought teach us to renounce, to sacrifice, to give away in charity in the real spirit of detachment. '*Idam Naa mam*' (This does not belong to me) is the real spirit behind the *yajnas* we are called upon to perform frequently in our homes. Should corruption,

greed and lust for easy money have any place in a country rich with such noble and lofty traditions ?

## II

The elder ones of this country, as per tradition coming down from thousands of years to this day, consider it a divine and blessed duty to feed the birds flying in the sky, the animals moving about on this earth and the insects living in small holes inside the earth. This noble tradition is an ocular proof of the fact that the people of this country believe in the unity of life, anywhere and everywhere. '*Vasudhev Kutumbukam*', the entire Universe is one family, is the basic thought that works here and in the various such ceremonies like the tradition of '*langar*' in the holy temples and Gurudwaras and the message of the holy Gurus contained in the directive : 'Eat only after you have shared your meal with others. (*Wand chhako*).' This idea of distribution applies not to food only ; it extends well up to the entire resources and funds that are available to man. Do we still need to be taught to love the entire mankind as our kith and kin and respect the sanctity of life through total non-violence ?

## III

Once, the story goes, king Janaka of Maithil (present Bihar) called a meeting of the scholars to discuss some ticklish issue based on high philosophic thought. A well-known sage named Ashtavakara (so called because of his deformed body) was also invited to this meeting. As Ashtavakara entered the portals of the palace hall and walked up the passage, some scholars already present there burst into a derisive laughter. How could such a deformed and misshapen person discuss high philosophy, they felt. Ashtavakara thundered back to the King." O King ! I feel ashamed of being invited to this assembly of skimmers (a person who deals

in animal skins ; *charamkar*). It is only a skinner who measures intelligence or status of a person from his skin or physical looks or the colour and shape of his skin or body.”

This put the entire assembly to shame and brought them to their knees to beg pardon of this great saint. Colour of the skin or shape of the body has never been a measure of intelligence or status in this country. Lord Rama’s eating of the tasted berries from a Bheel woman (a *Shudrá* woman who used to sprinkle water on the earth with the help of a leather bag) is a sufficient proof of the fact that there was never any discrimination on the basis of caste, creed or profession of a person in ancient India. One is here also reminded of what the enlightened sage, Swami Vivekananda said to a lady in America who laughed at his ‘simple’ dress : “Madam, in your country, it is the tailor who makes a man; in my country it is the intrinsic worth and character of a person that make him or her great.”

Isn’t it unwise to support, tacitly or otherwise, any talk of such discrimination on such frivolous bases today ?

#### IV

The history of this great land is full of examples where no auspicious function was considered to be held properly without the participation of women. So much so, that if no woman could somehow make it to the function, a statue of the woman was created to mark her auspicious presence\*. This only proves that a woman in this great land was never looked upon as an object of lust or sex ; she was always considered a devi (goddess) , a Kanjak (a young, unmarried girl child fit to be worshipped), the mother of mankind, the *ardhangini*, the inseparable but equal wheel of the *rathá* (chariot) of life.

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\*At the occasion of the *Setubandh* (Rameshwaram bridge) *Puja*, a statue of Lord Rama’s *ardhangini*, Sita, was specially made for the auspicious occasion.

This fitly explains Chhatrapati Shivaji's bowing his head before a woman and respectfully restoring her dignity as a mother when some misguided soldiers of his victorious army presented her to Shivaji as a gift. This too explains that the great wars in both the sacred epics, the Ramayana & the Mahabharata, were fought for defending and upholding the honour of this *matrishakti*, the powerful motherhood. Does this not put those to shame who think of resorting to female foeticide or denying the female sex their rightful place in the affairs of the world ?

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### **Glossary :**

*desperation* (noun) : a state of having no hope

In *desperation*, she called her father and asked for his help.

*anxiety* (noun) : a state of feeling nervous

Lack of sleep can cause *anxiety*.

*vanquish* (verb) : to defeat completely

The demons were *vanquished* by the gods.

*invincible* (adj) : too strong to be defeated

The cricket team of Australia seemed *invincible*.

*renunciation* (noun) : the act of giving up

Gandhiji appealed to the people for the *renunciation* of

violence. Dadhichi's sacrifice was a noble example of *renunciation*.

*canons* (*noun*) : principles

The *canons* of great men are unshaken. He stuck to the *canons* of justice and morality till his last breath.

*lofty* (*adj*) : very high and impressive

She was always praised for her *lofty* principles.

*ocular* (*adj*) : connected with the eyes

The accident injured his *ocular* muscles. He was satisfied only after he had an *ocular* proof.

*sanctity* (*noun*) : the state of being holy

The sage lived a life of *sanctity*. *Sanctity* of religious places should be maintained at all costs.

*ticklish* (*adj*) : difficult to deal with, a touchy subject

My throat is irritated by a dry *ticklish* cough.

I found it difficult to solve that *ticklish* problem.

*derisive* (*adj*) : unkind and showing that something is ridiculous

She gave a short, *derisive* laugh at his dress sense.

*intrinsic* (*adj*) : a part of the real nature of something

Some small shops are *intrinsic* to the town's character.

*Intrinsic* worth is more important than professed qualifications.

*tacitly* (*adv*) : suggested indirectly

The plan received a *tacit* disapproval. The boss *tacitly* supported the move to get his man elected.

*frivolous* (*adj*) : silly or absurd

Do not waste your time in *frivolous* pastimes.

## LANGUAGE EXERCISES

### A. Comprehension Questions

**(i) Answer the following questions :**

1. What caused desperation to the gods ?
2. Who did the gods go to in desperation ?
3. What did the Lord advise them ?
4. What was the sacrifice of saint Dadhichi ?
5. What is the real spirit behind the *yajnas* performed in our homes ?
6. What does the tradition of feeding birds and animals prove?
7. Why did some scholars laugh at *Ashtavakara* ?
8. How did Ashtavakara react ?
9. What did Vivekananda say to the lady who laughed at his simple dress ?
10. What was the status of women in the ancient India ?
11. Why did Shivaji bow his head before the woman who was brought to him as a gift ?
12. Why, according to you, were the wars fought in the Mahabharata and Ramayana sacred ?
13. What does Lord Rama's meeting with a Bheel woman and eating the tasted berries show ?

**(ii) Answer the following in about 50 words each :**

1. Why, according to the author, should those people be ashamed of themselves who believe in female foeticide ?
2. How does the author support the idea of the victory of the good over the evil ?

3. What is the basic difference between the position of women in society in the ancient times and now ?
4. What does the practice of '*langar*' stand for? Explain.
5. Give an example to prove that in ancient India, there was no discrimination on the basis of caste.

### B. Vocabulary Exercises

- (i) **Pick out the odd word which is not a synonym of the word given in italics in each set and put a circle around it.**

*demon* : devil, angel, fiend, imp  
*sage* : intellectual, mystic, spirit, guru  
*victory* : defeat, conquest, triumph, win  
*faith* : confidence, trust, belief, perception  
*auspicious* : holy, important, promising, impure  
*sacred* : blessed, secular, holy, revered

- (ii) **Add prefixes to the given words to form their antonyms:**

easy	available	respect	justice
wise	auspicious	proper	separable
equal	guide	honour	sufficient

- (iii) **Look at the following sentences :**

1. This idea of distribution applies not to food only ; it extends well up to the entire resources and funds that are available to man.
2. “Madam, in your country, it is the tailor who makes a man ; in my country it is the intrinsic worth and character of a person that make him or her great.”

