



Government of Karnataka

# **English**

## **Second Language**

### **(Revised)**

**10**

## **Tenth Standard**

**Karnataka Textbook Society (R.)**

100 Feet Ring Road,  
Banashankari 3rd Stage, Bengaluru - 85

## Preface

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

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

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

The new books are produced based on three fundamental approaches namely; Constructive approach, Spiral Approach and Integrated approach

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

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

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

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

Date: 1.3.2014

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### ACKNOWLEDGEMENT

The Karnataka Textbook Society has sought permission to use copyright materials from different sources. Anticipating permission it wishes to thank with gratitude the publishers private as well as Government and authors of the materials used in this Textbook.

Karnataka Textbook Society (Regd).  
Bengaluru

## A Note for the Facilitator

The 10<sup>th</sup> Standard English Second Language Text is conceived and written broadly on the principles laid down in the National Curriculum Framework (NCF-2005), as also on the guidelines spelt out in many documents of Karnataka Text Book Committee(R).

The objective of the text is to provide ample scope to use English, mainly as a medium of communication, as a means of acquiring skills and competencies, and also to motivate the learner to use it as a spring board for aesthetic appreciation and creativity.

The committee, while preparing the text, was largely guided by the principles, approaches and techniques highlighted in NCF-2005; principles of learning how to learn, issue based learning and Critical Pedagogy; Constructivist, Integrated and Spiral Approaches; learner-centred techniques focusing on interaction of the learner with the teacher, with the peer, with the material, and with the world outside, all culminating in constructing or building up knowledge.

The content of each unit is chosen keeping in view its relevance, the interest it sustains and the value it imbibes in the reader as also its potentiality to generate language study. Each unit has a poem, the theme of which is similar to that of the prose text in it. Poems are intended to be read and appreciated more for their rhythm or music, imagery and unique expression, than for their content or summary. The themes selected for prose have a wide range of values including compassion, the smell of the soil, fortitude, talent overriding all superficial borders, traits of real leadership, genius transgressing all disabilities, genial humour and critical thinking.

The supplementary section of the reader is meant for extensive reading. The objective is to promote love for reading through exposure to a variety of texts. Each unit of the book has been structured with a definite purpose.

**Before you read** is intended to provide a right premise for motivating the learner about the theme of the text. Teacher can think and design additional activities suited to the learners.

**Check your understanding and Share your responses** section has some easy, factual questions. Students read that part of the text silently, read the questions, go back to the text and form some responses. Then in pairs, they are encouraged to exchange their responses. Teacher goes round the class and provides required help or support.

**Think about the text** aims at consolidating whatever knowledge they have acquired over the previous activity. Now, it is time for the teacher to treat the class as a unit, and encourage the learners to discuss and present orally. The next step is to make them write the answers for the questions.

**Enrich your vocabulary** section is supposed to be dealt with the help of the copies of dictionary to be provided in the class. Teacher may write a few of the words on the blackboard and guide the learners to use them in meaningful contexts.

**Listen and respond** precede all other activities. Learners close the book, listen to the teacher and then respond. In some cases, teacher may have to read more than once, before the students make effort to respond.

**Speak well** intends to promote the skill of speaking. Learners may be advised to take roles and say the dialogues, preferably without looking at the book. They will do this with appropriate body language, facial expression and eye-contact.

**Read and respond** is an attempt to extend and enrich such skills as skimming, scanning, inferring and interpreting, discussing, based on the given text as well as visuals like maps, charts, tables etc.,

**Practise writing** encourages learners to improve the skills of collecting data, organizing them in an order, making drafts, editing them and finally coming up with a piece of writing. The learners have got to be guided throughout as this is the most exacting of all the skills.

**Learn grammar through communication** as the very title suggests is done with meaningful and interesting activities. Whatever rules the learners are supposed to know, ought to be driven home based on meaning oriented tasks and exercises. Students are encouraged to come out with the lexical and syntactic system only after sufficient practice.

**Make reference** is a section which seeks to guide the learners to choose the required source of information. Since material support is as crucial as manual one, activities are suggested to improve the skills of making appropriate reference.

**Do the project** is intended to get the learners involved in the process of learning. Such aspects as time, management and material support can be thought of well in advance. The steps listed above are suggestive, not prescriptive. Teachers do well to add, or modify, and enrich their strategies depending on the level of learners, of course without going against the accepted principles of learning.

A word about **evaluation**, a caution, is not out of place here. The principle of constructivism emphasizes that learning and evaluation – rather than saying teaching and testing- go hand in hand. So, any attempt, willy-nilly to revert to the three hour, one-shot examination will strike at the very root of the intended objectives spelt out in NCF-2005 and will also nullify all the efforts made throughout the year by the facilitators.

The committee thanks the Director for the help and assistance, owes gratitude to Dr.G.S.Mudambadithaya, Co-ordinator for his guidance. Also we are indebted to the staff of the directorate for their co-operation.

Wishing all the stakeholders of the text an enjoyable and rewarding experience.

On behalf of the committee.

**P.N.Srinath**

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## About the Revision of Textbooks

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

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

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates.

Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

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

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



reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

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

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# 10th Second Language - English Syllabus Grid

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Unit No.	Name of the Unit	Text	Enrich your Vocabulary	Listen and Comprehend	Speak Well	Read and Respond	Practice Writing	Grammar through Communication	Make Reference	Do the Project
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2	Compassion	There's a Girl by the Tracks Quality of Mercy	1. Words of Movement 2. Idioms	Flow chart	Expressing Sympathy	Reading pictures	1. Letter of Public Interest 2. Interview Questions	Sub+Verb Concord	Dictionary -2	New names of the states and cities of India
3	Nativity	Gentleman of Rio en Medio I am the Land	Word Maze	Route Map	Seeking Opinion	Skimming and Scanning	Cheques	IT Clause	Bank Service	Varieties of Trees Grown in India
4	National Visionary	Dr. B.R. Ambedkar The Song of India	Phrases	Linkers	Expressing Gratitude	Reading Poems	Dialogue	Articles/ Determiners	Syllabication	Outstanding Personalities
5	Music the Ambrosia	The Concert Jazz Poem 2	Crossword	Radio Announcement	Narrating	Drawing Flow-chart (Integrated)	Invitation	Finite and Non-finite	SMS	Interview
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8	Science	Science and Hope of Survival Off to Outer Space Tomorrow Morning	Collocation	Filling the Table	Persuading	Sequencing	Editing	Reported Speech	Source of Information	A Newspaper Report

## Supplementary Reading

1	Narayanpur Incident
2	On Top of the World
3	A Great Martyr ever Cherished
4	The Bird of Happiness

## UNIT – 1

### PROSE



#### Before you read

*Read this anecdote narrated by a person. Then answer the question given below.*



*I was teaching my eight year old son Siddhartha about living and non-living things. I then asked him to tell me five important features of living things. He promptly told me that living things breathe, feel, move and grow old and die.*

*“One more?” I said and it looked like he couldn’t remember. “forget,” he finally added. I smiled.*

#### Questions

*Can you guess why ‘I’ smiled? At his ignorance / forgetfulness in general/ ready wit? [Choose the most appropriate one]*

**Now read the following story to know how a child became a hero overnight.**

1. For Swami, events took an unexpected turn. Father looked over the newspaper he was reading under the hall lamp and said, "Swami, listen to this: News has been received about the bravery of a village lad who, while returning home by the jungle path, came face to face with a tiger....."



The paragraph described the fight the boy had with the tiger and his flight up the tree where he stayed half a day till some people came that way and killed the tiger.

2. After reading it through, father looked at Swami fixedly and asked, "What do you say to that?"

Swami said, "I think he must have been a very strong and grown-up person, not a boy at all." "How could a boy fight a tiger?"

"You think you are wiser than the newspaper?" father sneered. "A man may have the strength of an elephant and yet be a coward: where as another may have the strength of a straw, but if he has courage, he can do anything. Courage is everything, strength and age are not important".

Swami disputed the theory. "How can it be, Father? Suppose I have all the courage what could I do if a tiger should attack me?"

"Leave alone strength, can you prove you have courage? Let me see if you can sleep alone tonight in my office room."

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**sneer** : speak in a very unkind way, **frightful** : unpleasant, **face to face with** : close to something and looking at it, **reading it through** : reading it from the beginning to the end, **crossly** : a little angrily, **mere skeleton** : very thin, **scowl** : an angry look or expression.

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**3.** A frightful proposition, Swami thought. He had always slept beside his granny in the passage, and any change in this arrangement kept him trembling and awake all night. He hoped at first that father was only joking. He mumbled weakly, "Yes," and tried to change the subject: he said very loudly and with a great deal of enthusiasm, "We are going to admit even elders in our cricket club hereafter. We are buying brand-new bats and balls. Our captain has asked me to tell you..."

**4.** "We'll see about that later," father cut in. "You must sleep alone hereafter." Swami realized that the matter had gone beyond his control: from a challenge it had become a command; he knew his father's tenacity at such moments.

**5.** "From the first of next month, I'll sleep alone, Father."

"No, you must do it now. It is disgraceful sleeping beside granny or mother like a baby. You are in the second form and I don't like the way you are being brought up," he said and looked at his wife, who was rocking the cradle. "Why do you look at me while you say it?" she asked. "I hardly know anything about the boy."

"No, no, I don't mean you," said father.

"If you mean your mother is spoiling him, tell her so; and don't look at me," she said and turned away.

### Check your understanding



#### Share your responses

1. Swami's father drew his attention to a report in the newspaper. What was the report about?
2. The report said that the boy (who fought with the tiger) stayed on the tree for half-a-day. Why did he do so? (Choose the right answer)
  - a. He wanted to watch the tiger from the top of a tree.
  - b. He wanted someone to kill the tiger.
  - c. He wanted to take rest for some time.

**tenacity** : determination, **cut in** : interrupted at once.

**proposition** : suggestion, **mumble** : say something not clearly enough.

**Second form**: Seventh standard during British times.



3. Swami said that a very strong and grown-up person might have fought with the tiger. Do you think he made this remark out of his (a) experience (b) wisdom (c) belief? (Choose the most appropriate word)
4. "Can you prove you have courage?" Swami's father said. (Answer the following questions)
  - a. Was he joking? Or, serious?
  - b. Was it a challenge? Or, a command?
5. The place where Swami usually slept was..... (Fill in the blank)
6. What is disgraceful, according to Swami's father?

### Read On

6. Swami's father sat gloomily gazing at the newspaper on his lap. Swami rose silently and tiptoed to his bed in the passage; granny was sitting up in her bed, and remarked, "Boy, are you already feeling sleepy? Don't you want to hear a story?" Swami made wild gesticulations to silence his granny, but that good lady saw nothing. So Swami threw himself on his bed and pulled the blanket over his face.

7. Granny said, "Don't cover your face. Are you really very sleepy?" Swami leant over and whispered, "Please, please, shut up granny. Don't talk to me, and don't let anyone call me even if the house is on fire. If I don't sleep at once, perhaps I shall die." He turned over and curled, and snored under the blanket till he found his blanket pulled away.



8. Presently his father came and stood over him. "Swami, get up," he said. He looked like an apparition in the semi-darkness of the passage, which was lit by a cone of light from the hall. Swami stirred and groaned as if in sleep. Father said, "Get up, Swami." Granny pleaded, "Why do you disturb him?"

9. "Get up, Swami," said father for the third time and Swami got up.

**gloomily** : feeling in a way that things will not improve, **sternly** : seriously and strictly, **tiptoed** : walked quietly on the tips of his toes, **gesticulations** : to make movements with hands and arms, **snore** : to breathe in a noisy way, **apparition** : ghost.



Father rolled up his bed, took it under his arm and said, "Come with me." Swami looked at granny, hesitated for a moment, and followed his father into the office room. On the way he threw a look of appeal at his mother and she said, "Why do you take him to the office room? He can sleep in the hall, I think."



"I don't think so," father said, and Swami slunk behind him with bowed head.

"Let me sleep in the hall, Father," Swami pleaded. "Your office room is very dusty and there may be scorpions behind your law books."

"There are no scorpions, little fellow. Sleep on the bench if you like."

"Can I have a lamp burning in the room?"

"No. You must learn not to be afraid of darkness. It is only a question of habit. You must cultivate good habits."

"Will you at least leave the door open?"

"All right. But promise you won't roll up your bed and go to your granny's side at night. If you do it, I'll make you the laughing stock of your school."

### Check your understanding



#### Share your responses

1. What do you think was the practice of granny before she went to bed?
2. Was Swami really sleeping? Or, was he pretending?

**scorpions** : small creatures of the spider family with a poisonous sting (ಚೀಕು), **slunk (past tense)**: moved somewhere quietly and secretly, **laughing stock** : an object of ridicule.

3. To Swami, his father looked like an.....(Fill in the blank)
4. Why do you think Swami looked at his granny and his mother while following his father to the room?
5. "There might be scorpions behind your law books," said Swami.
  - a. Had he seen them earlier? Or, were there scorpions really?
  - b. Was it a trick to escape from his father? (Answer all the questions.)

### Read On

**10.** Swami felt cut off from humanity. He was pained and angry. He did not like the strain of cruelty he saw in his father's nature. He hated the newspaper for printing the tiger's story. He wished that the tiger had not spared the boy, who didn't appear to be a boy after all, but a monster.....

**11.** As the night advanced and the silence in the house deepened, his heart beat faster. He remembered all the stories of devils and ghosts he had heard in his life. How often his chum Mani had seen the devil in the banyan tree at his street end. And what about poor Munisami's father, who spat out blood because the devil near the river's edge slapped his cheek when he was returning home late one night. And so on and on his thoughts continued. He was faint with fear. A ray of light from the street lamp strayed in and cast shadows on the wall. Through the stillness all kinds of noises reached his ears-the ticking of the clock, rustle of trees, snoring sounds, and some vague night insects humming. He covered himself so completely that he could hardly breathe. Every moment he expected the devils to come up to carry him away; there was the instance of his old friend in the fourth class who suddenly disappeared and was said to have been carried off by a ghost to Siam or Nepal.....

**12.** Swami hurriedly got up and spread his bed under the bench and crouched there. It seemed to be a much safer place, more compact and reassuring. He shut his eyes tight and encased himself in his blanket once again and unknown to himself fell asleep, and in sleep was racked

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**chum** : a good friend – (informal)-especially among children, **spare** : not harm someone, **encased** : covered himself closely, **crouch** : lower the body close to the ground, **reassurance** : to make someone feel calmer/to make someone less frightened, **rack** : make someone suffer great mental pain.

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with nightmares. A tiger was chasing him. His feet stuck to the ground. He desperately tried to escape but his feet would not move; the tiger was at his back, and he could hear its claws scratch the ground.... scratch, scratch, and then a loud thud..... Swami tried to open his eyes but his eyelids would not open and the nightmare continued. It threatened to continue forever. Swami groaned in despair.

**13.** With a desperate effort he opened his eyes. He put his hand out to feel his granny's presence at his side as was his habit, but he only touched the wooden leg of the bench. And his lonely state came back to him. He sweated with fright. And now what was this rustling? He moved to the edge of the bench and stared into the darkness. Something was moving down. He lay gazing at it in horror. His end had come. He realized that the devil would presently pull him out and tear him, and so why should he wait? As it came nearer he crawled out from under the bench, hugged it with all his might, and used his teeth on it like a mortal weapon....

### Check your understanding



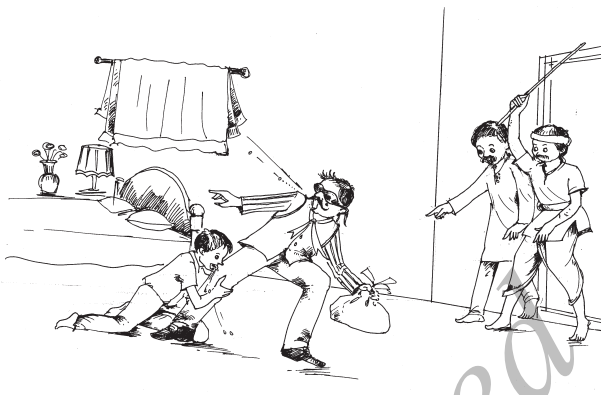
#### Share your responses

1. Swami wished that the tiger hadn't spared the boy, which means...  
(Choose the right answer)  
a. he didn't want the boy to be alive.  
b. he didn't want the tiger to be alive.
2. As silence deepened in the room, what was Swami reminded of?
3. Which place in the room did Swami think was safe, compact and reassuring?
4. Swami touched.....in the room instead of granny. (Fill in the blank appropriately)
5. Swami saw a moving creature in the room. It was.....  
a. his shadow      b. a scorpion      c. a man  
(Fill in the blank)

**nightmare** : a frightening dream, **desperately** : do something with no hope, **mortal weapon** : deadly weapon.

## Read On

14. “Aiyo! Something has bitten me,” went forth an agonized, thundering cry and was followed by a heavy tumbling and falling amidst furniture. In a moment father, cook, and a servant came in, carrying light.



And all three of them fell on the burglar who lay amidst the furniture with a bleeding ankle.

15. Congratulations were showered on Swami next day. His classmates looked at him with respect, and his teacher patted his back. The headmaster said that he was a true scout. Swami had bitten into the flesh of one of the most notorious house-breakers of the district and the police were grateful to him for it.

16. The inspector said, “Why don’t you join the police when you are grown up?”

Swami said for the sake of politeness, “Certainly, yes,” though he had quite made up his mind to be an engine driver, a railway guard, or a bus conductor later in life.

17. When he returned home from the club that night, father asked, “Where is the boy?”

“He is asleep.”

“Already!”