3. This only proves that a woman in this great land was never looked upon as an object of lust or sex ; she was always considered a *devi*.

Do you notice the semicolon (;) in these sentences ? When two independent clauses are linked without any conjunction between them ; a semicolon is inserted. We use a comma after the first independent clause when we link two independent clauses with one of the following coordinating conjunctions : *and, but, for, or, nor, so, yet*. For example :

I am going home, and I intend to stay there. (*comma*)

I am going home ; I intend to stay there. (*semi coloum*)

Each of the following sentences needs either a comma or a semicolon. Choose the correct punctuation mark :

1. Satish has given up smoking about five times ..... but he cannot break the habit.
2. Our dog seems to have a built-in alarm clock ..... he wakes us up at exactly the same time every morning.
3. The passengers on the plane were alarmed ..... but the pilot and the crew kept their calm.
4. I realized at once that something was wrong ..... I was not, however, the only person who was concerned.
5. I had to complete the assignment by Sunday..... otherwise, I would have failed the course.
6. Ram decided to be a doctor ..... but he changed his mind after he heard of the fees of the medical college.
7. I finished reading *Freedom At Midnight* .... and then I went to bed.
8. The air was beautifully clear ..... it was a lovely day.

### C. Grammar Exercises

(i) **Fill in the blanks using the modals *might, should or must* :**

1. Your friend said you didn't need to buy her anything for her birthday, but (insistence) you ..... at least get her some flowers.
2. Anju said she was really busy this week, but I think she ..... show up at the party if she doesn't have to work overtime.
3. My husband said he would come over right after work, so he ..... be here by 6:00.
4. Don't move her. She ..... be having some internal injuries because of the accident.
5. You ..... be joking !
6. Your trip to Europe ..... have been absolutely fascinating !
7. You ..... not worry so much. Your father will be all right.
8. The doctor says that you ..... use gloves to avoid skin irritations.
9. Your shopping at The Mall ..... cost you a fortune.

(ii) **Choose the correct preposition :**

1. He swore ..... God that he was innocent. (by/in)
2. It was a fight ..... the gods and the demons.  
(in/between)
3. They live ..... the same roof. (below/under)
4. They will do it ..... pleasure. (with/in)

5. Divide the food ..... the two boys. (between/among)
6. There is no truth ..... what she just said. (in/about)
7. She stood leaning ..... the wall. (on/against)
8. She pushed the letter ..... the door. (under/below)
9. The boys ran ..... the road. (across/through)
10. Climb ..... the tree to get the mangoes. (on/up)

**(iii) Fill in the blanks with the suitable articles :**

Once upon ..... time there was ..... old woman who lived in ..... little house. She had in her garden ..... bed of beautiful striped tulips. One night she was awakened by ..... sounds of sweet singing of birds and the sound of some babies laughing. She looked out of ..... window. The sounds seemed to come from ..... tulip bed, but she could see nothing. .... next morning she walked among her flowers, but there were no signs of any one having been there ..... night before. On ..... following night she was again awakened by the same sounds. She rose and stole softly through her garden. The moon was shining brightly on ..... tulip bed, and ..... flowers were swaying to and fro. .... old woman looked closely and saw, standing by each tulip, ..... little Fairy mother who was crooning and rocking the flower like ..... cradle, while in each tulip cup lay ..... Little Fairy baby laughing and playing. .... good old woman stole quietly back to her house, and from that time on she never picked ..... tulip, nor did she allow her neighbours to touch ..... flowers.

### D. Pronunciation Practice

Check up the pronunciation of the following words in the dictionary and say them aloud :

sauce	clerk	debris
yak	swan	chew
butcher	ballet	demon
monk	yacht	example
canal	balcony	thoroughly

Don't you think you should learn some phonetic symbols to be able to read the correct pronunciation of words from the dictionary?

### E. Creative Writing and Extended Reading

1. Consult your teacher and read the original books that contain the incidents referred to in the lesson.
2. Write a paragraph on any one of the following :
  - i. Importance of Charity in Life.
  - ii. Status of Women in Ancient India.
  - iii. The Idea of the World Being a Big Family.
3. India is said to be a country of rich values and noble thoughts. How ? Discuss.
4. Ask the Humanities Forum of your school to organize a Declamation Contest on the following subjects :
  - i. Status of Women in India – Past and Present
  - ii. The More You Give, the More You Get
  - iii. Virtue is its Own Reward

- iv. The Pleasure of Sharing Food and Resources with Others
  - v. A Man is Great not by Caste or Birth, but by his Intrinsic Worth
  - vi. Woman – The Mother of Mankind
5. Relate, in your own words, any 2 stories from your study of the ancient Indian scriptures that convey the ideas of sacrifice, renunciation and charity.

***Just a little fun :***

There was a young lady of Crete,  
Who was so exceedingly neat,  
When she got out of bed  
She stood on her head,  
To make sure of not soiling her feet.



## 6 The Home-Coming

*[Childhood is a time for constant care and nurturing. A boy of fourteen wants to fly and see the world. But at the same time he needs all the affection and attention of the people who are closer to him. What happens to a boy who leaves his home and stays with his relatives ? Is his own home the only and real paradise for him ? This is the issue that R.N. Tagore explores in this story.]*

Phatik Chakravarti was the ring-leader amongst the boys of the village. One day a plan for new mischief entered his head. There was a heavy log lying on the mud-flat of the river, waiting to be shaped into a mast for a boat. His plan was that they should all work together to shift the log by main force from its place and roll it away. The owner of the log would be angry and surprised, while they would all enjoy the fun. Every one supported the proposal, and it was carried unanimously.

But just as the fun was about to begin, Makhan, Phatik's younger brother, sauntered up without a word and sat down on the log in front of them all. The boys were puzzled for a moment. One of them pushed him rather timidly, and told him to get up ; but he remained quite unconcerned. He appeared like a young philosopher meditating on the futility of things. Phatik was furious. 'Makhan', he cried, 'if you don't get up this minute, I'll thrash you!'

Makhan only moved to a more comfortable position. Now, if Phatik was to keep his regal dignity before the public, it was clear that he must carry out his threat. But his courage failed him at the crisis. His fertile brain, however, rapidly seized upon a new manoeuvre which would discomfit his brother and afford his

followers added amusement. He gave the word and command to roll the log and Makhan over together. Makhan heard the order and made it a point of honour to stick on. But like those who attempt earthly fame in other matters, he overlooked the fact that there was peril in it.

The boys began to heave at the log with all their might calling out, "One, two, three, go !" At the word 'go' the log went; and with it went Makhan's philosophy, glory and all.

The other boys shouted themselves hoarse with delight. But Phatik was a little frightened. He knew what was coming. And he was not mistaken, for Makhan rose from Mother Earth blind as Fate and screaming like the Furies. He rushed at Phatik, scratched his face, beat him and kicked him, and then went crying home. The first act of the drama was over.

Phatik wiped his face, and sitting down on the edge of a sunken barge by the river bank, began to nibble at a piece of grass. A boat came up to the landing and a middle-aged man, with grey hair and dark moustache, stepped on to the shore. He saw the boy sitting there doing nothing and asked him where the Chakravartis lived. Phatik went on nibbling the grass and said : 'Over there' ; but it was quite impossible to tell where he pointed. The stranger asked him again. He swung his legs to and fro on the side of the barge and said : 'Go and find out' and continued to nibble the grass.

But, at the moment, a servant came down from the house and told Phatik that his mother wanted him. Phatik refused to move. But on this occasion the servant was the master. He roughly took Phatik up and carried him, kicking and struggling in impotent rage.

When Phatik entered the house, his mother saw him and called out angrily : ‘So you have been hitting Makhan again ?’

Phatik answered indignantly : ‘No. I haven’t ! Who told you that I had ?’

His mother shouted : ‘Don’t tell lies ! You have.’ Phatik said sullenly : ‘I tell you, I haven’t. You ask Makhan !’ But Makhan thought it best to stick to his previous statement. He said : ‘Yes, mother, Phatik did hit me.’

Phatik’s patience was already exhausted. He could not bear this injustice. He rushed at Makhan and rained on him a shower of blows : ‘Take that,’ he cried, ‘and that, and that, for telling lies.’

His mother took Makhan’s side in a moment and pulled Phatik away, returning his blows with equal vigour. When Phatik pushed her aside, she shouted out : ‘What ! You little villain ! Would you hit your own mother ?’

It was just at this critical moment that the grey-haired stranger arrived. He asked what had occurred. Phatik looked sheepish and ashamed.

But when his mother stepped back and looked at the stranger, her anger was changed to surprise, for she recognized her brother and cried ; ‘Why, Dada ! Where have you come from?’

As she said these words, she bowed to the ground and touched his feet. Her brother Bishamber had gone away soon after she had married, and had started business in Mumbai. She herself had lost her husband while he was there. Bishamber had now come back to Calcutta\*, and had at once made enquiries concerning his sister. As soon as he found out where she was, he had hastened to see her.

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\* Now renamed Mumbai *Kolkata* respectively

The next few days were full of rejoice. The brother asked how the two boys were being brought up. He was told by his sister that Phatik was a perpetual nuisance. He was lazy, disobedient, and wild. But Makhan was as good as gold, as quiet as a lamb, and very fond of reading. Bishamber kindly offered to take Phatik off his sister's hands and educate him with his own children in Calcutta. The widowed mother readily agreed. When his uncle asked Phatik if he would like to go to Calcutta with him, his joy knew no bounds, and he said : 'Oh, yes, uncle !' in a way that made it quite clear that he meant it.

It was an immense relief to the mother to get rid of Phatik. She had a prejudice against the boy, and no love was lost between the two brothers. She was in daily fear that he would some day either drown Makhan in the river, or break his head in a fight, or urge him on into some danger. At the same time she was a little distressed to see Phatik's extreme eagerness to leave his home.

Phatik, as soon as all was settled, kept asking his uncle every minute when they were to start. He was on pins all day long with excitement and lay awake most of the night. He bequeathed to Makhan, in perpetuity, his fishing-rod, his big kite, and his marbles. Indeed at this time of departure, his generosity towards Makhan was unbounded.

When they reached Calcutta, Phatik met his aunt for the first time. She was by no means pleased with this unnecessary addition to her family. She found her own three boys quite enough to manage without taking any one else. And to bring a village lad of fourteen into their midst, was terribly upsetting. Bishamber should really have thought twice before committing such an indiscretion.

In this world there is no worse nuisance than a boy at the

age of fourteen. He is neither ornamental nor useful. It is impossible to shower affection on him as on a smaller boy ; and he is always getting in the way. If he talks with a childish lisp he is called a baby, and if in a grow-up way he is called impertinent. In fact, talk of any kind from him is resented. Then he is at the unattractive, growing age. He grows out of his clothes with indecent haste : his face grows suddenly angular and unsightly. It is easy to excuse the shortcomings of early childhood, but it is hard to tolerate even unavoidable lapses in a boy of fourteen. He becomes painfully self-conscious, and when he talks with elderly people he is either unduly forward, or else so unduly shy that he appears ashamed of his own existence.

Yet, it is at this age that in his heart of hearts, a young lad most craves recognition and love ; and he becomes the devoted slave of any one who shows him consideration. But none dare openly love him, for that would be regarded as undue indulgence and therefore bad for the boy. So, what with scolding and chiding, he becomes very much like a stray dog that has lost its master.

His own home is the only paradise that a boy of fourteen can know. To live in a strange house with strange people is little short of torture ; while it is the height of bliss to receive the kind looks of women and never to suffer their slights.

It was anguish to Phatik to be an unwelcome guest in his aunt's house, constantly despised and slighted by this elderly woman. If she ever asked him to do anything for her, he would be so overjoyed that his joy would seem exaggerated ; and then she would tell him not to be so stupid, but to get on with his lessons.

There was no more backward boy in the whole school than Phatik. He gaped and remained silent when the teacher asked

him a question, and like an overlaid ass patiently suffered the many thrashings that were meted out to him. When other boys were out at play, he stood wistfully by the window and gazed at the roofs of the distant houses. And if by chance he espied children playing on the open terrace of a roof, his heart would ache with longing.

One day he summoned up all his courage, and asked his uncle, 'Uncle, when can I go home ?'

His uncle answered : 'Wait till the holidays come.'

But the holidays would not come till October and there was still a long time to wait.

One day Phatik lost his lesson book. Even with the help of books he had found it very difficult to prepare his lesson. But, now, it became impossible. Day after day the teacher caned him unmercifully. He became so abjectly miserable that even his cousins were ashamed to own him. They began to jeer and insult him more than even the other boys did. At last he went to his aunt and told her that he had lost his book.

With an expression of the greatest contempt she burst out: 'You great, clumsy, country lout ! How can I afford to buy you new books five times a month, when I have my own family to look after ?'

That night, on his way back from school, Phatik had a bad headache and a shivering fit. He felt that he was going to have an attack of malaria. His one great fear was that he might be a nuisance to his aunt.

The next morning Phatik was nowhere to be seen. Search in the neighbourhood proved futile. The rain had been pouring in torrents all night, and those who went out to look for the boy were

drenched to the skin. At last Bishamber asked the police to help him.

At nightfall a police van stopped at the door of the house. It was still raining and the streets were flooded. Two constables carried Phatik out in their arms and placed him before Bishamber. He was wet through from head to foot, covered with mud, while, his face and eyes were flushed with fever and his limbs were trembling. Bishamber carried him in his arms and took him inside the house. When his wife saw him she exclaimed : 'What a heap of trouble this boy has given us ! Hadn't you better send him home ?'

Phatik heard her words and sobbed aloud : 'Uncle, I was just going home ; but they dragged me back again.'

The fever rapidly increased, and throughout the night the boy was delirious. Bishamber brought in a doctor. Phatik opened his eyes, and looking up to the ceiling said vacantly : 'Uncle, haven't the holidays come yet ?'

Bishamber wiped the tears from his eyes and took Phatik's thin burning hands in his own and sat by his side through the night. Again the boy began to mutter, till at last his voice rose almost to a shriek : 'Mother !' he cried, 'don't beat me like that . . . . . Mother! I am telling the truth.'