“He didn’t have a wink of sleep the whole of last night,” said his mother.

“Where is he sleeping?”

“In his usual place,” mother said casually. “He went to bed at seven-thirty.”

“Sleeping beside his granny again!” father said. “No wonder he wanted to be asleep before I could return home. Clever boy!”

---

**clutched** : held tightly, **tumbling** : falling helplessly, **burglar** : a person who enters a building in order to steal (house breaker), **scout** : one who is trained in doing acts of public service, **not have a wink of sleep**: couldn't sleep, **notorious** : evil-minded.

---

Mother lost her temper. “You let him sleep where he likes. You needn’t risk his life again.” Father mumbled as he went in to change, “All right, molly-coddle and spoil him as much as you like. Only don’t blame me afterwards.”

Swami, following the whole conversation from under the blanket, felt tremendously relieved to hear that his father was giving him up.

### Check your Understanding



#### Share your responses

1. Who cried, “Aiyo! Something has bitten me”?
2. Who did father, cook and a servant stumble upon?
3. Why were congratulations showered on Swami?
4. Do you think Swami really wanted to join the police? If not, what did he want to be?
5. Did Swami muster up courage to sleep alone after the burglar incident?
6. Who supported Swami - His mother or his granny?



#### Think about the text

1. A report about a boy in the newspaper was an unexpected event in Swami’s life. Justify.
2. Swami made a comment on the newspaper report. Was he right? How did his view differ from that of his father?
3. What desperate attempts did Swami make to escape from his father?
4. Why did Swami conclude that his father’s proposition was frightful?
5. As the night advanced, Swami felt that something terrible would happen to him. What would it be? How would it happen?
6. There was absolute silence in the room. In spite of it, some noises reached Swami’s ears. What were they?
7. Narrate Swami’s dreadful experience when he was lying under the bench.

**molly-coddle** : treat someone very kindly and protect the person too much from anything unpleasant.

8. How was Swami honoured by his classmates, teacher and the headmaster?
9. Why did father want Swami to sleep alone in the office room?
10. Who do you think was wiser, Swami or his father? Justify your preference.
11. Why did Swami feel relieved at the end?
12. Suppose you are Swami of the story. Write a brief letter to your friend describing how you helped to catch a burglar in your house.
13. Some words describing the characters of the story 'A Hero' are given in brackets. Put them in the appropriate columns.

**(caring, protective, innocent, tricky, authoritative, disciplined, helpless, nervous)**

Swami's father	Mother	Granny	Swami



### Enrich your vocabulary

**Task 1. Homophones – Homophones are words that sound the same but have different meanings and different spellings. Fill in the blanks with appropriate words.**

1. We had \_\_\_\_\_ many apples to carry. (too/two)
2. I \_\_\_\_\_ a horse at the Marina Beach. (road/rode)
3. Did you have a \_\_\_\_\_ for lunch? (pear/pair)
4. The books are over \_\_\_\_\_ on the shelf. (their/there)

**Task 2. Fill in the blanks by choosing the appropriate word and complete the story.**

This is a \_\_\_\_\_ (storey / story) told by a \_\_\_\_\_ (night/ knight). Once he received a letter. When he \_\_\_\_\_ (red/ read) it \_\_\_\_\_ (through/ threw), he could not believe his own eyes. \_\_\_\_\_ (Far/ For), it was written \_\_\_\_\_ (buy/ by) none other than the queen of the land. She asked him to meet her \_\_\_\_\_ (at/ yet) a secret place. The knight was

in a fix. But he thought\_\_\_\_(of/ off) a plan to tide over this problem. He\_\_\_\_\_(vent/ went) to the meeting place, not alone, but along with his\_\_\_\_\_(fair/ fare) wife. Can you guess what happened then?

**Task 3. Scramble the letters to form words. See the meaning clues in brackets.**

1. a t r t e f l \_\_\_\_\_ (praise)
2. b o u d t \_\_\_\_\_ (suspect)
3. r a g t e d y \_\_\_\_\_ (unhappy ending)
4. r a g f e n m t \_\_\_\_\_ (a piece)
5. r a e t l \_\_\_\_\_ (careful)
6. c a c s r i y t \_\_\_\_\_ (short supply)
7. y m t s a t h p e i c \_\_\_\_\_ (not cruel)



**Listen and comprehend**

**Answer the following :**

1. Why do you think the audience, on hearing the dialogue, burst into laughter?
2. Try to repeat the words as delivered by the actor.
3. If you had been the actor, how would you have said it?



**Speak well**

**Language function:** Refusing invitation.

**Imagine the headmaster meets Swami after the burglar incident. He offers an invitation. But, Swami refuses it politely. Read the dialogue.**

**Headmaster :** Swami, if I'm not wrong, you still look nervous.

**Swami :** Me? No... no... no... not at all sir. I'm all right.

**Headmaster :** That's good. How did you find that there was a burglar in the room? You've done a great thing



Swami. In fact, we've decided to honour you. Come on.

**Swami** : Many thanks, sir. I'd love to be there . But I've an important function at my grandpa's house. Er...not now sir.

**Headmaster** : How about next week?

**Swami** : That's a good idea, but let me think about it.

**Headmaster** : Ok Swami.

**Language function:** Accepting Invitation

**Imagine you are Zakir. You have been invited by your friend to be present at the award winning ceremony, occasioned by his winning three first places in a sports competition. Accept the invitation. Look at the dialogue and practise in pairs.**

**Vasu** : Hi, Zakir how're you?

**Zakir** : I'm fine. Vasu, you look wonderful. Anything special? Are the competitions over?

**Vasu** : Yes, I've some good news to tell you. I won three medals –all first places.

**Zakir** : That's fantastic. Come on. Let's celebrate.

**Vasu** : That's why I have just come here to see you. The sports authorities are going to have an award winning ceremony, tomorrow, at the town hall. It will be at 4 in the evening. I want you to be there.

**Zakir** : Hurray! Certainly I'll be there not at 4, but even earlier. Let's have sweets now. Come on.

**Vasu** : Oh, sure.

**Imagine that Swami receives advice from his father and his granny. How would Swami say that he accepts it or refuses it? Write a dialogue using the expressions given below.**



## Accepting-

- a. That's a very good idea. Thank you.
- b. Of course! I didn't think of that. Many thanks.
- c. Thank you for suggesting it. I think I will.
- d. I think I must do that.
- e. Yes, I will. It's very good of you to make the offer.
- f. That's very kind of you. I will.

## Refusing -

- a. Thank you for the suggestion. I'll certainly think about it.
- b. That may be a good idea. Let me think about it.
- c. I think, on the whole, I'd rather not. Thank you all the same.
- d. It is certainly a possibility. May I think about it?
- e. That's very good of you but I am not sure I want to.
- f. Do you mind if I didn't? I know you are being kind.

In pairs, play the roles of Swami and his father. You can modify the content of the story to suit your conversation using the expressions mentioned above.

## Self-assessment

Read the statement and put a tick mark in the appropriate box.

Sl.No.	Statement	Yes	No	To some extent
1.	I was able to present the dialogue taking roles.			
2.	I have knowledge of different language functions to accept or refuse an invitation politely.			
3.	I can use different language functions to accept or refuse invitation politely in my conversation.			
4.	I can speak with proper stress, pause, intonation, facial expression and clear pronunciation.			
5.	I can modify the content of the story to suit my conversation using correct expressions.			



## Read and respond

### Task - 1 : A man went to an astrologer.

**Astrologer** : Come my child, your name is Suraj Khanna.

**Khanna** : Yes, indeed!

**Astrologer** : You have two sons and two daughters.

**Khanna** : How true!

**Astrologer** : You bought four kilos of sugar and five kilos of rice yesterday, and there are five members of your household remaining after your parents passed away.

**Khanna** : I am impressed. But can you tell me about my future?

**Astrologer** : Okay then. Come back with your horoscope booklet tomorrow. And, here, take your ration card back.

### Answer the questions below :

1. Mr. Khanna was surprised at the astrologer's prediction. What made him feel so?
2. Why wasn't the astrologer able to predict Mr. Khanna's future?
3. In the conversation given above, who do you think has better common sense?

**Task - 2 : My brother, an Army doctor, was part of the UN peacekeeping mission in the Congo. At the end of the one-year term, his Congolese commander awarded him a letter of merit that ended with "..... and he worked hardly to restore normalcy in the region."**

Which word in the passage above gives the opposite meaning of what was meant to be said?

### Task - 3 :

Look at the cartoon. Interpret it orally with your partner. What is funny as shown in the cartoon?



## Learn grammar through communication

### Use of Modals :

Some sentences are given below :

- Rewrite them beginning with the clue given in brackets.
- Identify the language function. One example is given.

e.g.: Is it alright if I sit here?

(Begin with 'could.....')

Function - Seeking permission.

**Sentence rewritten:** Could I sit here?

- Please return my library books.  
(Begin with 'will' \_\_\_\_\_)  
Function \_\_\_\_\_
- The files are heavy. I'll carry them for you.  
(Begin with 'would' \_\_\_\_\_)  
Function \_\_\_\_\_
- That's your essay. Perhaps you will have no objection if I see it.  
(Begin with 'May \_\_\_\_\_', \_\_\_\_\_)  
Function \_\_\_\_\_
- Let me switch on the fan, OK?  
(Begin with 'Do you' \_\_\_\_\_, \_\_\_\_\_)  
Function \_\_\_\_\_
- 'Bring the books to my office.'  
(Begin with 'would' \_\_\_\_\_, \_\_\_\_\_)  
Function \_\_\_\_\_



### Make reference

**Task - 1: Look at these (partial) dictionary entries.**

*lorry* n BrE : a large motor vehicle for carrying heavy goods.

*truck* n 1. BrE : an open railway vehicle for carrying goods. 2. AmE a large motor vehicle:

BrE lorry 3. A simple vehicle for carrying goods which is pushed or pulled by hand.

### These entries tell us that

- a. *lorry* is a word in British English. (This is indicated by BrE; some dictionaries say 'Brit' instead.)
- b. *truck* in British English means an open railway vehicle, not a motor vehicle.
- c. In American English ('AmE' or, in some dictionaries, 'US'), *truck* means a motor vehicle – the same as *lorry*.
- d. *truck* can also mean a simple vehicle pushed or pulled by hand, that is, a hand pulled (or hand-pushed) cart, in both British and American English.

Although British English and American English are largely the same, there are some differences between them in the spelling, pronunciation and meanings of words. Dictionaries give us information on these differences.

### Task - 2 : Now look at the following dictionary entry.

**windbag** n infml derog. A person who talks too much and bores people.

What does 'derog' here mean? It means that the word **windbag** is derogatory, that is, a person will feel insulted if he/she is called a 'windbag'. Certain words in every language are derogatory and it is useful to know about them in order to avoid causing offence without intending so.

### Task - 3 : With the help of a dictionary, find out what you can understand about the following words :

1. *cheque and check* as nouns.
2. *hire and rent* as verbs.

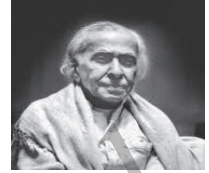
### Suggested reading:

- |                                    |                  |
|------------------------------------|------------------|
| 1. Malgudi Days                    | - R.K. Narayan   |
| 2. The play 'Poli Kitty' (Kannada) | - T. P. Kailasam |
| 3. The Story Teller                | - Saki           |



## Do the project

Collect information about Sri K. Raja Rao, a well known Indian writer in English. Fill in the blanks and write a short paragraph about him.



Name : \_\_\_\_\_  
Date of birth : \_\_\_\_\_  
Year of death : \_\_\_\_\_  
Education : \_\_\_\_\_  
His novels : \_\_\_\_\_  
His short stories : \_\_\_\_\_  
Awards won by him : \_\_\_\_\_  
His work you like most: \_\_\_\_\_  
Other details if any: \_\_\_\_\_

## Know about the author

***R.K. Narayan** is widely considered to be one of the greatest Indian English novelists, who is known for simple and unpretentious writing style. He is best known for his works set in the fictional South Indian town of Malgudi. His works include **Swami and his Friends, The Bachelor of Arts, The English Teacher** and **The Financial Expert**. His novel, **The Guide** was adapted for film and it won the **Sahitya Academy Award**. He highlights social content and provides a feel for his characters through everyday life. He was nominated to the Rajya Sabha, the upper house of India's parliament.*



**Good friends don't let you do stupid things ... alone.**

## POETRY



### Before you read

You might have noticed some childish habits and desires in your grand mother. Examples are given. Can you think of some more? Make a list of them.

a. *Playing with marbles.*

b. *Flying kites.*

c. *Riding a bike.*

d. \_\_\_\_\_

e. \_\_\_\_\_

Now, here is a poem, as the very title suggests, about a grown up woman continuing childish habits and desires.

Listen to the poem (Your teacher reads/recites the poem)

### Grandma Climbs a Tree

-Ruskin Bond



## Read the poem

My grandmother was a genius. You'd like to know why?  
Because she could climb trees. Spreading or high,  
She'd be up their branches in a trice, and mind you  
When last she climbed a tree she was sixty-two.  
Ever since childhood, she'd had this gift  
For being happier in a tree than in a lift; 6

And though, as years went by, she would be told  
That climbing trees should stop when one grew old-  
And that growing old should be gone about gracefully-  
She'd laugh and say, 'Well I'll grow disgracefully,  
I can do it better'. And we had to agree;  
For in all the garden there wasn't a tree 12

She hadn't been up, at one time or another  
[Having learned to climb from a loving brother  
when she was six] but it was feared by all  
That one day she'd have a terrible fall.  
The outcome was different-while we were in town  
She climbed a tree and couldn't come down. 18

After the rescue,  
The doctor took Granny's temperature and said,  
'I strongly recommend a quiet week in bed'.  
We sighed with relief and tucked her up well.  
Poor Granny! For her, it was like a brief season in hell.  
Confined to her bedroom, while every breeze  
Whispered of summer and dancing leaves. 24

But she had held her peace till she felt stronger.  
Then she sat up and said, 'I'll lie here no longer!'  
And she called for my father and told him undaunted  
That a house in a treetop was what she now wanted.  
My dad knew his duties. He said, That's all right-  
You'll have what you want, dear. I'll start work tonight.' 30

---

**in a trice** : very quickly, **outcome** : what actually happened ; **hold ones's peace**: keep quiet,  
**undaunted** : without hesitation.

---

With my expert assistance, he soon finished the chore:  
 Made her a tree - house with windows and a door.  
 So granny moved up, and now every day  
 I climb to her room with glasses and tray.  
 She sits there in state and drinks sherry with me.  
 Upholding her right to reside in a tree.

36

### Understand the poem

1. The speaker in the poem does not call his grandmother 'childish'. What else was she according to him? Why does he consider her to be so? {lines 1-4}
2. Grandma had been in the habit of climbing trees for a very long period. Identify the lines that suggest this.
3. Look at the lines 7 and 8. 'She would be told . . . . .'. Who do you think would tell her so?
4. Do you find anything odd in the reply given by the grandma? If so, why do you think it is odd? {lines 10-11}
5. Others had feared that granny would fall from a tree one day or the other. Did this happen? Or did something else happen? {lines 15-18}
6. What had the doctor recommended? What was the reaction of the kids to this advice?
7. Quote the lines which suggest how wholeheartedly granny enjoyed climbing a tree.
8. 'My dad knew his duties'. What did he think his duty was?
9. Look at the picture given below the title. Quote the lines that might have guided the artist to draw that.

### Read and appreciate

- A.** 1. Read the poem again. Does the behaviour of grandma strike you as unusual? If so, support your view quoting her ways and responses to others. One is done for you.
- Grandma climbing a tree. (way 1)
  - ----- (response)
  - ----- (response)

---

**chore** : task, **sherry** : yellow or brown coloured wine, **upholding** : making clear to the world.

---



2. 'Growing old gracefully' is an expression used in the poem. Discuss with your partner whether what the grandma was doing was graceful or otherwise.
3. Both the narrator (speaker in the poem) and his father were very considerate towards Grandma. Substantiate the statement with textual support.
4. If you were to divide the entire poem into two parts, which line would you pick up to be the beginning of the second part? Why?

- B.**
1. Have a close look at the rhyme-scheme. Write at least 5 pairs of the rhyming words. e.g. said - bed.
  2. "It was like a brief season". Name the figure of speech in the sentence. What are the two things compared? Explain.
  3. 'For being happier in a tree than in a lift'. What is suggested through this line? Exchange your views with your partner.
  4. 'There was not a tree, she hadn't been up' is an expression.

Rewrite the above sentence without using 'not' (note : the meaning should be the same).

Give some more examples from outside the text to illustrate the effective use of double negatives.

- C.** Read the line 'she would be up in the branches in a trice.'

What picture do you get in your mind when you read this? May be it is the picture of grandma climbing a tree deftly even like a monkey.

Now read the following lines and say what pictures or images that come to your mind.

Try to draw these pictures if you can :

1. An aged woman confined to bed.
2. Every breeze whispered of summer and dancing leaves.
3. Being happier in a tree than in a lift.
4. I will grow disgracefully.

## Read and enjoy

### Who, Me?

- Joyce Armor

There is a kid who lives with us  
Who no one's ever seen.  
He's the guy who broke our vase  
And painted Fluffy green.

He drew the funny pictures  
On my brother's bedroom door,  
And left those worms to shrivel up  
Inside my dresser drawer.  
He also took my favorite cookies  
From the cookie jar,  
And put a tuna sandwich  
In the brand new VCR.

In fact, he does most everything  
That you might think is bad.  
Of course he isn't really real . . .  
Just don't tell Mom and Dad.