The next day Phatik, for a short time, became conscious. His eyes wandered round the room as if he expected someone to come. At last, with an air of disappointment, his head sank back on the pillow. With a deep sigh he turned his face to the wall.

Bishamber read his thoughts, and bending down his head whispered : 'Phatik, I have sent for your mother.'

The day dragged on. The doctor said in a troubled voice

that the boy's condition was very critical.

Phatik began to cry out : 'By the mark-three fathoms. By the mark-four fathoms.' By the mark. Many times had he heard the sailors on the river-steamers calling out the mark on the lead line. Now he was himself plumbing an unfathomable sea.

Later in the day Phatik's mother burst into the room like a whirlwind, and rocking herself to and fro from side to side, began to moan and cry.

Bishamber tried to calm her, but she flung herself on the bed, and cried : 'Phatik, my darling, my darling.'

Phatik stopped his restless movements for a moment. His hands ceased beating up and down. He said : 'Ehtrs' ?

The mother cried again : 'Phatik, my darling, my darling.'

Very slowly Phatik's eyes wandered, but he could no longer see the people around his bed. At last he murmured : 'Mother, the holidays have come.'

*Rabindranath Tagore*

### **Glossary :**

*ringleader* (n) : the leader in any prank or mischief.

Phatik was the *ringleader* of the boys in the village.

*mud-flat* (n) : stretch of muddy land

He got stuck in the mud-flat near his house.

*unanimously* (adv) : collectively, without opposition from anyone.

He was elected leader of the party *unanimously*.

*sauntered* (v) : walked slowly and silently.

The arrogant boy *sauntered* up to his father and started shouting.

*timidly* (adv) : couragelessly, in a cowardly manner

She *timidly* said that she would obey as she was told.

*meditating* (v) : thinking deeply  
He was *meditating* on his future plans.

*futility* (n) : uselessness.  
A pessimist is convinced of the *futility* of life in this world.

*furious* (adj) : very angry  
He was *furious* when he was not allowed to enter.

*thrash* (v) : beat or flog  
The teacher *thrashed* the boy without much reason.

*regal* (adj) : royal  
The prince was wearing a *regal* dress.

*carry out* (v) : fulfill, perform  
You must *carry out* the orders of your father.

*crisis* (n) : difficult time  
He is upset as he is passing through a *crisis*.

*fertile brain* (n) : brain capable of plenty of thoughts.  
His *fertile brain* is full of new ideas.

*manoeuvre* (n) : clever plan  
The army displayed some excellent *manoeuvres* and impressed everybody on the scene.

*discomfit* (v) : annoy  
His foolish behaviour *discomfited* me a lot.

*amusement* (n) : happiness, entertainment  
The show was full of fun and *amusement*.

*earthly* (adj) : worldly  
His *earthly* ways show his humility.

*peril* (n) : danger  
You must know the *perils* involved in this project.

*glory* (n) : fame

The *glory* of the great never fades.

*shouted themselves hoarse* (v) : shouted excitedly until their voices became rough.

The boys *shouted themselves hoarse* with delight.

*blind* (adj) : unreasonable

He is *blind* to his own faults.

*impotent rage* (n) : helpless anger

He only shouted in *impotent rage* but could do nothing.

*sheepish* (adj) : embarrassed

She felt very *sheepish* when she was proved to be a liar.

*perpetual* (adj) : never ending

Your absence from home will be a *perpetual* problem.

*nibble* (v) : to chew

She was *nibbling* at her nails when the teacher told her to behave properly in the class.

*indignantly* (adv) : annoyingly

The servant answered back *indignantly* that he would like to quit.

*sullenly* (adv) : with a bad temper, sulkily

She only *sullenly* told her father that she would give up all contacts with her friend.

*stick to* (v) : continue doing

You should *stick to* your promise.

*exhausted* (v) : extremely tired

I was totally *exhausted* after the day's work. All the rations were *exhausted* by the end of the month.

*vigour* (n) : force

You should work with full *vigour* to achieve success.

*nuisance* (v) : trouble

This naughty boy is a perpetual *nuisance* in the class.

*prejudice* (n) : bias

You should have no *prejudice* against manual work.

*urge him into* (v) : get him involved

I shall *urge him into* taking interest in his job.

*distressed* (v) : disturbed

She was *distressed* at his poor condition.

*on pins* : extremely uneasy

The young boy was all the time *on pins* when he was waiting for his turn.

*bequeathed* (v) : left behind, presented

She *bequeathed* her belongings to her sister before she left home for good.

*in perpetuity* (adv) : for ever

He gave her all her property *in perpetuity* before she left for USA.

*unbounded* (adj) : unlimited

This mother has an *unbounded* love for her only son.

*upsetting* (adj) : disturbing

It was quite *upsetting* to learn that she had lost her wedding ring.

*anguish* (n) : deep mental pain

I had to suffer a lot of *anguish* during those difficult days.

*despised* (v) : held in contempt

I *despised* his habit of postponing things.

*meted out* (v) : gave

The punishment *meted out* to him was greater than the crime he committed.

*espied* (v) : saw

The policeman *espied* the thief running away and got him captured.

*abjectly miserable* (adj) : extremely miserable

She was living in an *abjectly miserable* condition after the death of her husband.

*to own* (v) : to claim belonging

I *own* a big house on the Mall.

*jeer* (v) : mock, abusing vocally

People *jeered* at him when he failed to give a good performance on the stage.

*lout* (n) : ill-mannered person

No body likes the ways of that country *lout*.

*torrent* (n) : heavy downpour

A big *torrent* of rain flooded the city in no time.

*flushed* (adj) : reddened

I found him *flushed* with anger when he failed to convince his father.

*delirious* (adj) : suffering from illusions, semi-conscious

Phatik was in a *delirious* state when his mother came to see him.

*read his thoughts* : understood his feelings

The mother could easily *read the thoughts* of her son even though he kept quiet.

*critical* (adj) : very serious

He was in a *critical* state before he died.

*by the mark - three fathoms etc* : this is how sailors measure the depth of water

The water was *three fathoms* deep.

*fathom* (n) : measure of six feet

*lead line* (n) : piece of lead attached to the end of a string to measure the depth of water.

The sailor measured the depth of water with a *lead line*.

*plumbing* (v) : measuring out

The official is *plumbing* out the depth of the hole.

*whirlwind* (n) : spiral windstorm

He was caught in a *whirlwind* but was saved by timely action.

## LANGUAGE EXERCISES

### A. Comprehension Questions

(i) Answer the following questions in your own words :

1. Who was Phatik ?
2. What was the new mischief Phatik thought of ?
3. Why were Phatik and his friends annoyed with Makhan ?
4. What was Phatik's 'new manoeuvre' ?
5. Why did Phatik beat Makhan even in the presence of his mother?
6. Was Makhan speaking the truth ?
7. Why did Phatik's mother want to send him away to her brother's house ?
8. How was Phatik received by his aunt ?
9. Why couldn't Phatik do well at school in Calcutta ?
10. How did Phatik's aunt behave on learning about the loss of his book ?
11. What was the immediate reason for Phatik's departure from his uncle's house ?
12. Why did Bishamber send for his sister ?

13. What were Phatik's last words ?

**(ii) Answer the following questions in about 50 words each :**

1. How does Phatik feel when he is at Calcutta ?
2. Why does Bishamber want to take Phatik to Calcutta?
3. Who is responsible for Phatik's death ?
4. Write a character-sketch of
  - a. Bishamber
  - b. Makhan
  - c. Phatik's aunt
  - d. Phatik's mother
5. Give a pen-portrait of Phatik.
6. Describe the quarrel between Phatik and Makhan.

**(iii) Tick (✓) the correct statements as found in the lesson :**

1. Phatik loved his brother Makhan.
2. Phatik was a perpetual nuisance to his mother.
3. Bishamber wanted to help his sister.
4. Phatik was welcomed by his aunt.
5. Phatik's cousins too made fun of him.

### **B. Vocabulary Exercises**

**II(i) Fill in the blanks with adjective forms of the following words :**

futility		delirium
philosophy	dignity	fertility

1. Phatik had a ..... brain.
2. He behaved in a ..... manner.
3. He knew that it was a ..... attempt.
4. By night he had become .....
5. Makhan sat on the log in a ..... mood.

(ii) Match the words in Column A with their opposites in Column B :

A	B
unanimously	applaud
timidly	liked
futile	take, receive
furios	invigorated
fertile	individually
earthly	boldly
impotent	useful
exhausted	barren
bequeath	calm
despised	heavenly
jeer	potent

(iii) Makhan was 'as good as gold'. Complete the following expressions in the same way :

1. as white as .....
2. as black as .....
3. as innocent as .....
4. as obstinate as .....
5. as gentle as .....

### C. Grammar Exercises

III (i) Fill in the blanks with the correct verb form of the italicized words :

1. All Indians should try to ..... their motherland. (*glory*)
2. Makhan sat and ..... in a corner. (*sulk*)
3. Phatik was not ..... by Makhan's antics. (*amusement*)

4. Mother was ..... at Phatik's ways. (*distress*)
5. Phatik's patience was already ..... (*exhaust*)
6. Phatik's aunt constantly ..... him. (*despise*)
7. One day he ..... his patience. (*loss*)

**(ii) Fill in the blanks with suitable articles :**

1. .... Ganga is ..... sacred river.
2. He reads ..... Bible every day.
3. The man struck ..... match.
4. Where is ..... money to come from ?
5. He began ..... series of experiments.
6. I was on ..... official visit.
7. There was ..... elephant on the road.

**(iii) Fill in the blanks with the passive forms of the verbs given in italics to complete the following sentences :**

1. Children were making a noise. The Principal was .....  
(*inform*)
2. This letter should ..... (*post*)
3. He is not well ; he ..... to the hospital. (*take*)
4. The child is crying ; it should ..... (*help*)
5. It is getting dark ; the shop ..... (*close*)

**(iv) Put proper punctuation marks in the following passage and use capital letters wherever necessary :**

the effect of books is two fold books preserve knowledge in time and spread it in space suppose for example that you think of an important idea or a beautiful poem unless you can write it down your idea or poem will probably die.

### D. Pronunciation Practice

Check up the pronunciation of the following words in the dictionary and say them aloud :

sugar	tobacco	soot
tomb	colleague	menu
career	alcohol	grammar
iron	cadre	climb
colonel	echo	woman

Don't you think you should learn phonetic symbols to be able to read the correct pronunciation of words from the dictionary ?

### E. Creative Writing and Extended Reading

1. Write a paragraph on the psychology of the working of the mind of a boy at the age of fourteen. (Refer to the para beginning with : In this world there is ....)
2. Do you remember any particular incident of your childhood? Write a few lines about what you remember.
3. Read the following stories by R.N. Tagore :
  - a. The Kabuliwallah
  - b. The Postmaster
  - c. The Child's Return

Do you see any similarity between these stories ?  
Discuss it with some of your class-fellows in the presence of your teacher.

4. Why do you (or don't you, in case) like the story, The Home-Coming ? Discuss with some of your class-fellows.
5. Write a paragraph on :
  - i. East or West, Home is the Best.

ii. Role of Parental Love in the Life of a Child

***Just a little fun :***

A Turk named Abdullah Ben Barum  
Had sixty-five wives in his harem.  
When his favourite horse died,  
“Mighty Allah,” he cried,  
“Take a few of my wives. I can spare ‘em.”



#### (iv) Razia, the Tigress

*[The present poem sketches before the reader a world of fast depleting natural resources which is threatening the wildlife around us. Razia, the tigress, is worried for her partner and two cubs who, like many other tiger cubs, are in danger of being poached and killed. The poem also shows how man has usurped all land and how he has plundered his natural resources. This has threatened both the wildlife as well as human life and environment.]*

The tigress Razia lives alone.  
Her two cubs haven't yet been named.  
Sheru barely played with them  
And now he's gone, O what a shame !

Sheru was an expert on winds,  
Knew how they traversed dale and hill,  
And where they put up for the night  
When no leaf stirred and all was still.

He knew his winds, their traffic lanes !  
He knew the deer would smell him out,  
If they were down-wind.  
So he would belly-crawl and crouch

And take a long circular route,  
Hiding behind bush and shrub  
Once he knew his scent won't carry,  
In a flash he would erupt.

(Deer hadn't sniffed that thick and musty  
Smell of his which people dubbed  
As tiger-scent.) He got the stag,  
His claw fell like a giant club

On neck and antler-both were crushed  
Now Sheru's gone. Not any more  
Do people fear his dreaded spoor,  
Pug-marked on the forest floor.

Grief and fear start competing  
In Razia's heart. With Sheru gone,  
Will the hyenas hound her cubs ?  
Can she leave the little ones alone,

When she goes hunting flesh and bone ?  
The tigress Razia lives in fear.  
A greater dread, when will again  
The poachers with their guns appear ?

*Keki N Daruwalla*

*[Keki N Daruwalla is a great contemporary Indian poet. He was born in Lahore in 1937 and was educated at Government College, Ludhiana. He currently lives in New Delhi. He is the winner of the Sahitya Akademi and Commonwealth Poetry Awards. He is praised for his bitter, satiric tone, which is rather exceptional in Indian poetry in English.]*

### **Glossary :**

<i>traversed</i>	– travelled
<i>dale</i>	– valley
<i>stirred</i>	– moved
<i>shrub</i>	– small, low tree
<i>erupt</i>	– jump, come up
<i>dubbed</i>	– described
<i>dreaded</i>	– feared
<i>spoor</i>	– animal scent.
<i>poachers</i>	– animal hunters

### **Enjoying the Poem :**

1. Rewrite the poem 'Razia, The Tigress' in prose, with one sentence for each stanza.
2. Write a summary of the poem 'Razia, The Tigress'.
3. What is the theme of the poem 'Razia, The Tigress' ?
4. Why does Razia, The Tigress live alone ?
5. What was Sheru's expertise ?
6. What happened to Sheru ?
7. What are Razia's fears ?
8. What kind of a creature was Sheru –
  - (a) coward
  - (b) shrewd hunter
  - (c) lazy
  - (d) timid
9. Rhyming words are those words which end in similar sounds. Some rhyming words are 'branch – avalanche', 'prayer – air', 'hound – found'. Write two pairs of rhyming words each from the last two stanzas of the poem.