### Know about the poet

**Ruskin Bond** : Born in Kasauli in 1934, Ruskin Bond now lives in Missouri. He wrote his first novel, 'The Room on the Roof', when he was seventeen and has written more than thirty books for children. 'Grandma Climbs a Tree' shows Bond's great ability to enjoy unusual events and actions. In his autobiography, 'Scenes from a Writer's Life', Bond talks about his Calcutta granny as a strange person who sat alone in the evenings playing Patience, a card game.



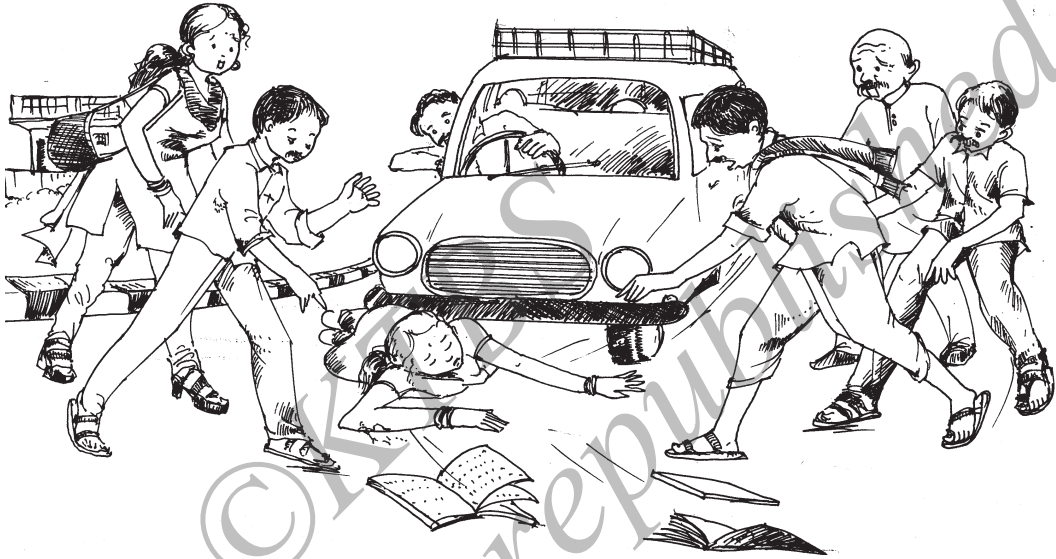
## UNIT - 2

### PROSE



#### Before you read

*Study the picture. Some people are looking at the accident with an expression of shock and anxiety.*



*If you had been there at the place shown in the picture, how would you have reacted?*

**Begin with** *I would have* \_\_\_\_\_

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**Share your reactions with your friends.**

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Read on.

## “There’s a Girl by the Tracks!”

-Deven Kanak

Nobody dared to go where this youngster did...



1. As the Mumbai suburban electric train made its 20-second, 6:32 p.m. halt at a station, commuters swarmed out and into its 12 packed coaches. It’s a regular scene in and around India’s most populated metropolis. Having just managed to

squeeze herself into a ladies’ compartment, 21-year-old call centre executive Roma Talreja tried to settle into a corner near the door. The train hurtled ahead and Roma, jammed between other women, was trying to find some space to stand safely on when she suddenly got pushed, lost her tenuous foothold and panicked.

2. Her hands reached for the steel railing above, but finding only air, Roma was thrown out of the coach. The clattering roar of the train muffled the thud of her fall on to the ground more than a metre below. She was knocked senseless.

3. Standing near the door of another train speeding in the opposite direction, 20-year-old Baleshwar Mishra couldn’t believe what he had just seen - a young woman in a black salwar-kameez lying next to the tracks. Meanwhile, gasps and screams emanated from his compartment. “There’s a girl by the tracks!” the voices cried out.

4. Impulsively, Baleshwar went and grabbed the train’s red emergency chain and pulled it down frantically. The train screeched, slowing down. He then surveyed the compartment full of wary faces. “Let’s go and help her!” he shouted. But nobody volunteered, afraid of getting involved, of being inconvenienced perhaps.

---

**suburban** : of a place outside a city, **commuter** : one who travels to work place daily, **swarm** (v): rush, **hurtle** : move fast, **tenuous** : weak or shaky, **panic** : Suddenly feel frightened, **clattering** : making a loud sound, **muffled** : silenced, **thud** : low sound, **gasps** : a deep breath taken when surprised, **emanate** : come from, **impulsively** : without any thinking, **frantically** : with no hope, **wary**: worried.

---

5. His heart hammering his chest, Baleshwar shoved himself to the door, and jumped off the still-moving train. As he landed on the ground, a burst of pain shot up in his ankle. But there was no real damage. He got up to find part of his old rubber slipper's sole torn off as a result of his fall. But Baleshwar started to sprint back between the tracks as his train picked up speed again and disappeared.

### Check your understanding



#### Share your responses

1. *"It's a regular scene."* What was regular about the scene? (para – 1)
2. *"Roma Talreja tried to settle into a corner near the door in the train."*  
*Was she right in doing this? What would you have done if you were there?*
3. *"There's a girl by the tracks," the voices cried out.*  
*Whose voices do you think those were?*
4. *Baleshwar was impulsive in taking a decision because.....*  
*(Fill in the blank appropriately.) (para – 3)*
5. *The dictionary says 'callous' means 'unconcerned'.*  
*In this situation, who do you think were 'callous' towards the accident?*
6. *'Baleshwar rushed to help the girl.' His movement has been described with verbs like 'shoved'. Identify two more such verbs/verbal phrases in paragraph (5).*

### Read on

6. Baleshwar was so far away from Roma, he couldn't see her. "I hope I'm not too late," he thought, gasping for breath. After running for several minutes, he found her sprawled by the side of the tracks. "Behenji, aap theek hai?" he asked [Sister, are you okay?]. But there was no response, and no help in sight. They were alone somewhere between two stations five kilometers apart in Thane district, which borders Mumbai.

7. Baleshwar could see blood flowing out of a gash behind the young

---


**shove** : push roughly, **sprint** : run very fast, **sprawled** : lie stretched, **gash** : a deep cut.

woman's head. Saying a silent prayer, he lifted the five-foot-two, 50-kilo Roma gingerly and made his way across the tracks, looking out for trains and searching for a way out. He crossed through some shrubbery, and followed the direction of the sounds until he found the road. "My sister is injured," he implored motorists who drove by. "Please help me take her to a hospital." But no one stopped.

**8.** That morning on December 10, 2010, a Friday, Roma Talreja arrived at the call centre bright and early. The B.Com graduate from Pune had been working there for two years, loving her job, talking and connecting to customers, and making new friends there. After work she went to the cafeteria, where she and her friends joked, laughed and made plans for the weekend. Then, heading home alone after her shift, Roma was looking forward to having supper with her parents and brother, and a long phone chat with her fiancé Vijay.

**9.** Baleshwar Mishra has a very different story. The lanky youngster from Mirzapur, UP, is an unemployed high-school dropout who'd recently come to Mumbai. Living with his two older brothers, his job hunt had proved fruitless. Now he was treading water, and had resigned himself to the fact that he was running out of options. He had spent his day with a friend, grabbed lunch and watched a movie. As Baleshwar boarded the train home, he pondered over his future. But, all he could now think of was saving a stranger's life.

### Check your understanding



### Share your responses

1. Where did Baleshwar find Roma at last?
2. "Behenji, aap theek hai?" But there was no response and no help in sight. Why was it so? Read paragraph 6 and answer.
3. Fill in the table with appropriate details.

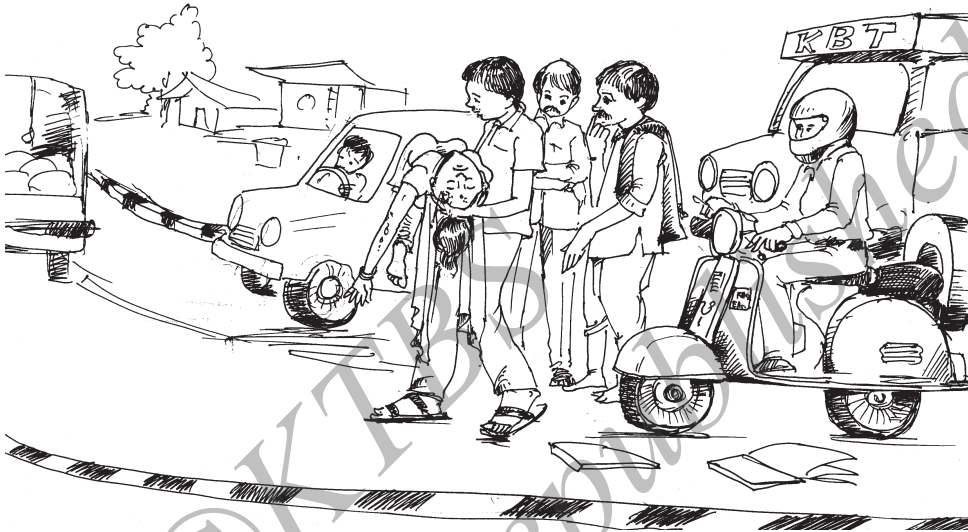
Name	Age	Education	State they belong to	Profession	Reasons for boarding the train
Roma					
Baleshwar Mishra					

**gingerly** : nervously, **implore** : request, **fiancé** : the man that a woman is engaged to, **lanky** : tall and thin, **treading water** : making no progress.



## Read on

**10.** Innumerable motorists drove by, some even slowing down to see the young man struggling to hold the blood-covered woman in his arms. Just when he had begun to lose hope, a tempo-truck pulled over and its driver, a middle-aged man who spoke Gujarati, stepped out.



**11.** “Help me,” Baleshwar pleaded, and the man helped Baleshwar lay Roma down in the back of his truck. Baleshwar was quickly telling the driver what had happened when a traffic policeman arrived. “Take the girl to Airoli,” suggested the cop, “there’s a hospital there.” But Baleshwar disagreed. Airoli was at least 10 kilometres away.

**12.** “There’s a closer place I know of,” said Baleshwar. Ten minutes later, they arrived at a small hospital where nurses helped take the young woman in. But as the facility lacked personnel and equipment, the on-duty physician wasn’t able to do more than give basic first aid. He advised that she be moved to a nearby hospital.

**13.** Baleshwar and the driver had no choice but to move her back into the truck. When the vehicle lurched forward, Roma stirred and her eyes fluttered open.

“What’s your name?” asked Baleshwar, who was with her in the back of the truck.

---

**personnel** : staff, **lurched** : moved unsteadily, **fluttered** : opened slightly.

---

“Roma,” she managed to grind out.

“Whom can I call?” he asked quickly, fearing that she would black out once more.

“My brother Dinesh,” she said, slowly giving him Dinesh’s cell phone number. Baleshwar memorized it and watched as Roma’s eyes soon lost focus and rolled back into the darkness.

**14.** “Chacha, can I borrow your mobile?” Baleshwar asked, and the driver passed him his phone.

Dinesh Talreja was wrapping up his day at his marketing job at a retail outlet in Ulhasnagar when his phone rang from a number he didn’t recognize.

“Dineshbhai?” a young voice asked. “Your sister Roma has fallen off a train and we’re taking her to Divine Hospital in Ghansoli.”

“I’m on my way,” said Dinesh, rushing towards his motorcycle.

### Check your understanding



#### Share your responses

1. Who volunteered to help Baleshwar?
2. “Roma stirred and her eyes fluttered open.” What could have made her react so?
3. Some details of Roma’s brother are given in paragraph 14. Read and fill in the columns appropriately.

Name	Job	Place	Vehicle

### Read on

**15.** Roma arrived at Divine Multi-Speciality Hospital and Research Centre minutes later. Dr Anil Agarwal, the medical director there, seeing the extent of Roma’s injuries, admitted her immediately to the ICU without any paperwork.

**to grind out** : to say something with some effort, **black out** : to become unconscious, **wrap up** : close the day’s business, **outlet** : a shop,(here).



**16.** He asked Baleshwar to hang around until Roma's family arrived. That was when they noticed that the driver, having done all he could, had slipped away with his truck. "Oh, I couldn't thank him," Baleshwar thought.

**17.** Roma was still unconscious. But her X-rays showed that although the injuries looked severe, all she needed were deep wound sutures. There would be no lasting damage, but Dr. Agarwal believes she could have bled to death had nobody helped her. When she finally opened her eyes that night, her brother and fiancé were by her side. She could barely speak, just nodded and fell asleep again.

**18.** When Baleshwar came to meet her the next morning, Roma was still partly sedated. On his way, Baleshwar had even revisited the spot where Roma had fallen, looking for her belongings because Dinesh had told him that her cell phone and handbag were missing. Not far from the spot, a railway employee assured Baleshwar that some of Roma's belongings had been found.

**19.** "How are you feeling?" Baleshwar asked Roma. "I'm okay," Roma whispered.

**20.** In a few days, Roma made a full recovery. "I can't imagine what would have happened if Baleshwar hadn't been there," she says, amazed to learn of the manner in which she had been rescued.

"I think it's astonishing that a stranger would jump off a train and risk his life for me. I can never repay Baleshwar."

"I'm new to Mumbai, but I've noticed that people here are afraid," says Baleshwar, who is still looking for a job. "They fear getting trapped in the courts or with the police."

So why did he do it? "She needed help," Baleshwar puts it simply. "That day it was Roma. Tomorrow it could be you or me by the tracks, bleeding and alone."

---

**hang around:** wait, **suture:** a stitch that is used to sew a wound together, **barely speak:** not able to speak, **partly sedated:** half awake due to drugs.

---

## Check your understanding



### Share your responses

1. "Oh, I couldn't thank him," Baleshwar thought. Who do you think he couldn't thank?
2. Why did Baleshwar revisit the spot where Roma had fallen?
3. Baleshwar got some assurance from a railway employee. What was that?
4. Roma said, "I think it's astonishing". What was astonishing?



### Think about the Text

1. Some incidents relating to Roma Talreja are given below. Put them in the right order.
  - a. Roma lost her foothold.
  - b. The train hurtled ahead.
  - c. Roma was thrown out of the coach.
  - d. Roma was jammed between two women.
  - e. Roma panicked.
2. Baleshwar jumped into action to save the girl. His actions in doing so are given in a jumbled manner. Set them in the right sequence, as in the text.
  - a. Baleshwar crossed the track.
  - b. He carried the girl.
  - c. He saw the girl bleeding.
  - d. He requested motorists to help him.
  - e. He prayed silently.
3. Write briefly the personal details such as qualification and Profession of Roma Talreja and Baleshwar Mishra after discussion with your classmates.
4. "Take the girl to Airoli," suggested the cop. But Baleshwar disagreed. Why did he do so?
5. Some incidents mentioned in paragraph 12 are given in a jumbled order below. Arrange them sequentially.
  - a. The on - duty physician advised Baleshwar to take Roma to a nearby hospital.
  - b. Baleshwar and Roma Talreja arrived at a small hospital.

- c. The nurses in the hospital helped Baleshwar to take the young woman in.
  - d. The hospital lacked the facility and personnel to treat Roma.
6. Was Baleshwar right in asking Roma her name while she lay in a critical condition? Justify your answer.
  7. "Baleshwar had a good memory." Do you agree?  
Give examples to support your view.
  8. The doctor at the Divine Multi -Speciality hospital admitted Roma without any formalities. What made him do so?
  9. If Baleshwar had not come forward to help Roma, what would have happened to her?
  10. How did the truck driver help Baleshwar?
  11. Baleshwar felt that people of Mumbai were afraid. What were they afraid of, in his opinion ?
  12. The Dalai Lama says, "Love and compassion are the true religions to me. But to develop this, we do not need to believe in any religion." Does this relate to the lesson "There is a Girl by the Tracks". How? Discuss with your friends.



### **Enrich your vocabulary**

**Task 1 :** Verbs related to different actions are given below. Pick them and put them in their respective columns. Note that some words may fit into more than one column. Refer to a dictionary if necessary.

grab, pray, squeeze, glance, chat, snatch, plead, peep, beg, shove, talk, clutch, implore, rush, stare, hold, appeal, dash, gaze, articulate, run, speak, ask, look, go

### **Words related to**

<b>Observing</b>	<b>Moving</b>	<b>Holding</b>	<b>Speaking</b>	<b>Requesting</b>
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.

**Task 2 : Use the above words meaningfully to fill in the blanks in the following sentences. You can change the form of the word if required. One example is given.**

1. Five of us squeezed ourselves into the back seats.
2. English people love to \_\_\_\_\_ about the weather.
3. Arun \_\_\_\_\_ Shaila close and wiped away her tears.
4. I haven't \_\_\_\_\_ to Steve about all this.
5. All club members have been \_\_\_\_\_ to attend the annual meeting.
6. Sudha \_\_\_\_\_ over her shoulder.
7. The thief has \_\_\_\_\_ away her purse and ran.
8. Would you mind \_\_\_\_\_ to fetch the kids from school?
9. Veena \_\_\_\_\_ me to fetch water.
10. Many people are unable to \_\_\_\_\_ the unhappiness they feel.

**Look at these sentences used in the text, as also the phrases underlined.**

- 'Who can I call?' asked Baleshwar fearing she would black out once more. (para - 13)
- A nurse helped him to take the woman in. (para - 12)
- Dinesh was wrapping up his day's work when his phone rang. (para - 14)

Look at the underlined words. Their meanings are different from the ordinary meanings of each separate word. For example **black out** means **lose consciousness**, **take the woman in** means **admit the woman** and **wrapping up** means **closing the business**.