## 7 The Making of the Earth

*[Jawaharlal Nehru (1889-1964) was a prolific writer. He was an original thinker and had great insight. His famous books are 'Glimpses of World History' and 'Discovery of India']*

*This small piece is an extract from Nehru's 'Letters from a Father to His Daughter' which he wrote to his daughter Indira in the summer of 1928 when she was at Mussoorie. This bunch of 30 letters contains essential facts of evolution of man beginning from the making of the earth to the great age of The Ramayana and The Mahabharata. In this letter Nehru begins by defining the solar system to which our earth belongs. He goes on to differentiate between a planet and a star. He later talks of the breaking away of the earth from the sun, the breaking away of the moon from the earth, the gradual cooling of the earth and the moon, the condensation of vapours on the surface of the earth and the formation of the great oceans.]*

You know that the earth goes round the sun and the moon goes round the earth. You know also perhaps that there are several other bodies which like the earth go round the sun. All these, including our earth, are called planets of the sun. The moon is called a satellite of the earth because it hangs on to it. The other planets have also got their satellites. The sun and the planets with their satellites form a happy family. This is called the solar system. Solar means belonging to the sun, and the sun being the father of all the planets, the whole group is called the Solar System.

At night you see thousands of stars in the sky. Only a few of these are the planets and these are really not called stars at all. Can you distinguish between a planet and a star? The planets are

really quite tiny, like our earth, compared to the stars but they look bigger in the sky because they are much nearer to us. Just as the moon which is, in reality quite a baby, looks so big because it is quite near to us. But the real way to distinguish the stars from the planets is to see if they twinkle or not. Stars twinkle, planets do not. That is because the planets only shine because they get the light of our sun. It is only the sunshine on the planets or the moon that we see. The real stars are like our sun. They shine of themselves because they are very hot and burning. In reality our sun itself is a star, only it looks bigger as it is nearer and we see it as a great ball of fire.

So that our earth belongs to the family of the sun – the solar system. We think the earth is very big and it is big compared to our tiny selves. It takes weeks and months to go from one part of it to another even in a fast train or steamer. But although it seems so big to us it is just like a speck of dust hanging in the air. The sun is millions of miles away and the other stars are even farther away.

Astronomers, those people who study the stars, tell us that long-long ago the earth and all the planets were part of the sun. The sun was then as it is now a mass of flaming matter, terribly hot. Somehow little bits of the sun got loose and they shot out into the air. But they could not wholly get rid of their father, the sun. It was as if a rope was tied to them and they kept whirling round the sun. This strange force, which I have compared to a rope, is something which attracts little things to great. It is the force which makes things fall by their weight. The earth being the biggest thing near us, attracts everything we have.

In this way our earth also shot out from the sun. It must have been very hot, with terrible hot gases and air all around it, but as it was very much smaller than the sun, it started to cool. The sun also is getting less hot but it will take millions of years to cool

down. The earth took much less time to cool. When it was hot, of course, nothing could live on it – no man or animal or plant or tree. Everything would have been burnt up then.

Just as a bit of the sun shot out and became the earth, so also a bit of the earth shot out and became the moon. Many people think that the moon came out of the great hollow which is now the Pacific Ocean, between America and Japan.

So the earth started to cool. It took a long time over it. Gradually the surface of the earth became cooler although the interior remained very hot. Even now if you go down a coal mine it becomes hotter and hotter as you go down. Probably if you could go down deep enough inside the earth you would find it red hot. The moon also started to cool and because it was much smaller than even the earth it cooled more quickly than the earth. It looks delightfully cool, does it not? It is called the “cold moon”. Perhaps it is full of glaciers and ice fields.

When the earth cooled all the water vapour in the air condensed into water and probably came down as rain. It must have rained a tremendous lot then. All this water filled the great hollows in the earth and so the great oceans and seas were formed.

As the earth became cooler and the oceans also became cooler, it became possible for living things to exist on the earth’s surface or in the sea ....

*JAWAHAR LAL NEHRU*

### **Glossary :**

*planet* : (n) a heavenly body that rotates round the sun, e.g.

Mercury, Venus, Earth, etc.

Earth is a *planet*. Jupiter is the biggest *planet* in the solar system.

*satellite* : (n) an electronic device that is sent into the space and that moves round the earth ; a natural object that moves around a larger object in space.

Moon is a natural *satellite* of the earth.

*speck* : (n) a small piece

A *speck* of dust irritated her eye.

*astronomer* : (n) a scientist who studies sun, moon, stars etc.

An *astronomer* uses a telescope to see the heavenly bodies.

*hollow* : (adj) having a hole or empty space inside.

The tree trunk was *hollow* inside.

*condense* : (v) become thicker

Water *condensed* into snow with the fall in temperature.

*tremendous* : (adj) huge and remarkable

A *tremendous* amount of hard work is required to finish this project.

## LANGUAGE EXERCISES

### A. Comprehension Questions

#### I. (i) Answer the following questions :

1. What are planets ?
2. Define solar system.
3. How can you distinguish between planets and stars ?
4. Why do the stars twinkle ?
5. How was earth formed ?
6. How were oceans and seas formed ?

#### (ii) Answer in 50-60 words :

1. Write a short note of about 100 words on the making of the earth.

2. Write a few words on the happy family of the sun.

### B. Vocabulary Exercises

(i) Look at the following sentences :

The moon is called the satellite of the earth because it *hangs on* to it.

In this way our earth also *shot out* from the sun.

The italicized verbs followed by prepositions are called *phrasal verbs*.

Now fill in the blanks with the given prepositions making appropriate phrasal verbs :

into	off	out	on	down
------	-----	-----	----	------

- He lived ..... milk for two months.
- Please turn ..... the lights before you sleep.
- The thieves broke ..... of the prison.
- The thieves tried to break ..... the house to steal.
- She fell ..... and broke her leg.

(ii) Fill in the blanks selecting suitable words from the given list :

fraction	centre	beginning
extends	comprehension	calculation
including	advancement	entire
exists		

Everything ..... in space. But what exactly is space is something beyond human imagination and ..... . It is also beyond mathematical ..... . We do not know for sure how far space ..... . It does not have a ..... . And it does not have an end. It was earlier believed that the earth was the ..... of the universe

and that all heavenly bodies, ..... the sun, revolved around it. With the ..... of science and technology, it was known that the sun was the centre of the solar system and that the ..... solar system occupies just a tiny ..... of space in the entire universe.

### C. Grammar Exercises

**(i) Fill in the blanks using the correct infinitive or participle:**

1. Do you regret ..... your exams ?  
(to fail/failing/to failing)
2. Would you like ..... to the theatre with me ?  
(to go/going/to going)
3. Would you mind ..... to the theatre with me ?  
(to go/going/to going)
4. The soldiers get used ..... in the jungle.  
(to live/to living / living)
5. He used ..... in the jungle.  
(to live / to living / living)
6. Do you mind ..... until I have finished my work ?  
(to wait / waiting / to waiting)
7. Do you want ..... the new shopping mall ?  
(to visit / visiting / to visiting)

**(ii) Fill in the blanks with suitable articles :**

So—earth started to cool. It took—long time over it. Gradually—surface of—earth become cooler although— interior remained very hot. Even now if you go down—coal mine it becomes hotter and hotter as you go down. Probably if you could go down deep enough inside—earth you would find it red hot.