**Task 3 : A paragraph is given below based on the text. Some words are underlined. Substitute these words with the phrases and idioms making use of the clues given in brackets with necessary changes or additions.**

Baleshwar Mishra was a bold young man. Even when his life was at risk (face-to-face \_\_\_\_\_ death), he never had a second thought. Rather he determined (make \_\_\_\_\_ mind) to save the life of the girl. He was doing all he could, while others stood watching him silently (tongue tie). None supported (back \_\_\_\_\_ up) except a tempo truck driver. After a while, he carried the girl to a hospital and forced (arm twist) the duty doctor to

admit the girl. What can we make out from this incident? Some people like Baleshwar remain undisturbed (keep cool) in moments of crisis.

**Note :** The words are given in brackets in the above task. What is the underlying or common feature of all the idioms and the phrases? (e.g. : face-to-face with death, made up his mind)



### Listen and comprehend

**Task - 1 :** Listen carefully to the reading of the following passage and take notes by drawing and filling information in the flow-chart. If required, the teacher will read the passage twice.

The boy was studying in

1.

He was given

2.

The last question was

3.

The cleaning woman appeared

4.

5.

and 6.

The name of the cleaning woman was...

7.

### Self-assessment

Read the statement and put a tick mark in the appropriate box.

Sl.No.	Statement	Yes	No	To some extent
1.	I was able to follow the instructions of the teacher.			
2.	I was able to listen to the teacher attentively.			

3.	I comprehended the passage and took notes while listening.			
4.	I filled information successfully in the flow chart.			
5.	I got the inspiration to listen to a variety of information and take notes.			



### **Speak well**

**Task 1 : Imagine some of Roma's colleagues (Ramani, Tejas and Shalini) visit Roma's house some days later, after the incident. They begin to talk.**

**Read the dialogues taking the roles.**

**Shalini** : Hi! Roma, how're you now? We're sorry to hear about the accident.

**Roma** : Please come in. I'm ok. That accident still haunts me.

**Tejas** : That's really a pity. We can't even imagine how all that happened.

**Roma** : Yes, it was really horrible. You know, I was in a hurry that day. Foolishly, I tried to board the running train.

**Ramani** : Really? You shouldn't have done that!

**Roma** : Well, with great risk I boarded it. The train was full and I got squeezed and a minute or two later, I was pushed out.

**Tejas** : How dreadful!

**Roma** : The very next moment, I was on the track. I didn't know how I got there.

**Shalini** : How terrible!

**Roma** : It was all God's grace that I didn't die. A young chap risked his life and saved me.

**Tejas** : Did he? Anyway, take care Roma. For heaven's sake, don't you ever run into any more risks.

**Roma** : Thank you all.

**Ramani** : Meet you again. Take care. Bye!

**Roma** : Bye, friends.

**Task 2 : Imagine something bad has happened in your friend's life. You meet him/her. You need to sympathise with and instil confidence in him/her. Write a dialogue.**

**Note :** The following expressions are used to convey sympathy.

*I'm sorry to hear about...*

*That's so sad...*

*I'm awfully/dreadfully sorry about...*

*That's a pity/hard luck/ I know how it feels...*

*How upsetting/annoying/oh, how dreadful/terrible/awful...*

*You must be very upset...*

*I'm extremely sorry to hear that/I'm/was deeply sorry to hear/learn about...*

*Bad luck...*

*Can I help you in any way...?*

*Don't worry it'll turn out all right...*

*It may not be as bad as it looks...*

*Well, these things happen, don't they.....?*



**Read and respond**

**Task 1 : Look at the picture 1 in column 'A'. Some statements are made in column 'B' about the actions as seen in 'A'. Some of the statements are wrong, and some of them are right. If they are wrong, correct them. If they are right mark (✓)**

'A'	'B'
	<ol style="list-style-type: none"> <li>1. A woman is walking alone. right ( )/wrong ( ✕ ) corrected - A woman is walking with a child.</li> <li>2. Some children are playing cricket. right ( )/wrong ( )</li> <li>3. Three cows are seen in the picture. right ( )/wrong ( )</li> <li>4. The window pane is broken. right ( )/wrong ( )</li> <li>5. A child is holding a tree. right ( )/wrong ( )</li> <li>6. There is a river in the picture. right ( )/wrong ( ).</li> <li>7. In the background, there is a forest. right ( )/wrong ( )</li> </ol>



**Task 2 : Look at the picture – 2. Try to describe what you can see in the picture. Some clues are given. One is done for you.**



- a. There/many/people/picture.  
There are many people in the picture.
- b. some people/march procession.
- c. child/draw/bow.
- d. two/women/chat.
- e. some/children/run.
- f. a man/sell/ balloons.



### **Practise writing**

**Task 1 : Read the following letter written by a resident of Bengaluru about a public problem in Bengaluru.**

G. Padmanabhan  
# 32, Kuteera  
5th Cross, 3rd Main  
II Block, Rajajinagar  
Bengaluru  
11th March, 2013

The Editor  
English Daily  
Bengaluru.

Dear Sir

Sub: Vehicles on roads.

The BBMP had done a good job by repairing the pavements and evicting vegetable vendors from Gandhi Bazaar Road. However, some people are now parking their vehicles on the road. The traffic authorities should take steps to prevent vehicles from being parked on the roadside.

Thank you

Yours faithfully  
xxxxxxx(signature)



**Task 2 : Work in pairs and write a letter to the editor's column, focussing on the problems of your locality.**

**Task 3 : prepare a questionnaire.**

**Imagine you are a correspondent of an English daily and you have to interview the following persons on the issue 'Safety measures taken with regard to traffic and the public response'.**

1. **Superintendent of Police**
2. **Traffic Inspector and**
3. **Local MLA.**

**Prepare a set of questions to interview each one of the above. One example is done for you.**

**Note:** Only questions for the interview are given, not the replies.

1. Good morning Sir/Madam. I'm Kumar. I'm a reporter from an English daily.
2. Sir/Madam, I've some questions. Could you spare some time for me, please?
3. In recent days, traffic is usually heavy. Accidents are on the increase. May I know what measures have been taken in this regard?
4. There are potholes on roads almost everywhere. How do you think we can prevent accidents?
5. Well, Sir/Madam, what do you suggest to the public to maintain road safety?
6. Banners, buntings and advertisements are a nuisance in maintaining safety on roads. Your comments please.
7. Youths, especially teens, drive erratically. What advice would you like to give them?
8. Sir/Madam, on behalf of the media I'm highly thankful to you.



### **Learn grammar through communication**

**Task 1 : Read the following paragraph and carefully observe the words underlined. One word is struck off. Consult your teacher or a grammar book and know the reason.**

Everybody know/knows 'slow and steady win/wins the race'. Somebody try/tries to move slowly but some people want/wants to move at a faster pace. One of the students in my class is/are Jairaj. He is very industrious and energetic. He feels that in India everybody want/wants to get success, but a few work/~~works~~ diligently. They opine/opines that

time wait/waits for none. So everybody need/needs to work round the clock to make India stronger and better.

**Task 2 : Choose the correct verb out of the two given in brackets:**

1. Neither he nor you \_\_\_\_\_wrong. (is/are)
2. His father and uncle\_\_\_\_\_their own business. (has/have)
3. The first innings \_\_\_\_\_ very interesting.(was/were)
4. Either Amrutha or her friends \_\_\_\_\_ taken it. (has/have)
5. Every one of the boys \_\_\_\_\_ sitting silent in the hall. (was/were)
6. Every leaf \_\_\_\_\_ fallen from this tree. (has/have)
7. Each of the boys\_\_\_\_\_done his homework. (has/have)
8. He, as well as you, \_\_\_\_\_ intelligent. (is /are)
9. Bread and butter \_\_\_\_\_ his daily diet. (were/ was)
10. Either you or he \_\_\_\_\_ done it. (has / have)
11. One of the boys \_\_\_\_\_ punished. (was/ were)
12. Neither the children nor their mothers\_\_\_\_\_admitted to hospital. (were/was)

**Task 3 : Read the following paragraph. A blank is Provided after each number. If the underlined word is correct write (C) in the blank. If the underlined word is wrong, write the right form of the word in the blank.**

Everyone who have (1) **eg., has** ever been to a graduation ceremony know (2)\_\_\_\_\_ how exciting it can be for the graduates. In our town, nearly the whole population comes (3)\_\_\_C\_\_\_each year. There are (4)\_\_\_one thing that both graduates and guests enjoy (5) \_\_\_\_,the awarding of scholarships. This ceremony, along with concluding exercises makes (6)\_\_\_\_\_ attending the graduation worthwhile. Several of the students who receives (7)\_\_\_\_\_awards plan(8)\_\_\_\_\_ to attend the community college. Many former graduates is (9)\_\_\_\_\_ grateful for opportunities that such an award provides (10)\_\_\_\_\_ to them.

**Just for fun :** This is a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought that Anybody could do it, but Nobody realized that Everybody couldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.



### Make reference

**Study the meanings of a word given in a dictionary.**

**compose (verb)** *com·posed, com·pos·ing* - (transitive verb)

1. consist of
2. combine together to form
3. make up
4. write a piece of music
5. write a letter or poem
6. try hard to become calm after feeling very angry, upset or excited
7. to arrange the parts of a painting, photograph or scene in a way that achieves a particular result.

**Task 1 : Some sentences are given below. In each sentence the word 'compose' is used. Identify the meaning given above and write the corresponding number in the boxes.**

1. Nayana sat at the desk, taking several deep breaths to **compose** herself. ( 6 )
2. Water is **composed** of hydrogen and oxygen. ( )
3. A.R.Rehaman has **composed** music for the film Kocchadian. ( )
4. The legal system is **composed** of people and people make legal system. ( )
5. More than 17.6 million firms **composed** the business sector of our economy. ( )
6. I like the way Ravi **composes** his photographs. ( )



## Do the project

### Do you know why Bombay was renamed Mumbai?

*In the Marati language, Bombay has been referred to as Mumbai for more than 200 years. But it has not always been so. Mumbai has an ancient temple dedicated to Mumbadevi. The real name of this deity was Maha Amba Devi or Maha Amba Ayi (Mother). The word, Maha Amba Ayi, got corrupted to become Maha Ambayi, then to Mambayi and finally to Mumbai. According to Murray's Handbook, the name is possibly derived from Mumba Bai, the word used by the local kolis for the goddess. The Portuguese think the word 'Bombay' is derived from the Portuguese words – Bom Bahia or Fair Bay.*

**You know that the names of some states and cities have been changed in India. Collect information about at least two cities and find out the reasons for such changes in their names.**

### Suggested reading

1. Jathaka Tales – Gautama Buddha

### Know about the author

Deven Kanai is a writer in English. He writes short stories in English for journals and magazines.

**If you want others to be happy, practise compassion. If you want to be happy, practise compassion.**



## Before you read

1. Imagine you have lent some money to your friend. She/He doesn't return it when you are really in need of it. What would you do? I would....

- a. forgive him/her.
- b. punish him/her.
- c. ignore him/her.
- d. pity him/her.
- e. sympathize with him/her.
- f. (Any other \_\_\_\_\_) Say one or two lines about your decision.

2. You have read the lesson 'There's a Girl by the Tracks'. Hope you have enjoyed the story. Which quality of Baleshwar strikes you as great? Discuss with your friends. Here is an extract from the play "The Merchant of Venice". Portia, one of the main characters in the play, argues why mercy is the greatest virtue of all.

## Listen to the Speech (Your teacher reads the speech)

### Quality of Mercy

(for memorization)

- William Shakespeare



## Read the text

The quality of mercy is not strain'd;  
It droppeth as the gentle rain from heaven  
Upon the place beneath. It is twice blest:  
It blesseth him that gives, and him that takes.  
'Tis mightiest in the mightiest; it becomes

5

The throned monarch better than his crown.  
His sceptre shows the force of temporal power,  
The attribute to awe and majesty,  
Wherein doth sit the dread and fear of kings;  
But mercy is above this sceptred sway;

10

It is enthroned in the heart of kings;  
It is an attribute to God himself;  
And earthly power doth then show likest God's  
When mercy seasons justice.

**strain'd** : forced, compelled, **droppeth**: drops, **blest**: blessed, **sceptre** : a decorated rod carried by a king or a queen as a symbol of power, **temporal** : worldly power, **majesty** : royal power, **doth** : does, **dread**: threat, **enthroned** : seated, **attribute** : quality, character, **likest God's** : like that of God, **seasons** : tempers, **ennobles** : makes something noble.

## Understand the poem

1. Mercy is compared to something in the first two lines of the poem/ speech. What is it? How is this comparison apt? Justify your answer.
2. The speaker says that mercy is twice blessed. What does she mean by this?
3. 'Sceptre shows the force of temporal power'. In contrast, what or whose quality does mercy stand for?
4. Some traits or qualities are mentioned below. Classify them into two categories of temporal power and divine (Godly) attributes.  
(love, revenge, sympathy, tyranny, cruelty, miserliness, mercy, hatred, tit-for-tat attitude, compassion)

temporal	divine attributes

## Read and appreciate

### 1. Work in pairs/groups and answer the following questions.

1. Read the first two lines. Explain the simile (comparison) briefly.
2. How do you interpret the speaker's interpretation of mercy as twice blessed?
3. The speaker compares the power of the king with the power of mercy, saying that mercy is the mightiest of the mightiest. How does she justify this? (Read the last part of the text carefully)
4. Can you think of any story wherein such virtues as mercy, compassion or sacrifice are highlighted? If so, narrate them in the class.
5. This poem has fourteen lines. But it is not a sonnet. Look at the ending of the lines and justify the above statement.

**Recite and enjoy**

## **I Feel Your Pain**

**-Christine Rigden**

I feel your pain  
and long to touch the hurt  
and make it melt away. 3

Yes, I know  
that I can't really see  
the breadth and depth  
of this dark valley you're in. 7

I can't truly know  
just how sharp the knife is  
in your soul,  
For it is you in its path,  
not me. 12

But I have known other valleys  
and in my heart  
still bear knife wound scars. 15

Even so,  
I would walk your road  
and take your pain  
if I could. 18

I cannot,  
And yet, perhaps  
In some way  
I can be a hand to hold  
in the darkness. 23

In some way, try to blunt  
the sharpness of pain.  
but if not, it may help a little,  
just to know I care. 27

## **Compassion**

**- Bernard Howe**

What makes us feel so nice,  
and everything feels so right?  
Remember when we get some praise,  
and it fills us with delight.

When someone showers us with love  
or treats us gentle and kind.  
To the troubles of our daily life  
this will often make us blind.



If everyone would show more kindness and  
practise it every day.  
There is no telling what would happen  
if we would be careful of what we say.

A smile will go a long way towards,  
making someone feel at ease.  
Another simple little thing  
is to always use the word please.

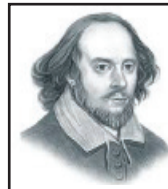
And Thank you is another word  
that lets people know you care.  
Every little deed like these  
does not go unaware.

Let's try to make the world  
a better place to live within.  
Those who show love for one another  
usually don't live with any sin.

*The poet asks us to practise kindness and make this world a better place to live in. Does this sentiment get reflected in the poem 'I Feel Your Pain' also? Discuss the comparison in groups or pairs.*

### Know about the author

**William Shakespeare** was born on April 23, 1564, in Stratford-on-Avon. He was regarded as the foremost dramatist of his time. His sonnets were composed between 1593 and 1601. The Sonnets of Shakespeare, 154 in number, all written in the form of three quatrains and a couplet that is now recognized as Shakespearean. The sonnets fall into two groups: sonnets 1-126, addressed to a beloved friend, a handsome and noble young man, and sonnets 127-152, to a malignant but fascinating "Dark Lady," whom the poet loves in spite of himself. Nearly all of Shakespeare's sonnets examine the inevitable decay of time, and the immortalization of beauty and love in poetry.



In his poems and plays, Shakespeare invented thousands of words. His impressive expansion of the English language, according to the Oxford English Dictionary, includes such words as: birthplace, bloodsucking, courtship, dewdrop, downstairs, radiance, schoolboy, stillborn, watchdog etc.,

Shakespeare wrote more than 30 plays. These are usually divided into four categories: histories, comedies, tragedies, and romances. His earliest plays were primarily comedies and histories such as Henry VI and The Comedy of Errors, but in 1596, Shakespeare wrote Romeo and Juliet, his second tragedy, and over the next dozen years he would return to the form, writing the plays for which he is now best known: Julius Caesar, Hamlet, Othello, King Lear, Macbeth, and Antony and Cleopatra. In his final years, Shakespeare turned to the romantic with Cymbeline, A Winter's Tale, and The Tempest.

## UNIT – 3



### Before you read

Imagine your grandfather owns a small piece of land abundant with fruit-yielding trees. It is inherited from his ancestors. Your father intends to sell it.

- What would be the reaction of your grandfather?
- Complete the dialogue between your father and your grandfather.

**Father** : Father, could we sell the land?

**Grandfather:** (keeps silent for a few seconds)

No, we should not. It is inherited from my ancestors.

**Father** : So what?

**Grandfather:** It is my prized possession.

**Father** : \_\_\_\_\_

**Grandfather:** \_\_\_\_\_

**Father** : \_\_\_\_\_

**Grandfather:** \_\_\_\_\_

### Read on

#### Gentleman of Rio en Medio

- Juan A.A. Sedillo

1. It took months of negotiation to come to an understanding with the old man. He was in no hurry. What he had the most of was time. He lived up in Rio en Medio, where his people had been for hundreds of years. He tilled the same land they had tilled. His house was small and wretched, but quaint. The little creek ran through his land. His orchard was gnarled and beautiful.

**Rio en Medio** : a place in Santa Fe County, New Mexico, United States, **negotiation** : official discussion, **wretched** : unpleasant, **quaint** : unusual and attractive especially in an old fashioned way, **creek** : a small narrow stream or river, **orchard** : a piece of land in which fruit trees are grown, **gnarled** : (a branch of a tree) with twisted hard lumps.

**2.** The day of the sale he came into the office. His coat was old, green and faded. I thought of Senator Catron, who has been such a power with these people up there in the mountains. Perhaps it was one of his old Prince Alberts. He wore gloves. They were old and torn and his finger tips showed through them. He carried a cane, but it was only the skeleton of a worn-out umbrella. Behind him walked one of his innumerable kin—a dark young man with eyes like a gazelle.

**3.** The old man bowed to all of us in the room. Then he removed his hat and gloves, slowly and carefully. Chaplin once did that in a picture, in a bank—he was the janitor. Then he handed his things to the boy who stood obediently behind the old man's chair.

### Check your understanding



#### Share your responses

1. The old man was \_\_\_\_ (Fill in the blank with the most appropriate word)  
a. understanding    b. quick    c. unhurried    d. witty
2. Do you think the ancestors of the old man lived in Rio en Medio?
3. A word in line 4 of paragraph 1 suggests that the old man was a farmer. Pick that word.
4. Study the picture and describe the old man's orchard by using the words given below.  
(a small stream, unpleasant, fruit bearing trees, old fashioned house, attractive)



**Prince Alberts** : long, double-breasted coat, **gazelle** : type of small deer which has large beautiful eyes, **Chaplin** : Charlie Chaplin (1889-1977), silent film comedian, **Janitor** : Someone whose job is to look after a school or a large building, **Senator Catron** : Thomas Benton Catron, a senator from New Mexico, 1912-1917.

5. In paragraph 2 the words “who” and “these” refer to ——— and ——— respectively.
6. Look at the picture and draw your inference about the old man’s appearance and his social / living condition.
7. The word “innumerable kin” means that the old man had a number of  
a. children.    b. trees in his orchard.    c. relatives.  
d. followers.    e. canes.
8. In the Indian context the eyes of women are compared to fishes (Meenakshi) and lotus (Kamalakshi) based on their shape and size. Why do you think the eyes of the boy are compared to gazelle? Can you write it in Kannada? Note : gazelle in Kannada is (ಘರ್ರೆ)
9. How did the old man greet the people who had been waiting for him?
10. The old man removed his hat and gloves carefully.  
a. Was he afraid that they would get spoiled?  
b. Whose style did it remind the writer of ?



### Read on

4. There was a great deal of conversation about rain and his family. He was very proud of his large family. Finally we got down to business. Yes, he would sell, as he had agreed, for twelve hundred dollars, in cash. We would buy, and the money was ready. “Don Anselmo,” I said to him in Spanish, “We have made a discovery. You remember that we sent that surveyor, that engineer, up there to survey your land so as to make the deed. Well, he finds that you own more than eight acres. He tells us that your land extends across the river and that you own almost twice as much as you thought.” He didn’t know that. “And now, Don Anselmo,” I added, “These Americans are *buena gente*, they are good people, and they are willing to pay you for the additional land as well, at the same rate per acre, so that instead of twelve hundred dollars you will get almost twice as much, and the money is here for you.”

5. The old man hung his head for a moment in thought. Then he stood up and stared at me, “Friend,” he said, “I do not like to have you speak to me in that manner.” I kept still and let him have his say. “I know these

*Don* : Spanish title of respect much like “sir” in English, *buena gente* : good people.

Americans are good people, and that is why I have agreed to sell to them, but I do not care to be insulted. I have agreed to sell my house and land for twelve hundred dollars and that is the price.”

**6.** I argued with him but it was useless. Finally he signed the deed and took the money but refused to take more than the amount agreed upon. Then he shook hands all around, put on his ragged gloves, took his stick and walked out with the boy behind him.

### Check your understanding



#### Share your responses

1. In the meeting of the old man and the Americans, they talked about rain and the old man's large family. It was
  - a. to mock his large family
  - b. to break the ice
  - c. a custom of the Americans
  - d. to make themselves comfortable
  - e. to prepare everyone for the main talk
  - f. to make everyone know that it had not rained in that area  
(You may think more than one among the above are appropriate. If so, tick them)
2. Why do you think the story teller spoke Spanish?
3. The story teller offered the old man almost the double of what he had quoted earlier. Why?
4. What was the reaction of the old man to the story teller's offer?
5. We respect elders in many ways. For example
  - a. We shake hands
  - b. We touch their feet
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
6. The story teller respected the old man by \_\_\_\_\_  
(Fill in the blank with appropriate words)
7. After the findings of the engineer the offer was doubled for the old man's land.
  - a. Did the old man raise the rate?
  - b. Did the story teller offer more?

**ragged** : torn, **deed** : agreement.

8. Match the following.

**'A'**

1. Seller
2. Some Americans
3. A young dark boy

**'B'**

People of Spain  
Follower of the old man  
Buyers  
The story teller  
Don Anselmo.

9. Don Anselmo took only 12 hundred dollars for the land finally because
- a. the story teller failed to convince Don Anselmo to take more money than what had been agreed upon.
  - b. Don Anselmo was a man of principles.
- (Tick the correct Answer )
10. What did Don Anselmo do as he left the place with the money?

### Read on

7. A month later my friends had moved into Rio en Medio. They had replastered the old house, pruned the trees, patched the fence and moved in summer. One day they came back to the office to complain. The children of the village were overrunning their property. They came everyday and played under the trees, built little play fences around them, and took blossoms. When they were spoken to, they only laughed and talked back good-naturedly in Spanish.

8. I sent a messenger up to the mountains for Don Anselmo. It took a week to arrange another meeting. When he arrived he repeated his previous preliminary performance. He wore the same faded cutaway, carried the same stick and was accompanied by the boy again. He shook hands all around, sat down with the boy behind his chair, and talked about the weather. Finally I broached the subject. "Don Anselmo, about the ranch you sold to these people. They are good people and want to be your good neighbours always. When you sold to them you signed a document, a deed, and in that deed you agreed to several things. One thing was that they were to have the complete possession of the property. Now, Don Anselmo, it seems that every day the children of the village

**abode** : home, **prune** : to cut off some branches of a tree to make it grow better, **blossoms** : flowers on the tree, **preliminary** : done or said first to prepare for something, **broach** : raise the topic, **ranch** : a very large farm.



overrun the orchard and spend most of their time there. We would like to know if you, as the most respected man in the village, could not stop them from doing so in order that these people might enjoy their new home more in peace.”

**9.** Don Anselmo stood up. “We have all learned to love these Americans,” he said, “because they are good people and good neighbours. I sold them my property because I knew they were good people, but I did not sell them the trees in the orchard.”

### Check your understanding



#### Share your responses

1. Fill in the blanks with suitable word/s to describe the land and the house sold by the old man.

##### **Before it was sold**

- a) *peeled off plaster*
- b) \_\_\_\_\_
- c) *torn fence*

##### **After it was sold**

\_\_\_\_\_

*pruned trees*

\_\_\_\_\_

2. From the list given below, tick the activities in which the children of Rio en Medio were involved, after the Americans occupied the house and the land sold by Don Anselmo.

- i. *pruning the trees*
- ii. *renovating the house*
- iii. *playing in the orchard*
- iv. *speaking harsh words to the Americans in Spanish*
- v. *plucking flowers from the trees*
- vi. *putting fences around their play area*
- vii. *laughing whenever they were spoken to*
- viii. *running around the land*

3. The possibilities for a week-long delay for another meeting are given. Which of them do you agree with? Discuss with your partner. The old man

deliberately  
delayed

was slow

was not in  
station

was ill



4. Don Anselmo repeated certain things whenever he met the story teller and took leave of him. Write them down. One is done for you.

a. the old man shakes hands

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

5. Don Anselmo says, "The Americans are good people." Does his remark strike you as sarcastic or sincere? Share your responses with your partner.

### Read on

**10.** "This was bad, Don Anselmo," I pleaded, "when one signs a deed and sells real property one sells also everything that grows on the land, and those trees, every one of them, are on the land and inside the boundaries of what you sold."

**11.** "Yes, I admit that," he said. "You know," he added, "I am the oldest man in the village. Almost everyone there is my relative and all the children of Rio en Medio are my *sobrinos* and *nietos*, my descendants. Every time a child has been born in Rio en Medio since I took possession of the house from my mother, I have planted a tree for that child. The trees in that orchard are not mine, *Senor*, they belong to the children of the village. Every person in Rio en Medio born since the railroad came to Santa Fe owns a tree in that orchard. I did not sell the trees because I could not. They are not mine."

**12.** There was nothing we could do. Legally we owned the trees but the old man had been so generous, refusing what amounted to a fortune for him. It took most of the following winter to buy the trees, individually, from the descendants of Don Anselmo in the valley of Rio en Medio.

**descendants** : a group of people related to family that existed long ago, **Senor** : a word of respect like 'mister' in English, **Sobrinos and nietos** : Spanish for "nieces and nephews" and "grand children".

## Check your understanding



### Share your responses

**Fill in the blanks/choose the most appropriate answer.**

1. Don Anselmo sold his land but he didn't sell his \_\_\_\_\_.
2. The children of Rio en Medio were Don Anselmo's \_\_\_\_\_ and \_\_\_\_\_.
3. Don Anselmo inherited the house from his \_\_\_\_\_.
4. According to Don Anselmo, the real owner /s of the trees was/were \_\_\_\_\_.
  - a. the children of Rio en Medio
  - b. Don Anselmo himself
  - c. the Americans
  - d. the story teller
  - e. Don Anselmo's ancestors
5. Don Anselmo did not sell the trees. Why do you think he did not sell them? Tick the correct answers.
  - a. Trees were like children to him.
  - b. They were grown for the children of next generation.
  - c. He thought they did not belong to him but to the children.
  - d. He had grown them in memory of his ancestors.
  - e. He wanted his surroundings to be green.



### Think about the text

1. Don Anselmo's appearance and manners were quite unusual. How would you support this statement based on the text?
2. Whose argument do you agree with? Don Anselmo's or the story teller's? Give reasons.
3. Don Anselmo was passionate about his land and the children of Rio en Medio.  
Which details in the text support this statement? Write them.
4. Don Anselmo's reaction to the offer of more money was not expected. Justify this statement.

5. Read paragraph 5 and identify the tone or reaction of the old man while uttering the following word/words. Some examples are given. You may use any other appropriately.  
(mild / harsh / blunt / authoritative / self-assertive / confident / comfortable / polite / aggressive)

**The old man**

**Tone / reaction**

- |                        |   |       |
|------------------------|---|-------|
| a) Friend              | - | _____ |
| b) I do not like       | - | _____ |
| c) I know these        | - | _____ |
| d) I do not care to be | - | _____ |
| e) That is the price   | - | _____ |

6. Why do you think the Americans wanted to buy Don Anselmo's land?
7. Don Anselmo and the Americans were generous in their own ways. Comment on this.
8. At last, the problem of ownership was resolved. But it took a long time. What might be the reasons for it? Write a paragraph on it.
9. Read the story and arrange the given events in the order in which they occur in the text.
- The story teller offered Don Anselmo more money than what had been agreed upon.
  - The children of Rio en Medio disturbed the peace of the Americans.
  - The Americans bought the trees from the descendants of Don Anselmo
  - The story teller was surprised at the strange argument of Don Anselmo
  - Don Anselmo lived in Rio en Medio.
  - The buyers renovated the house.
  - Don Anselmo signed the sale deed after the negotiation for twelve hundred dollars.
  - Don Anselmo felt offended when he was offered more money.
  - The occupants of the house came up with lots of complaints about the children of Rio en Medio.
10. Imagine that a group of four students endorses the old man's views. The other group supports the Americans. Write a paragraph on each group's argument. Discuss them with the groups.

11. Imagine that your neighbour is in a fix as the Americans were. How would you solve the problem?



### Enrich your vocabulary

**Task 1 : Look for the words in the word maze which match with the given meaning. One is done for you. Note that the number given in brackets is the number of letters in that word. Read across, down and diagonally.**

W	A	A	I	P	T	Q	M	R	H	G
T	J	N	D	R	F	O	E	D	V	B
H	S	L	I	D	K	W	R	T	S	N
K	I	O	S	M	O	B	L	K	H	M
R	O	K	C	P	P	O	P	P	A	R
B	D	P	O	R	C	H	A	R	D	T
V	K	I	V	O	D	M	O	O	U	Q
L	G	O	E	P	E	K	F	P	R	A
M	P	N	R	T	H	C	E	E	L	P
Q	A	T	Y	Y	L	W	R	R	P	D
C	R	B	X	L	S	V	N	T	O	C
M	O	L	A	F	P	U	Y	Y	R	B

Cane (4) : a long thin stick

- (9) finding something that was not known earlier
- (8) thing/things that someone owns
- (7) a place where fruit trees are grown
- (5) ability to control people.

**Task 2 : Find out the words in the given word maze and match with their meanings. Read across, down and diagonally.**

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

- (9) to go with someone  
 (6) the way in which something is done  
 (9) unhappy about something  
 (7) many (across)
- (8) official record  
 (4) price  
 (4) agreement



### Listen and respond

**Task 1 : The teacher reads the passage. Listen carefully and draw a route map in your notebook while listening to your teacher.**



### Speak well

**Task 1 : Here is an imaginary conversation between the old man and the story teller in the act of negotiation. Take roles and say it. Note the underlined expressions. They are used to seek one's opinion.**

- Story Teller** : Good morning, Don Anselmo.  
**The Old man** : Very good morning.  
**Story Teller** : Please be seated.  
**The Old man** : Thank you. ( he sits)

- Story Teller** : The weather is fantastic today, isn't it?
- The Old man** : Of course. Well, you sent for me. What's the matter?
- Story Teller** : You know, we're thinking of buying a site for our American friends. Please meet them. (He introduces them to each other. They shake hands.) I heard you want to sell your land across the river. Am I right?
- The Old man** : You're right. That's just what I 'm thinking about.
- Story Teller** : If you don't mind, please quote your price.
- The Old man** : Sure. It's twelve hundred dollars.
- Story Teller** : You mean twelve hundred dollars for the entire site?
- The Old man** : That's exactly what I mean.

Do you agree with the price?

- Story Teller** : No. I was only thinking that the land is really worth more than what you have quoted. How about 20,000 dollars?

(turns towards his American friend) Friend, what's your opinion?

- Friend** : I do agree with your quote. Of course.
- Story Teller** : Would you care to accept my price?
- The Old man** : (seeming to be hurt) Friend, I don't like to have you speak to me in that manner. Very sorry.
- Story Teller** : (Apologetically) Excuse me please. I never meant to hurt you. If I did, I'm terribly sorry.
- What do you think you would do?

**The Old man** : All right. Please see, I know the Americans. They're very generous, But I don't like to be insulted. If I say twelve hundred dollars, it is the price. I don't need a cent more.

**Story Teller** : Thank you. Here's twelve hundred dollars. A cheque, if you don't mind.

**The Old man** : Not at all (he takes the cheque and signs the bond)

**Task 2 : Write a dialogue by using some of the given phrases asking for the listener's opinion to an imaginary offer.**

How about you?

Would you like to comment on——?

Any comments?

Would you agree with this——?

What's your opinion?

What are your views on——?

What do you think ——?

### Self-assessment

**Read the statements and put a tick mark in the appropriate box.**

Sl.No.	Statement	Yes	No	To some extent
1.	I listened to the conversation presented in the class.			
2.	I presented the conversation effectively.			
3.	I understood the importance of the underlined expressions.			
4.	I'm able to use appropriate language functions in my day-to-day conversation.			
5.	I wrote a dialogue with my partner.			

### Read and respond

**Task 1 : Read the passage carefully and answer the questions set on it.**



A small crowd had gathered around the entrance to the park. His curiosity aroused, Robert crossed the road to see what was happening. He found that the centre of attraction was an old man



with a performing monkey. The monkey's tricks, he soon discovered, were in no way remarkable. So, after throwing a few pennies in the dirty hat which the man had placed on the pavement, Robert moved off, along with other members of the crowd.

At this point the man suddenly let out a loud cry. Everyone turned to see what had happened. The man was bending over his monkey, which now lay quite still on the pavement. He picked up the apparently lifeless body and holding it close to him, began to weep. A young man stepped forward from the crowd and taking some money from his pocket, dropped it into the hat. Robert and several other people did likewise, until the pennies in the hat were covered with silver coins. Meanwhile the man continued to hold the dead monkey in his arms and seemed to take no notice of what was going on about him.

A few months later, Robert came across the old man, again in another part of the city. The man had a monkey, bought no doubt, with the money the crowd had given him. It did not, however, seem any better at its tricks than the previous one. Robert was pleased to see that the old man was still able to earn a living, though on this occasion, having partly paid for the monkey out of his own pocket, he did not feel inclined to throw any money into the hat.

But the performance was not yet over. Once again the old man let out a loud cry. Once again the monkey lay still on the pavement. The man picked up the "dead" monkey and clutching it in his arms began to weep. The same young man stepped forward and threw some money into the hat. Again the crowd followed suit –except Robert. Smiling to himself, he went on his way, amazed at the man's audacity.

1. Robert went to the other side of the road because \_\_\_\_\_
  - a) he wanted to help the old man by giving him some money
  - b) he wanted to see why the crowd had gathered
  - c) he was curious to watch the monkey's tricks
  - d) he had seen one of his friends over there
2. The word "pavement" in the fifth line of para 1 is \_\_\_\_\_
  - a) a temporary tent which is used for public entertainment
  - b) a path at the side of a road for people to walk on
  - c) a small building made of wood
  - d) a shelf on the road

3. The old man let out a loud cry suddenly in order to \_\_\_\_\_
  - a) keep the monkey quiet for some time
  - b) let the crowd know that his monkey was dead
  - c) let the crowd know that he was a poor man
  - d) show that he was hurt
4. Why did the old man begin to weep?
5. What wise thing did Robert do after he watched the monkey's tricks for the second time?