### D. Pronunciation Practice

The past morpheme – *ed* is pronounced in three ways

- a. / d /
- b. / I d /
- c. / t /

Read the following words now with the correct sound at the final position.

- |    |          |    |        |    |         |
|----|----------|----|--------|----|---------|
| a. | bagged   | b. | wanted | c. | pushed  |
|    | played   |    | headed |    | laughed |
|    | tried    |    | heated |    | passed  |
|    | clubbed  |    | waded  |    | hushed  |
|    | breathed |    | waited |    | booked  |

### E. Creative Writing and Extended Reading

1. Read Pandit Jawahar Lal Nehru's 'Letters from a Father to a Daughter'. How do you find it?
2. Read the biography of Pandit Jawahar Lal Nehru and describe Pt. Nehru (i) as a political leader (ii) as a scholar and (iii) as a humanist.
3. Name all the planets of the Solar System.
4. Write a paragraph on : An Imaginary Trip to the Moon.



#### *Just a little fun :*

There once was a girl of New York,  
Whose body was lighter than cork ;  
She had to be fed  
For six weeks upon lead,  
Before she went out for a walk.

## 8 The Rule of The Road

*[A.G. Gardiner (1855-1946) wrote his essays under the pen name of Alpha. His essays remind us of 'pleasant things, sunshine and mirth, laughter and peace'. They are, in fact, a commentary on the Art of living. The Rule of the Road discusses the important issue of rights and responsibilities in social life. The rights of one individual end where the rights of another begin. The writer has brought this point through some interesting anecdotes.]*

That was a jolly story which Mr. Arthur Ransome told the other day in one of his messages from Petrograd. A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for foot passengers, but she replied: 'I'm going to walk where I like. We've got liberty now.' It did not occur to the dear old lady that if liberty entitled the foot passenger to walk down the middle of a road, it also entitled the car driver to drive on the pavement, and that the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy.

There is a danger of the world getting liberty-drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved, the liberties of everybody must be curtailed. When the policeman, say at Picadilly Circus, steps into the middle of the road and puts out his hand, he is the symbol not of tyranny, but of liberty. You may not think so. You may, being in a hurry and seeing your motor car

pulled up by this insolence of office, feel that your liberty has been outraged. How dare this fellow interfere with your free use of the public highway ? Then, if you are a reasonable person, you will reflect that if he did not, incidentally, interfere with you he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

Liberty is not a personal affair only, but a social contract. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the Strand in a dressing-gown with long hair and bare feet, who shall raise an objection ? You have liberty to laugh at me, but I have liberty to be indifferent to you. And if I have a fancy for dyeing my hair, or waxing my moustache or wearing a tall hat, a frock-coat and sandals, or going to bed late or getting up early, I shall follow my fancy and ask no man's permission.

In all these and a thousand other details you and I please ourselves and ask no one's leave. We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd. But directly we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. I might like to practise on the guitar from midnight till three in the morning. If I went on to the top of a hill to do it, I could please myself, but if I do it out in the streets, the neighbours will remind me that my liberty to play on a guitar must not interfere with their liberty to sleep in quiet. There are a lot of people in the world, and I have to accommodate my liberty to their liberties. We are all liable to forget this and, unfortunately, we are much more conscious of the imperfections of others in this respect than of our own.

I got into a railway carriage at a country station the other morning and settled down for what the school-boys would call an hour's 'swot' at a Blue-book. I was not reading it for pleasure. The truth is that I never do read Blue-books for pleasure. I read them as a lawyer reads a brief, for the very humble purpose of turning an honest penny out of them. Now, if you are reading a book for pleasure it doesn't matter what is going on around you. I think I could enjoy a really good novel even in the midst of an earthquake.

But when you are reading a thing as a task, you need reasonable quiet, and that is what I didn't get, for at the next station in came a couple of men, one of whom, talked to his friend for the rest of the journey in a loud and pompous voice on any and every subject under the sun.

If I had asked him to be good enough to talk in a lower tone, I daresay he would have thought I was a very rude fellow. It did not occur to him that anybody could have anything better to do than to listen to him, and I have no doubt he left the carriage convinced that everybody in it had, thanks to him, had a very illuminating journey, and would carry away a pleasing impression of his great knowledge. He was obviously a well-intentioned person. The thing that was wrong with him was that he had not the social sense. He was not 'a clubbable man'.

A reasonable consideration for the rights or feelings of others is the foundation of social conduct.

Let us take the guitar as an illustration again. A man who wants to learn to play on it is entitled to learn it in his own house, even though he is a nuisance to his neighbours, but it is his business to make the nuisance as slight as possible. He must practise in the attic and shut the window. He has no right to sit in his front room, open the window, and blow his noise into his neighbours' ears

with the maximum of violence. You are interfering with the liberties of your neighbours if you don't do what you can to limit the noise to your own household. Your neighbours may prefer to have their Sunday afternoon undisturbed, and it is as great an impertinence for you to wilfully trespass on their peace as it would be to go, unasked, into their gardens and trample on their flower beds.

There are cases, of course, where the clash of liberties seems to defy compromise. My dear old friend X, who lives in West End Square and who is an amazing mixture of good nature and irascibility, flies into a passion when he hears a street piano, and rushes out to order it away. But nearby lives a distinguished lady of romantic picaresque tastes, who dotes on street pianos, and attracts them as wasps are attracted to a jar of jam. Whose liberty in this case should surrender to the other? For the like of me, I cannot say. It is as reasonable to like street pianos as to dislike them and *vice versa*. I would give much to hear Sancho Panza's<sup>1</sup> solution of such a nice riddle.

I suppose the fact is that we can be neither complete anarchists nor complete socialists in this complex world. We must be a judicious mixture of both. We have both liberties to preserve our individual liberty and our social liberty. I shall not permit any authority to say that my child must go to this school or that, shall specialize in science or arts, shall play cricket or soccer. These things are personal. But if I proceed to say that my child shall have no education at all, that he shall be brought up as a primeval savage, or at Mr. Fagins' academy for pickpockets, then society will politely but firmly tell me that it has no use for primeval savages and a very stern objection to pickpockets, and that my child must have a certain minimum of education whether I like it or not. I cannot have the liberty to be nuisance to my neighbours or make my child a burden and a danger to the commonwealth.

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<sup>1</sup>a character in Cervantes' novel Don Quixote

It is in the small matters of conduct, in the observance of the rule of the road, that we pass judgment upon ourselves, and declare that we are civilized or uncivilized. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make bitter the journey. I hope my friend in the railway carriage will reflect on this.

### **Glossary :**

*universal chaos* (n) : total disorder

If we talk of rights and ignore our duties it would create a *universal chaos*.

*peril* (n) : danger

Her life in that hostile house is in great *peril*.

*jolly* (adj) : funny, very interesting, happy and cheerful

All of the boys were in a *jolly* and relaxed mood at the party.

*anarchy* (n) : a state of lawlessness and disorder (usually resulting from a failure of government)

We witnessed a state of complete *anarchy* in our country at the time of partition.