### Practise writing

**Task 1 :** You have some money in your savings account in a nationalised Bank. Now you need some money to buy books. You can withdraw money from the bank by presenting a cheque to the Bank. How do you fill in the cheque? Here is an example.

**Task 2 :** You can write a cheque in the name of Ankita for rupees one thousand. Keep note of the following while writing the cheque.

- a) Write the name carefully.
- b) Cross the cheque by drawing two diagonal lines on the left hand top corner of the cheque if it is an account payee cheque.
- c) Signature should be the same as the specimen signature with the bank.
- d) Write the amount both in words and figures.

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## Learn grammar through communication

If clause is used when

- 1 It is possible to fulfil conditions. (Open condition- type 1 condition)
- 2 It is theoretically possible to fulfil conditions. (Improbable condition type 2 condition)
- 3 It is impossible to fulfil conditions. (Impossible condition type 3 condition)

Examples of TYPE 3 are given for you.

**Study the given situations. They suggest that it is impossible that the condition will be fulfilled as it refers to the past. One is done for you.**

**Task 1 : Rohini and her friends were on a picnic. They couldn't take photographs as John forgot to carry his camera. How did John express his feelings?**

**Rohini** : John, did you bring your camera?

**John** : Oh! Sorry.

**Rohini** : It's Ok.

**John** : If I had brought my camera, we'd have taken some photographs.

**Task 2 : Complete Hemanth's mother's reaction.**

Hemanth moved to the edge of the compound to pluck guava fruits. He lost balance, fell down and broke his leg. His mother said, "If you had not moved\_\_\_\_\_."

**Task 3 :** In the inter-school cricket match, the captain of your school team chose only one fast bowler. As a result, your team lost the game.

Your reaction : If the captain of our team \_\_\_\_\_  
\_\_\_\_\_ (complete the sentence)

**Task 4 :** Monsoon rains failed. Farmers couldn't grow crops. Newspaper reported: Had it rained \_\_\_\_\_  
(complete the sentence)

**Task 5 :** Shanthanu scored less marks in English. Therefore he couldn't get a seat in the college he wanted. Guess the response of his father : \_\_\_\_\_

**Task 6 :** Chitra : You missed the train, didn't you ?

**Saina :** Yes. I went to the railway station at 10.30.a.m. But the train had left at 10.15.a.m.

**Chitra :** If you \_\_\_\_\_ (go) to the station at 10.a.m, you wouldn't \_\_\_\_\_ (miss) the train.  
(complete the sentence)



### Make reference

**Task 1 :** The given table provides you information about the services offered at different counters in a Bank. Read the table and also the paragraph given below. Answer the questions.

Counter number	01	02	03	04	05	06
Services offered	Enquiry	Savings Bank	Loans	Demand Draft	Cash	Deposits

One of the Americans wished to buy 2 acres of land. The old man quoted rupees 50,000 for his land. But, the American didn't have enough money with him. He requested his friend to help him with money. He sent a cheque for rupees 20,000 to the American. The American went to a Bank for a loan. The Bank manager asked him to open an account which he did. The old man wanted the American to pay the price of the land only in the form of a demand draft. The old man invested 50% of the amount which he received from the American on deposits.

**Which counter did the American and the old man approach for the following? Fill in the boxes provided. One is done for you.**

- |   |                                |
|---|--------------------------------|
| a. to submit loan application form              | <input type="text" value="3"/> |
| b. to present the cheque                        | <input type="text"/>           |
| c. to receive money                             | <input type="text"/>           |
| d. to know more about services offered          | <input type="text"/>           |
| e. to invest on deposits                        | <input type="text"/>           |
| f. to open an account                           | <input type="text"/>           |
| g. to get a demand draft                        | <input type="text"/>           |
| h. to submit filled-in challan for demand draft | <input type="text"/>           |



### **Do the project**

Collect information on some of the trees which are grown in India and write a short essay on them.

### **Suggested reading**

Jim Baker - Blue Jay Yarn

#### **About the author**

*Juan.A.A. Sedillo ( 1902-1982) was born in New Mexico. He worked as a lawyer and held public office. He wrote about Mexico and south western United States. The above story is based on an actual legal case.*

#### **Source**

Enjoying Literature – Page 278, Signature Edition,  
Publishers- McGraw Hill, Glencoe McGraw Hill, 21600,  
Oxford Street, Suite 500 Woodland Hills, CA91367

One's nativity is not of his own choosing, but whatever it may be, it is entitled to respect; and all nations have honorable place in the world's family.

**Paul Harris**

## Before you read

### Read the extract of a poem.

*An absolute*

*Patience*

*Trees stand*

*Up to their knees in*

*Fog. The fog*

*Slowly flows*

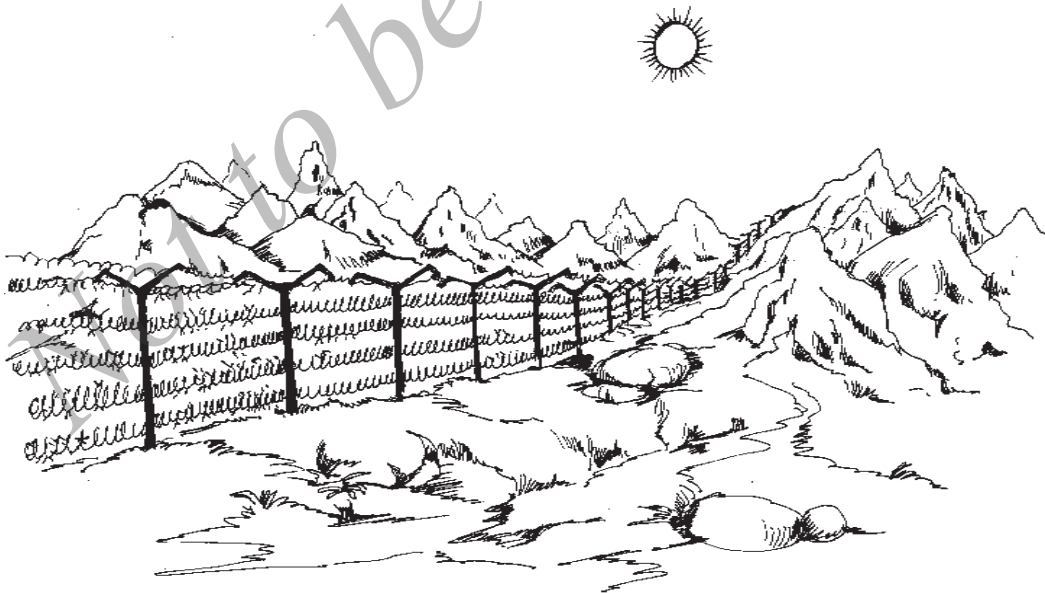
*Uphill*

*White*

*Cobwebs, the grass.*

- a) Who exhibits absolute patience – The speaker or the trees?
- b) How do trees stand?
- c) What happens to fog later on?
- d) Why does the grass look like cobwebs?
- e) Try to write a similar poem of four lines.

### Listen to the poem (Your teacher reads / recites the poem)



**Read the poem.**

## **I Am the Land**

- Marina de Bellagente



I am the land. I wait.  
You say you own me,  
I wait.

3

You shout. I lie patient  
you buy me, I wait  
with muddy holes and  
car lot eyes I stare.....

7

Then someone  
tickles me, plants life ... fruit  
grass... trees/ children dance/someone  
sings.

11

You come with guns  
a chainlink necklace  
chokes me now.

14

I wait.  
YOU CANNOT PUT A FENCE  
AROUND THE PLANET EARTH  
I am the land. I wait.

18

### **Understand the poem**

1. Who do you think is the speaker of the poem?
2. "I wait," in line one suggests the feeling of
  - a) annoyance
  - b) patience
  - c) disgust

(Choose the right mood of the speaker)

---

**I am the land** : speaker/ voice of the poem, **own** : possess, **stare** : look at things fixedly for a long time , **tickles** : ploughs (here), **chokes** : suffocates, makes one breathless, **chainlink necklace**: fence (here), **car lot eyes** : extraordinary tools of perception as if the earth were staring with the lights of the car parked on it.

---



3. In line 2 “you” is repeated. Do you think it refers to the same person? Who do you think that is?
4. Bring out the contrast between the reader and the speaker as suggested in lines 4, 5 and 6.
5. “muddy holes” refers to
  - a) virtual holes in the land
  - b) intention of the speaker
  - c) commotion created by the reader.
6. What does the phrase “car lot eyes stare” suggest? Try to imagine and draw, if you can, the picture suggested.
7. The poem introduces some types of people and things. Some actions associated with them are given below. Classify them appropriately as suggested in the poem.

chokes, shoots, waits, shouts,  
sings, rejoices, destroys, plants, dances, tramples,  
grows, says he owns, faces the challenge, kills

<i><b>The Land</b></i>	<i><b>A common man/a child</b></i>	<i><b>A war mongerer</b></i>

8. Pick out the line from the poem that expresses “self-assertion” of the speaker.

### **Read and appreciate**

1. “I wait,” is repeated five times in the poem. What quality of the speaker is highlighted with this repetition?
2. The poem has figures of speech. One is given. “A chainlink necklace chokes me” is personification. Pick out one or two or more such figures of speech from the poem.

3. The poem is not full of rhyming words. On the other hand, it makes us imagine some pictures like soldiers shooting, children dancing. Pick out other images from the poem.
4. "YOU CANNOT PUT A FENCE  
AROUND THE PLANET EARTH"  
Is this a tone of weakness or self-assertion? Discuss.
5. Which line or lines do you enjoy reciting most? Give reasons for your choice.

### Recite and enjoy

#### I Draw Nourishment

- (P.T. Narasimhachar)

(ಪು.ತಿ.ನ)

Translated by Narasimha Murthy.K.

I draw nourishment from dirt and slush,  
I display bright blossoms to the sky.  
I feed through my trunk by roots at my feet,  
My branches, see, are heavy with luscious fruit.

When the earth lies parched in summer's sweltering heat  
I glow green with tendrils, bursting with sap,  
To the severe sun I oppose my foliage of hair  
Casting cool shade below.

If winter comes, I strip before the snow,  
Bare I stand shedding all my leaves.

When the devil of storm sweeps in the monsoons,  
I forgo not a single leaf.

I am not soiled nor am I unclean,  
Nor do I live for myself.  
I do not do anyone harm,  
Nor do I seek anyone's favour.

On whoever has needs I bestow whatever they need,  
Giving, giving, giving to the very end I die.  
Even dead, I shake not, I am fragrant wood,  
It's you, dead, that are a rotting stinking corpse.

- 1 Is the theme of this poem the same as that of "I am the land, I wait"? Who do you think the word 'I' stands for in the poem "I Draw Nourishment" ?

**Source:** 10 years of Kannada poetry 1974-83

Karnataka Sahitya Academy

Chief Editor: Prof. K. Nissar Ahmed.

### **I am the land I wait. - Source**

Enjoying Literature – Page278, Signature Edition,

Publishers- McGraw Hill, Glencoe McGraw Hill, 21600, Oxford Street, Suite 500  
Woodland Hills, CA91367

### **Know about the poet**

**Marina de bellagente** : Marina was born near Milan, Italy in 1949. She has a degree in Poetry and Recording Media from Mills College and an MFA in Visual Arts from University of California at San Diego. She was a founder of the feminist publishing house, Kelsey Street Press of Berkeley in 1997. Her poetry has appeared in anthologies and magazines in Canada, Italy, Britain, Australia and the USA.

## UNIT – 4

### Before you read

Not gold but only men can  
Make a nation great and strong;  
Men who for truth and honour's sake  
Stand fast and suffer long.

Brave men who work while others sleep,  
Who dare while others fly....  
They build a nation's pillars deep  
And lift them to the sky.

All of us love our country. Don't we? But some people believe soldiers and politicians are the only people who can build the nation and contribute directly to its growth. Do you agree?

How can simple or common man contribute to strengthen the country? Discuss with your friends.

### Dr. B.R. Ambedkar

- Sri R. Venkataraman

1. One trait which marked Babasaheb during his student days and, in fact, throughout his life was that he was a voracious reader. He had an insatiable thirst for books. He bought books by curtailing his daily needs. In New York he is said to have purchased about 2,000 old books. And it is recorded that at the time of the Second Round Table Conference in London, he bought so many books that they had to be sent to India in 32 boxes.

2. It is important to record here one major influence on Dr. Ambedkar. While in the USA, he was drawn to the fourteenth amendment of the Constitution of the USA which gave freedom to the Black Americans. He saw at once the parallel of the situation for the Depressed Classes in India. On returning home, Babasaheb came to be greatly influenced by the life and work of Mahatma



Phule, the votary of a classless society and women's uplift. The need as well as the feasibility of reform impressed itself on Babasaheb's mind and he decided to devote all his time and talents for the amelioration of his underprivileged brethren. Newspapers started by him such as the Mooknayak, Bahishkrit Bharat and Samata were at once recognised as authentic voices of the Depressed Classes. Likewise, institutions set up by him such as the Hitakarini Sabha and the Independent Labour Party of India became vehicles of change. During the same period, Gandhiji was pioneering his epic reform of Indian society which included the uplift of Depressed Classes whom Gandhiji had termed Harijans.

**3.** Babasaheb was elected to the Bombay Legislative Assembly in the elections under the Constitution of India Act, 1935. Babasaheb made effective contributions to the debates in the Assembly on a variety of subjects. His flair for legislative work became evident to the whole nation.

### Check your understanding



#### Share your responses

1. Ambedkar spent most of his life in \_\_\_\_\_  
 a) purchasing books                      b) attending conferences  
 c) reading books                          d) importing books
2. Pick out the word in the first paragraph which means 'a quality that makes a person or a thing different from another.'
3. How did the fourteenth amendment of the American Constitution benefit the Black Americans?
4. What did Mahatma Phule work for?
5. Mookanayak, Bahishkrit Bharat and Samata were \_\_\_\_\_  
 a) Voice mails                      b) Newspapers                      c) Political parties
6. Gandhiji termed the depressed classes as \_\_\_\_\_

**voracious** : (contextually) very eager for knowledge, **insatiable** : that which cannot be satisfied, **amelioration**: make something better.

4. Soon the Constituent Assembly of India afforded Dr. Ambedkar the opportunity to give the most notable and permanent shape to his social philosophy and to his undying faith in the dignity of human beings. Babasaheb was not in the Congress, but it must be said to the credit of the farsighted and objective leadership of the Indian National Congress that it requested Dr. Ambedkar to serve on the Drafting Committee of the Constituent Assembly and made him its Chairman.

5. As Chairman of the Drafting Committee, Dr. Ambedkar anticipated every conceivable requirement of the new polity. Drawing from the examples and experience of other nations and the distinctive needs of our own society, he raised, brick by brick, the magnificent edifice which now stands as the Fundamental Rights in the Constitution of India. There were, of course, other luminaries on the Committee like Alladi Krishnaswami Ayyar, K.M. Munshi and N. Gopalaswami Ayyangar who also made vital contributions to the process of Constitution-making. But if there is one person who will be remembered as the pilot of the various provisions of the Indian Constitution, it will surely be Dr. Ambedkar. It devolved on Dr. Ambedkar to explain (to the Assembly), with a combination of tact and frankness, and utmost patience, the meaning and scope of the different provisions of the Draft Constitution. He had the rare gift of unravelling the most complicated legal concepts in a language which the laymen understood. Dr. Ambedkar, aided by the indefatigable Constitutional Adviser, B.N. Rau, performed this task matchlessly.

6. Dr. Ambedkar had a clear perception of the mutuality of the three pillars of State—the legislature, the executive, and the judiciary. He realised that the jurisdiction of each should be clear and untrammelled. At the same time, he had a sense of the importance of the role of citizens.

The following observation he made is significant:

The Constitution is a fundamental document. It is a document which defines the position and power of the three organs of the State—the executive, the judiciary and the legislature. It also defines the powers of the executive and the powers of the legislature as against the citizens, as we have done in our chapter dealing with Fundamental Rights. In fact, the purpose of a Constitution is not merely to create the organs of the State but to limit their authority, because, if no limitation was imposed upon the authority of the organs, there will be complete tyranny and complete oppression.

---

**conceive** : think, **edifice** : (here) system, **devolve** : be transferred or passed to somebody, **indefatigable** : never giving up, **perception** : ability to see, hear, understand.

---

## Check your understanding



### *Share your responses*

1. *Draft* is a banking term. How is the word used in the context of this lesson ?
2. Dr. Ambedkar was not in the Congress party. Yet he was made the chairman of the drafting committee. Why?
3. He raised it 'brick by brick'. In this context, what was raised?
4. Who were the other notable members of the drafting committee?
5. Ambedkar had 'rare gifts.' What were they? Can you think of your own 'gifts'? Share them with your class.
6. Constitution is a fundamental document to both the ruler and the ruled. How?

**7.** Jawaharlal Nehru chose Dr. Ambedkar to be the first Law Minister of independent India. This was a recognition of Dr. Ambedkar's skills in the field of law and legislation as also a tribute to his vision of social justice—a vision which was sought to be infused into the new Indian polity. But above all, this was a tribute to the success of Babasaheb Dr. Ambedkar's own campaigns against social injustice. Who could have dreamt that one born to a Mahar family would one day become not only a Law Minister but a Law-maker and be hailed as the modern Manu?