*curtail* (v) : to reduce, cut short

We want to *curtail* the total monthly expenditure of our family.

*tyranny* (n) : unfair and strict control over someone

He wished to escape from the *tyranny* of his step-father.

*insolent* (adj) : rude and showing no respect

His son is not only naughty but *insolent* too.

*swot* (v) : to study a lot in a short time as before an exam

I was busy *swotting* for my Civics examination.

*pompous* (adj) : trying to make people think you are very

important, self important, foolishly serious and grand  
Our boss gave a *pompous* speech in the party. Nobody  
likes your *pompous* ways.

*swagger* (n) : bully, frighten with threats or domineering manner.  
He appeared to be a man of immense *swagger*.

*banal* (adj) : ordinary and not interesting  
It was a *banal* write-up.

*irascibility* (n) : rudeness, an angry temper  
His *irascibility* is the cause of his frequent quarrels with  
his wife.

*dote on* (v) : love or like excessively  
The new principal has no hold on the situation because he  
is *doting on* some sycophants and flatterers only.

*trespass* (v) : to go into someone's private land without permission  
It was written on the board : '*Trespassing* is prohibited'.

*savage* (adj) : very cruel and violent  
The punishment given to John seemed a little too *savage*.

*primeval savage* (n) : an uncivilized brute belonging to the earliest  
ages.  
Man has evolved a long way from a *primeval savage* to  
become the master of universe.

*nuisance* (n) : problem, something that causes annoyance  
I cannot tolerate this *nuisance* of a dog in the house.

*judicious* (adj) : intelligent, wise  
His *judicious* handling of the case saved the situation  
from getting worse.

## LANGUAGE EXERCISES

### A. Comprehension Questions

**(i) Answer the following questions in your own words in 10-12 words :**

1. Why was the stout old lady walking down the middle of a road ?
2. How was the stout old lady mistaken about liberty ?
3. What does the policeman at Picadilly Circus symbolize ?
4. Can we do whatever we feel like doing ?
5. What was the writer reading during the journey ?
6. Why did the writer of "The Rule of the Road" need a reasonable silence in the compartment?
7. Who disturbed the writer of "The Rule of the Road" ?
8. What was the intruding passenger talking of ?
9. What is the basis of social contract ?
10. 'We should be a judicious mixture of both.' What does the writer of 'The Rule of the Road' mean by his statement ?

**(ii) Answer the following questions in your own words in 30-50 words.**

1. What is the theme of the essay 'The Rule of the Road' ? Explain.
2. Describe, in your own words, how the writer was disturbed during his train journey.
3. 'Liberty is not a personal affair only, but a social contract.' Explain in 50-60 words.

**B. Vocabulary Exercises**

**II(i) Match the phrases in column A with their meaning in column B.**

A	B
pointed out	to ignore
of course	to think about
to have a fancy for	to come to mind
to be indifferent to	to come out quickly
to occur	without doubt
to look after	showed, explained
to fly into a passion	to have a liking for
to rush out	to go mad
to reflect on	to take care of

**(ii) Add the correct *suffixes* to the words given in the brackets and fill in the blanks, choosing words from the list given below :**

\_\_\_\_\_ dom, \_\_\_\_\_ ful, \_\_\_\_\_ ness, \_\_\_\_\_ hood.

1. We must work hard for our ..... (free)
2. The difference between madness and ..... (wise) is measured by success.
3. Human journey from ..... (child) to ..... (man) is full of surprises.
4. .... (truthful) is essential for ..... (sweet) in life.
5. .... (parent) is an art.
6. .... (happy) is an intrinsic quality.

(iii) **Fill in the blanks with suitable words from amongst those given in the box :**

eccentric	despised	lantern
followed	questions	blew
tub	pressed	

There once lived in Athens a very wise man called Diogenes. He was an ..... fellow. To show people how he ..... wealth and luxury, he lived in an old tub. One day he came to the market-place with a lighted ..... in broad daylight. He looked at the face of everyone he met with his lantern. People ..... him wondering as to what he was searching. But he did not answer their ..... At last he ..... out his lantern and went in to his ..... When people ..... him for an answer he replied, "I was looking for an honest man ; but there is not a single such man in all Athens."

### **C. Grammar Exercises**

(i) **Punctuate the following sentences :**

- a. but why isnt it absurd i persisted i can buy as many things as i like he replied.
- b. John said i am in a hurry and cant spare time.
- c. phatik was furious he cried if you don't get down this minute i ll thrash you.
- d. what an easy paper said ashok was it set by a kind examiner.
- e. on tuesday the prime minister of afghanistan would reach India.

**(ii) Rearrange the following words and phrases to form meaningful sentences :**

- a. game / is / glorious / Cricket / a / of / uncertainties.
- b. a / city / very / large / Mumbai / is.
- c. has / thirty-nine / Jupiter / satellites / the / planet / in / solar / system / largest / the.
- d. imaginary / line / equator / equal / halves / earth / into / that / divides / the / two / an / is / the.

**(iii) Fill in the blanks with correct form of the verb given in brackets :**

- a. Sitar maestro Pandit Ravi Shankar ..... (nominate) for this year's Grammy Award for his album Full Circle.
- b. This is the fourth time he ..... (nominate) for the music world's top award.
- c. Shankar ..... (already won) two Grammy Awards.
- d. 'Full Circle', which was ..... (record) in October 2000, ..... (feature) Shankar's rendering of the night raga Kaushi Kanhara.

**D. Pronunciation Practice**

The plural morpheme - e (s) is pronounced in three ways :

- a. / z /
- b. / IZ /
- c. / s /

Read the following words now with the correct sound at the final position :

- |    |          |    |         |    |        |
|----|----------|----|---------|----|--------|
| a. | bags     | b. | washes  | c. | caps   |
|    | heads    |    | benches |    | books  |
|    | breathes |    | judges  |    | laughs |
|    | flies    |    | asses   |    | cats   |
|    | plays    |    | kisses  |    | jumps  |

### **E. Creative Writing and Extended Reading**

1. Read Norman Vincent Peale's book *The New Art of Living*. List ten guidelines that should help man to live better.
2. Write a paragraph on :
  - i. Rights and Duties Go Together
  - ii. Value of Discipline in Life
  - iii. Individual Liberty Vs Social Responsibility

***Just a little fun :***

There was a young person from Perth,  
Who was born on the day of his birth.  
He was married, they say,  
On his wife's wedding day,  
And died when he quitted this earth.





*collection was published under the title of 'The Gitanjali' with an introduction by Yeats and won Tagore the Nobel Prize in Literature. Tagore is the most versatile genius. He wrote poetry, drama, novel, short stories, essays and literary criticism. He was an actor, an educationist and a social reformer. He is revered by every Indian.]*

**Glossary :**

<i>fragments</i>	– parts
<i>tireless</i>	– having great energy
<i>striving</i>	– making great efforts
<i>perfection</i>	– completion
<i>dreary</i>	– dull

**Enjoying the Poem :**

1. What is the central idea of the poem ?
2. Write a summary of the poem.
3. What is the meaning of the line 'where knowledge is free'?
4. Why is the world broken by narrow domestic walls ?  
What can we do about it ?
5. What does the poet desire for his country ?
6. Read some other poems by R.N. Tagore. How do you find these ?