**8.** In the four decades and more since Independence, much progress has been achieved in providing equality of opportunities to the people. Members of the Scheduled Castes find doors which had been closed to them for centuries, being opened. No legal bars exist today for self-expression or self-advancement. They are enrolling themselves in institutes of higher learning and entering public services. They have come to occupy high offices of State, both at the Centre and in the States. Judges, ambassadors and governors have been drawn from their ranks. And they have acquitted themselves creditably in all these positions of responsibility.

**9.** And yet, much remains to be done on the social plane. The Annual Reports of the Commissioner for Scheduled Castes and Scheduled Tribes list several violations of the law and several instances where, notwithstanding the statute book, members of the Scheduled Castes have been discriminated against. Babasaheb Ambedkar's work will be truly complete only when social discrimination is completely eliminated from our society.

**10.** Babasaheb Ambedkar always stressed the importance of constitutional methods to achieve social objectives. In an interesting observation, he



once described the methods of civil disobedience, non-cooperation and satyagraha as the “grammar of anarchy”. The observation assumes importance in the context of public agitation in free India. It is one thing to utilise these methods in a struggle against an alien power. The right to rebellion is recognised against a government without people’s consent, be it alien or national dictatorship, but not in a democracy based on free and fair elections. Misdirected and volatile, such agitations invariably result in the loss of lives and public property.

### Check your understanding



#### Share your responses

1. Nehru chose Ambedkar as law minister for three reasons. What are they? (paragraph 7)
2. Are you aware of the facilities provided by the Social Welfare Department? Mention any two.
3. After independence, members of the Scheduled Castes have found doors opened to them. How?
4. All people should be given equal opportunities to prove themselves. How are the members of the Scheduled Castes proving themselves?
5. Babasaheb Ambedkar considers public agitation in free India as unconstitutional. Why?
6. Social discrimination still exists in India. Debate in the class.

**11.** About 2500 years ago the Buddha had questioned the caste divisions in India. He said, “The only valid divisions are the divisions between those who are noble and wholesome and those who are ignoble and unwholesome”. The Tamil poetess Avvai had said, similarly, that there are only two castes in the world, namely, the charitable who give and are superior and the misers who do not and are, therefore, inferior. Throughout the course of Indian history, great sages and saints exposed the hollowness of these divisions and sought to bring all the communities of India together in a creative partnership. But caste, by virtue of its power structure, showed itself to be firmly entrenched.

**12.** Under the policy of “Divide and Rule”, the British rulers exaggerated caste distinctions and divided the people of India further to strengthen their hegemony over us. It was given to two great Indians of our time. Mahatma Gandhi and Dr. Babasaheb Ambedkar, to repudiate caste and to proclaim the oneness of the Hindu community. Gandhiji did so by reminding the higher

castes of their duty towards the Depressed Classes. Babasaheb Ambedkar did the same by reminding them of their inherent rights to equality with the higher and more powerful castes. One stressed the duties, the other stressed the rights together, they brought about a veritable revolution in social thought.

**13.** When Babasaheb passed away, in December 1956, Jawaharlal Nehru made a moving reference in the Lok Sabha. Describing Babasaheb as “a symbol of revolt”, he said:

“I have no doubt that, whether we agreed with him or not in many matters, that perseverance, that persistence and that, if I may use the word, sometimes virulence of his opposition to all this did keep the people’s mind awake and did not allow them to become complacent about matters which could not be forgotten, and helped in rousing up those groups in our country which had suffered for so long in the past. It is, therefore, sad that such a prominent champion of the oppressed and depressed in India and one who took such an important part in our activities, has passed away.”

**14.** There can be no doubt that the day is not far off when Babasaheb Ambedkar’s dream of samata will become a reality.

### Check your understanding



#### Share your responses

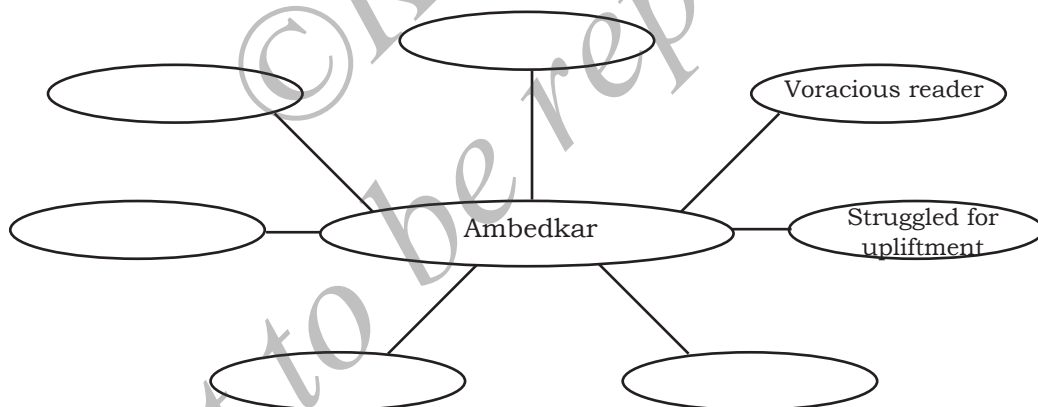
1. What were the opinions of the Buddha and Avvai regarding the caste divisions?
2. Caste system in India is in a strong position because of -----  
[fill in the blank picking the answer from paragraph 11]
3. Why did the British magnify the caste distinctions?
4. The word 'hegemony' means ----- a) distinction  
b) control c) strength
5. 'they brought about a veritable revolution in social thought.'  
a) who are 'they'? b) What 'revolution' is referred to here? c) How did they bring about the revolution?
6. Why did Nehru describe Dr. Ambedkar as 'a symbol of revolt'?

**tyranny** : cruel, unjust, oppressive rule, **oppression** : bad rule, cruelty, injustice,

**statute** : law. **acquitted**: let free **eliminated** : removed **entrenched**: deeply rooted **hegemony**: controlled by one country or organization **untrammelled** : not hampered, **epic reforms** : heroic reforms, **vantage point** : advantageous position, **volatile** : liable to change rapidly, **wholesome**: good for one's health or well being, **virulence** : being harmful, deadly, **complacent** : calmly satisfied with oneself.

### Think about the text

1. Ambedkar had a great thirst for books when he was a student. Explain.
2. How did the fourteenth amendment to the U.S constitution and Mahatma Phule influence Ambedkar?
3. There were great luminaries on the Drafting Committee. Dr. Ambedkar is remembered as it's pilot. Give reasons for this.
4. Write a short note on Dr. Ambedkar's idea/perception of the three pillars of State.
5. What are the significant observations of Dr. Ambedkar on the constitution?
6. Nehru chose Dr. Ambedkar as the law minister. What might have prompted Nehru to do so?
7. What made Dr. Ambedkar describe the methods of Civil Disobedience, Non-cooperation and Satyagraha as the "grammar of anarchy"?
8. How did Dr. Ambedkar and Mahatma Gandhi try to wipe out caste discrimination from India?
9. Discuss with your friends and complete the web-chart given below



### Enrich your vocabulary

**Task 1 : Read the following paragraph and replace the underlined words appropriately with the words given below in brackets.**

Children have special qualities. They can think and imagine in creative ways and are able to understand new things much better than their elders. But just by new ideas, nothing happens. Their ideas must have inborn strengths and stand the test of time. They should not become

self-satisfied with their first steps of success.

[complacent, conceive, trait, perceive, inherent]



Use the words given in brackets in sentences of your own.

### Listen and comprehend

#### Task 1. Answer these questions orally:

1. What information is Shreya giving her father?
2. Is her father encouraging or discouraging her?
3. What does father tell her about what a Constitution is?
4. Should everybody obey the Constitution? How do you know?

#### Speak well

#### Expressing gratitude

(A boy goes to a book shop to buy a book on folktales. The dialogue is given below)

- Book Seller** : Good afternoon, gentleman. What can I do for you?
- Sharieff** : Good afternoon, I'd like to buy some books on national leaders.
- Book Seller** : On national leaders? Sure, sir. If you don't mind, please have a look at the fourth almirah on your right.
- Sharieff** : *(after going through some titles)*  
Could you take them out, please?
- Book Seller** : Of course *(he takes them out and hands them over to sharieff)*
- Sharieff** : Thank you. Ah! I need these three books. Will you please gift-wrap them?
- Book Seller** : With pleasure. *(he does so)*
- Sharieff** : How much should I pay?
- Book Seller** : We allow a 10% rebate.
- Sharieff** : That's very nice of you. So, I have to pay ₹240.
- Book Seller** : Yes. We also give you a diary as a free gift.

**Sharieff** : Thank you very much. (*he pays the money*)

**Book Seller** : Your're welcome. (*hands over the books and the gift*)

**These are the terms used to express gratitude.**

<div data-bbox="182 314 450 560"><p>Thank you very much / Thank you</p></div> <div data-bbox="509 329 790 505"><p>I'm really/ very grateful/ obliged to you</p></div> <div data-bbox="211 566 447 717"><p>Thanks / Thanks a lot / Many thanks</p></div> <div data-bbox="515 547 790 738"><p>That is/ was (very) kind / good/ nice of you</p></div>	<p><b>Suggest your expressions</b></p> <div data-bbox="943 333 1149 515"></div> <div data-bbox="889 547 1174 729"></div>
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**Task 1 : Imagine your friend sends you a gift on your birthday. How will you express your gratitude?**



**Read and respond**

**Read the following poem.**

### **The Eagle**

**- Alfred Lord Tennyson**

He clasps the crag with hooked hands  
Close to the sun in lonely lands,  
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

### **Meanings**

**clasps** – holds firmly

**crag** – a rough mass of rock

**azure** – blue

**crawls** – moves with the body in contact with the floor

**Task 1 :** Read the poem. Note that every line of the poem is either suggestive or evocative, that is, capable of making the readers imagine some pictures in mind. These poetic expressions are given in column 'A'. Read the poem carefully, read the expressions, and find out the line that evokes or suggests the pictures. Write the line number in column 'B'. One example is given.

Expression/Suggestion	Line
1. Exaggerated expression (hyperbole)	
2. What is usually seen as vast and grand is described as nervous or afraid (paradox)	4
3. Comparison describing a sudden attack (simile)	
4. Repetition of sounds /k/and /h/ (Alliteration)	
5. Word picture of somebody or something surrounded by the blue sky (Imagery)	
6. Image or a picture of somebody or something staring long at the prey (Imagery)	

### Self-assessment

Read the statement and put a tick mark in the appropriate box.

Sl. No.	Statement	Yes	No	To some extent
1.	I read the poem 'The Eagle' silently.			
2.	I got the pictures in my mind while reading the poem.			
3.	I found out the line that evokes or suggests the pictures.			
4.	I understood the meaning of different poetic expressions.			
5.	I have got interest in reading such poems.			



### Practise writing

**Task 1.** Imagine you are booking a ticket to visit Mumbai. Give your personal details in the reservation requisition form furnished below:

# Southern Railway

## Reservation /Cancellation Requisition form

**If you are a medical Practitioner Please tick in this box** Dr. \_\_\_\_\_

(You could be of help in an emergency)

Train No \_\_\_\_\_ Train Name \_\_\_\_\_

Class \_\_\_\_\_ No. Of Berth/seats \_\_\_\_\_ Date of Journey 

d	d	m	m	y	y
---	---	---	---	---	---

Station From \_\_\_\_\_ To \_\_\_\_\_

Boarding at \_\_\_\_\_ Reservation upto \_\_\_\_\_

## Passenger Details

Sl. No	Name in Block letters (Not more then 15 letters)	Sex M/F	Age	Concession/Travel Authority No.	Choice if any
1					LB/UB Berths Veg. /Non.Veg. Meal for Rajdhani /Shatabdi Express only.
2					
3					
4					
5					
6					

Name of Applicant \_\_\_\_\_

Full Address \_\_\_\_\_

Pin 

--	--	--	--	--	--

Telephone \_\_\_\_\_ Mobile \_\_\_\_\_

Signature of \_\_\_\_\_

the Applicant/Representative Date 

d	d	m	m	y	y
---	---	---	---	---	---

 time 

H	H	M	M
---	---	---	---

## Onward/Return Journey Details

Train No & Name \_\_\_\_\_ Date of Journey 

d	d	m	m	y	y
---	---	---	---	---	---

Class \_\_\_\_\_ Station From \_\_\_\_\_ To \_\_\_\_\_

## Note

1. Maximum permissible Passengers is 6 per requisition.
2. One person can give one requisition form at a time.
3. Please check your ticket & balance amount before leaving the window.
4. Forms not properly filled in or illegible shall not be entertained.
5. Choice is subject to availability.

### FOR OFFICIAL USE ONLY

Sl. No. of Requisition \_\_\_\_\_ PNR No \_\_\_\_\_

Berth/Seat No \_\_\_\_\_ Amount collected \_\_\_\_\_

Signature of Reservation Clerk \_\_\_\_\_



## Learn grammar through communication

**Task 1. Here are some sentences. Combine them using the linkers given in brackets. One is done for you.**

e.g. It rained heavily. We reached home in time. (though)

Though it rained heavily, we reached home in time.

1. There is shortage of water. Some people are wasting it unthinkingly. (although)
2. There was heavy traffic. We were delayed. (since)
3. The students played for an hour. They attended to their studies later on. (and then)
4. We expected a difficult question paper. The questions asked in the examination were easy. (but)
5. The flight was delayed. The weather was cloudy. (as)
6. The student scored less marks. He had not studied properly. (because)



### Make reference

### Syllabification

**Look at the words given below. The words are split. Read them aloud.**

1. con-so-nant
2. fa-ther
3. co-llege
4. pa-per
5. con-ver-sa-tion
6. lit-tle

*A part of a word with a vowel sound is a Syllable.*

*Of course, there are some exceptions like little.*

**Task 1 : Refer to a dictionary and split the following words into their syllables :**

- |                |                  |           |               |
|----------------|------------------|-----------|---------------|
| 1. probability | 2. determination | 3. accept | 4. canteen    |
| 5. again       | 6. conscience    | 7. idea   | 8. reflection |

**Task – 2 : Look at the word ‘probability’ given in the dictionary : pro-ba-’bi-li-ty. The syllable ‘bi’ is stressed. Pronounce the words above with proper stress. Verify with the help of a dictionary.**



## Do the project

1. Collect the incidents of great men/women who showed courage and fought for social justice.

### Suggested reading

1. Annihilation of caste - B.R. Ambedkar
2. Dr.B.R. Ambedkar - The Man and His Message - R.Venkataraman.

### Know about the author :

Ramaswamy Venkataraman was a lawyer, independence activist and politician who served as a Union minister of our country and he was the eighth President of India.



“I like the religion that teaches liberty, equality and fraternity.”  
-Dr. B.R. Ambedkar.

## Before you read

Better than Heaven or Arcadia  
I love thee O my India  
And thy love I shall give  
To every brother nation that lives.  
- An Indian Saint.

What is the poet saying about India in the above lines? Discuss.

**Listen to the poem (your teacher reads the poem aloud.)**

### The Song Of India

V.K. Gokak



'What song shall I sing of you, my Mother?'  
I asked  
'Shall I sing  
Of the Himalayas with their snow-born peaks,  
Of the three seas that wash your palm?  
Shall I sing  
Of your clear dawn with its pure gold-streaks?'  
Said the Mother imperturbable, calm:  
'Sing of the beggar and the leper  
That swarm my streets.  
Sing of the filth and the dirt  
That foul my sylvan retreats.

'What song shall I sing of you, my Mother?'  
I asked.  
'Shall I sing  
Of your rock-cut temples, epics in stone,  
Of your children that died to call you their own,'  
Their very own?

---

**wash your palm:** (here) sweep along the coastline. **Swarm:** (here) crowd. **Sylvan retreats:** a place of seclusion in deep woods. **A pitiful thing:** (here) it refers to the poet himself. **Indexing:** indicating. **Put on the page:** to get recognition.

---

Of the seers and prophets that hewed the straight path  
 For the man that pilgrims alone?  
 Said the Mother in indignant words  
 That beat into my ears like gong,  
 That flew about me, a pitiful thing,  
 Like great white birds:  
 'Sing of the millions that toil.  
 Sing of the wrinkled face  
 Indexing ignorance.  
 Sing of the helpless child  
 Born in a bleak, dark home.'  
 Nervous, I yet would ask,  
 Deeming it my task:  
 'What song shall I sing of you, my Mother?  
 What song?  
 Shall I sing of the dam and the lake?  
 Of steel mills, the ship-building yard?  
 Of the men that work hard  
 To technologise, to put you on the page  
 Of the Atomic Age?'  
 Said the Mother: 'Of these you may sing.  
 But sing also of the strikes, early and late,  
 Of iron men that come in their wake,  
 Of class-war and its correlate.  
 Querulous, I said:  
 'Is there no song that I can sing of you'  
 Heart-whole, unalloyed?  
 A song bathed in the stainless blue  
 Unvapouring in the void?

---

*iron men:* harsh men, *in their wake:* who come right behind them, *class-war:* conflict between the privileged and the underprivileged, *querulous:* complaining, *heart-whole:* complete. *unvapouring in the void:* that which does not disappear into nothingness, *heaved :* moved with power.

---

At that the Mother rose, draped in blue sky.  
Milk-white oceans heaved round her. Their waves  
Were the entrancing and enthroning light  
On which she sat and wrote the Book of the Morrow.  
Her forehead opened like earth's destiny  
Yielding the Sun-God, cancelling all sorrow.  
It was clear dawn. Like a nightmare fled the night  
And the sun-beam was as the Hand that saves.

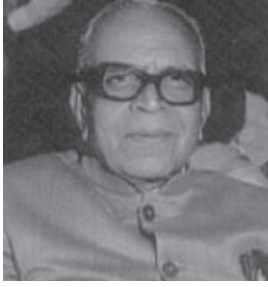
**Understand the poem:**

1. Identify the two speakers in the poem. What does the speaker want to sing about?
2. What are the epics? Why does the poet call the temples as 'epics in stone'?
3. Who does the poet mean by 'of your children that died to call their own'?
4. What, according to the poet, is the contribution of the seers and prophets?
5. Why is the poet 'querulous'? What does he want to do?
6. How is he answered? Describe the vision. (Refer stanza 4)
7. What do the night, the sun god and the clear dawn represent?

**Read and appreciate:**

1. What is the picture of India that you get in stanza 1 of the poem?
2. How does the poet describe the Mother's anger? Name the figure of speech used in stanza 2.
3. Explain the lines 'A song bathed in the stainless blue unvapouring in the void.'
4. What does 'the Motherland writing the Book of the Morrow' signify?
5. Write in brief your vision of the future of India.

### Know about the poet:



Vinayak Krishna Gokak (1909-1992) was born at Savanur, Dharwad district and was educated at Karnataka college and then at Oxford. He is a widely travelled man and he held several important educational posts. He received the Padmashree award and Sahitya academy award and Jnanpith award.

As a poet, he was one of the leading figures of the 'Navya-kavya' (new poetry) movement of the 1950s in Kannada poetry. In this poem, the poet proclaims that the time has come to establish the new ideals.

## UNIT – 5



### Before you read



- Can you identify the person in this picture?
- Look at the picture closely. How does it strike you? Can you describe his feelings from the expression on his face?

***“Music is God’s gift to man, the only art of Heaven given to earth, the only art of earth we take to Heaven”.***

**- Walter Savage Landor**

This is how Walter Savage Landor describes the gift of music to humankind. You may have your own way of looking at music. For instance, one of you may say :

**Music is a source of imagination.**

**Reason for choice** → **music is a source of imagination.**

**You can fill the bubbles with your own choice or choices and complete the sentence also :**

**Music gives me/Music tells me/Music makes me/ For me music is...**

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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



**Now try to write a poem on music.**

---

**Compare the poem you have written with this poem.**

### **MUSIC**

I hear the music  
Music is love  
Music is life  
Music can tell a story.

Music cheers  
But also brings memories  
What's so special about music?  
When I listen to music it takes me  
to another world.

Music is my passion  
Music soothes the soul  
Music can take away the pain  
Our life is music.

Music inspires me  
Music flows through me  
Do you hear it?  
Come dance with me tonight.

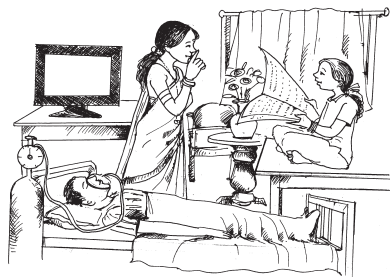
**Perhaps you would like to read a real life incident in which a boy's ambition was fulfilled at last. If so,**

**Read on**

### **The Concert**

**- Shanta Rameshwar Rao**

**1.** One morning, in a small apartment in Bombay, a girl of about sixteen looked up from the newspaper and said excitedly, 'Pandit Ravi Shankar's playing tomorrow at the Shanmukhananda Auditorium.'



**Pandit Ravishankar** : An Indian musician, composer and a sitar player, **excited** : feeling or showing happiness and enthusiasm.

‘Sh-sh,’ said her mother pointing to the figure sleeping on the bed. ‘You’ll wake him up. You know he needs all the sleep and rest he can get.’

2. But the boy on the bed was not asleep. ‘Pandit Ravi Shankar!’ he said. ‘Pandit Ravi Shankar, the sitar maestro?’ He raised himself up on his elbows for one second, then fell back. But his eyes were shining. ‘We mustn’t miss the chance,’ he said. ‘I’ve –I’ve –always wanted to hear him and see him.....’

3. ‘Lie down son, lie down.’ His mother sprang to his side. ‘He actually raised himself up without help,’ she murmured with a catch in her throat and her eyes turned to the idols on a corner shelf. The prayer which she uttered endlessly came unbidden to her lips.

4. ‘I must hear him and see him,’ the boy repeated. ‘It’s the chance of a lifetime.’ Then he began to cough and gasp for breath and had to be given oxygen from the cylinder that stood under the bed. But his large eyes were fixed on his sister.

### Check your understanding



#### Share your responses

1. Which word in the first paragraph describes the manner of the girl when she saw the newspaper?
2. Why do you think the mother cautioned the girl?
3. ‘We mustn’t miss the chance’.  
a) What chance did the boy not like to miss? Why? Do you think the boy would get a chance in future?
4. Imagine you were the mother of the boy. Would you have reacted differently in the situation? If so, how?
5. Read the third paragraph. He raised himself up without any help. The mother murmured with ‘a catch in her throat’ on seeing him. What does this suggest about the condition of the boy? Read the fourth paragraph and answer.

**maestro** : a great performer, especially a musician, **sprang** : moved quickly and suddenly towards a particular place, **with a catch in her throat** : with a feeling of great sorrow, **unbidden** : (usually used after the verb ) without being asked, invited or expected.

## Read on

5. Smita bit her lip in self-reproach. She had been so excited at seeing the announcement that she had not remembered that her brother was very ill. She had seen how the doctors had shaken their heads gravely and spoken words that neither she nor her parents could understand. But somewhere deep inside, Smita had known the frightening truth that Anant was going to die. The word *cancer* had hung in the air- her brother was dying of cancer even though she pretended that all would be well and they would return together, a small family of four, to their home in Gaganpur. And he was only fifteen, and the best table-tennis player in the school and the fastest runner. He was learning to play the sitar; they were both taking sitar lessons, but Anant was better than her as in many other things. He was already able to compose his own tunes to the astonishment of their guru. Then cancer had struck and they had come to Bombay, so that he could be treated at the cancer hospital in the city.

6. Whenever they came to Bombay the family stayed with Aunt Sushila. Her apartment was not big but there was always room for them.

They had come with high hopes in the miracles of modern science. They told themselves that Anant would be cured at the hospital, and he would again walk and run and even take part in the forthcoming table-tennis tournament. And, he would play the sitar and perhaps would be a great sitarist one day. But his condition grew worse with each passing day and the doctors at the cancer hospital said, 'Take him home. Give him the things he likes, indulge him,' and they knew then that the boy had not many days to live. But they did not voice their fears. They laughed and smiled and talked and surrounded Anant with whatever made him happy. They fulfilled his every need and gave whatever he asked for. And now he was asking to go to the concert. 'The chance of a lifetime,' he was saying.

'When you are better,' his mother said. 'This is not the last time they are going to play.'

7. Smita stood at the window looking at the traffic, her eyes filled with tears. Her mother whispered, 'But you Smita, you must go. Your father will take you.'

---

**self-reproach** : a blame or criticism against oneself / herself, **gravely** : seriously, **pretend** : to behave in a particular way, in order to make other people believe something that is not true, **astonishment** : a feeling of a very great surprise, **miracle** : an act or event that does not follow the laws of nature and is believed to be caused by God, **hung in the air** : worrying some one.

---

When she was alone with Aunt Sushila, Smita cried out in a choked voice, 'No, how can I? We've always done things together, Anant and I.'

'A walk in the park might make you feel better,' said Aunt Sushila and Smita was grateful for her suggestion.

8. In the park, people were walking, running; playing ball, doing yogic exercises, feeding the ducks and eating roasted gram and peanuts. Smita felt alone in their midst. She was lost in her thoughts.

9. Suddenly a daring thought came to her and as she hurried home she said to herself, 'Why not? There's no harm in trying it.'

'It would be nice to go to the concert. I don't know when we'll get another opportunity to hear Pandit Ravi Shankar,' she said to her mother later. And her father agreed to get the tickets.

### Check your understanding



#### Share your responses

1. For a moment, Smita had forgotten something. What was it?
2. In what way was the truth frightening to Smita?
3. Do you consider Anant a talented boy? Justify with support from the text.
4. 'They had come with high hopes'.
  - a. What were their 'high hopes'?
  - b. Do you think their hopes would be fulfilled? Support your answer.
  - c. Doctors said something to the parents. Were those words of hope or words of despair? (Para.6)
  - d. 'They did not voice their fears.' Who does the word 'they' stand for?
    - i) doctors
    - ii) friends
    - iii) family members. (Choose the right answer.) (Para.6)
5. 'Her eyes filled with tears'. Were they tears of happiness or sorrow? Give reasons.
6. 'Suddenly a daring thought came to her'. Can you guess what thought Smita had?

**choked voice** : voice filled with sadness.

## Read on

**10.** The next day as Smita and her father were leaving for the concert, her brother smiled and said, 'Enjoy yourself,' though the words came out in painful gasps. 'Lucky you!'

**11.** Sitting beside her father in the gallery, Smita heard as in a dream the thundering welcome the audience gave the great master. Then the first notes came over the air, and Smita felt as if the gates of enchantment and wonder were opening. Spellbound, she listened to the unfolding ragas, the slow plaintive notes, the fast twinkling ones, but all the while the plan she had decided on the evening before remained firmly in her mind. 'The chance of a life time'. she heard Anant's voice in every beat of the tabla.



The concert came to an end and the audience gave the artists a standing ovation.

A large moustachioed man made a long boring speech. Then followed the presentation of bouquets. Then more applause and the curtain came down. The people began to move towards the exits.

**12.** Now was the time. Smita wriggled her way through the crowds towards the stage. Then she went up the steps that led to the wings, her heart beating loudly. In the wings a small crowd had gathered to talk about the evening concert, to help carry bouquets and teacups and instruments.

**13.** He was there, standing with the man who played the tabla for him—the great wizard of music, Ustad Allah Rakha. Her knees felt weak, her tongue dry. But she went up, and standing before them, her hands folded, 'Oh Sir,' she burst out.

'Yes?' he asked questioningly but kindly. And her story came pouring out, the story of her brother who lay sick at home, and of how he longed to hear him and the Ustad play.

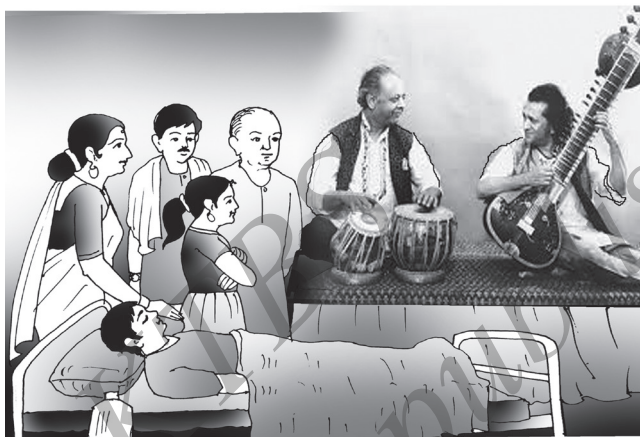
**enchantment** : a feeling of great pleasure, **ovation** : enthusiastic clapping by the audience who stand up from their seats as a sign of their appreciation, **wriggle** : to twist and turn the body or part of it with quick short movements, **wizard** : a person who is especially good at some art or achievement.

‘Little girl,’ said the moustachioed man who had made the long speech. ‘Panditji is a busy man. You must not bother him with such requests.’

But Pandit Ravi Shankar smiled and motioned him to be quiet. He turned to Ustad Sahib and said, ‘What shall we do, Ustad Sahib?’

The Ustad moved the wad of paan from one cheek to another. ‘Tomorrow morning we perform for the boy-Yes?’ he said.

‘Yes’, Panditji replied. ‘It’s settled then.’



**14.** It was a very excited Smita who came home late that night. Anant was awake, breathing the oxygen from the cylinder.

‘Did you-did you hear him?’ he whispered.

‘I did,’ she replied, ‘and I spoke to him, and he’ll come tomorrow morning with the tabla Ustad, and they’ll play for you.’

**15.** And the following morning, Aunt Sushila’s neighbours saw two men getting out of a taxi which pulled up outside their block...They could not believe their eyes. ‘It is...It’s not possible?’ they said.

**16.** Pandit Ravi Shankar and Ustad Allah Rakha went up the wooden staircase and knocked softly on the door of Aunt Sushila’s apartment. They went in, sat down on the divan by the window and played for the boy, surrounding him with a great and beautiful happiness as life went out of him, gently, very gently.

**{This is a true story, but all the names except Pandit Ravi Shankar's and Ustad Allah Rakha's have been changed.}**

---

**bother** : trouble or worry, **Allah Rakha** : An Indian tabla player, a frequent accompanist to Pandit Ravishankar, **block** : a tall building that has flats.

---



## Check your understanding



### Share your responses

1. The word 'gasp', according to the dictionary, suggests- surprise or pain. Which meaning is relevant in this context? (Para.10)
2. As Smita sat listening to the music, she was spellbound. But ,all the while, her mind was echoing something else. What was that?
3. Why does the writer use the word 'wiggled' to describe Smita's movement?
4. Smita's nervousness is suggested by the phrase 'her heart beating loudly' in paragraph 12. Identify two more phrases that describe a similar state in the next paragraph.
5. Did Smita tell what she had in her mind to the musicians? Who responded to her request immediately? What was the response?
6. Do you think the response of the artists was unusual? If yes, why?
7. The neighbours could not believe their eyes. Why do you think they felt like this?
8. Read the last paragraph, which very effectively but briefly describes the end. Exchange your feelings with your partner.
9. Can you say that the concert was entertaining to Smita? Justify your answer.
10. Smita was nervous as she stood before the wizard. Which sentence suggests this?
11. Did Pandit Ravi Shankar and Ustad Allah Rakha perform in the boy's house? Do you think this was an unusual incident? If yes, give reasons.



### Think about the text

1. Do you like the story? Why?

I like/ don't like, because....(One reason is given. You may give as many other reasons as you like)

- a) This is a story about music.
- b)
- c)
- d)

2. In your opinion, which words in the list below describe Anant's character or state? Write **Yes/ No** in the space given.



[Refer to a dictionary for the words that you are not sure of]

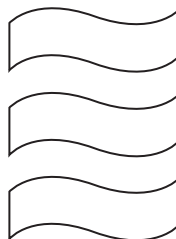
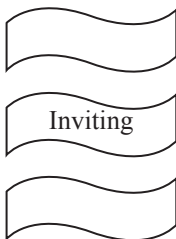
The boy is .....

- a. energetic .....
- b. robust .....
- c. aesthetic .....
- d. imaginative .....
- e. confident .....

3. Look at the following phrases in the lesson. They are descriptive. *Categorise* them in columns 'A' and 'B' appropriately. {spellbound; unfolding the gates of enchantment; plaintive notes; fast twinkling ones; first notes; wonder; dream; unfolding ragas.}

A	B
Descriptive of music	Descriptive of Smita's feelings

4. Ustad Sahib and Pandit Ravi Shankar agreed to perform for the boy. What made them agree to do so? What would you have done if you had been the musician?
5. What arrangements would you make if Pandit Ravi Shankar and Allah Rakha were coming to your house? [You may include in your answer such arrangements – one example is given. Think of others and write them in the bubbles]. **Note:-**Answers need not be the same for all.



6. Do you like the ending of the story? Why? If you don't, how would you like to end it?

Text	New ending
<i>Student X may answer in this way. No, I don't like the ending because life went out of Anant after meeting the great wizards.</i>	<i>I would like to end in this way- After meeting Ustad Allah Rakha and Pandit Ravi Shankar and enjoying their performance, he lived for some more years.</i>

7. Suppose you are Smita and invite Pandit Ravi Shankar(PRS) to your home. Imagine the conversation that follows and write it. Some clues are given.

**You (Smita)** : Good evening sir, May I have a word with you, please ?

**PRS** : Well?

**You** : My brother ..... fan of yours.

**PRS** : I'm glad ..... here?

**You** : No, he can't ..... cancer.

**PRS** : I'm sorry ..... How can I ..... ?

**You** : Would you ..... with me to see him.

**PRS** : (looking at others) What do you say?

**You** : Please, I beg you all to come and play for him.

**Moustachioed man** : Are you joking ? Do you know ..... to?

Don't bother ..... silly talk.

**PRS** : Sh! (Silencing him) What ..... ustad?

**Allah Rakha** : (after some thought) Don't weep. Don't worry, child.  
We'll be ..... tomorrow.

8. In the course of the story, whom do you consider to be more worried, Smita or Anant? Have a discussion with your partner/with other groups/in the class.
9. Some incidents in the story are given in a jumbled order. Rearrange them as they occur in the story.

- a) Smita bit her lip in self –reproach.
- b) A large moustachioed man gave a long boring speech.
- c) Smita read the newspaper and got excited.
- d) Pandit Ravi Shankar and Ustad Allah Rakha started playing in the boy's house.
- e) Smita was lost in her thoughts in the park.
- f) Mother said, 'This is not the last time they are going to play.'
- g) Anant said, 'It's the chance of a lifetime.'

10.
  - a) Identify the paragraphs in which the incidents stated above occur.
  - b) Read each paragraph again and summarise them in your own-words.

11. Match the following :

	A	B	
	who discouraged the girl		Ustad Allah Rakha
The person	who made the request	was	Pandit Ravi Shankar
	who gave the consent finally		the girl, Smita
	who suggested the time of concert		the moustachioed man

12. Give titles of your choice to the different sections of the unit: **(one is done for you)** you may have more than one title for each of them. Justify your choice with your partner.

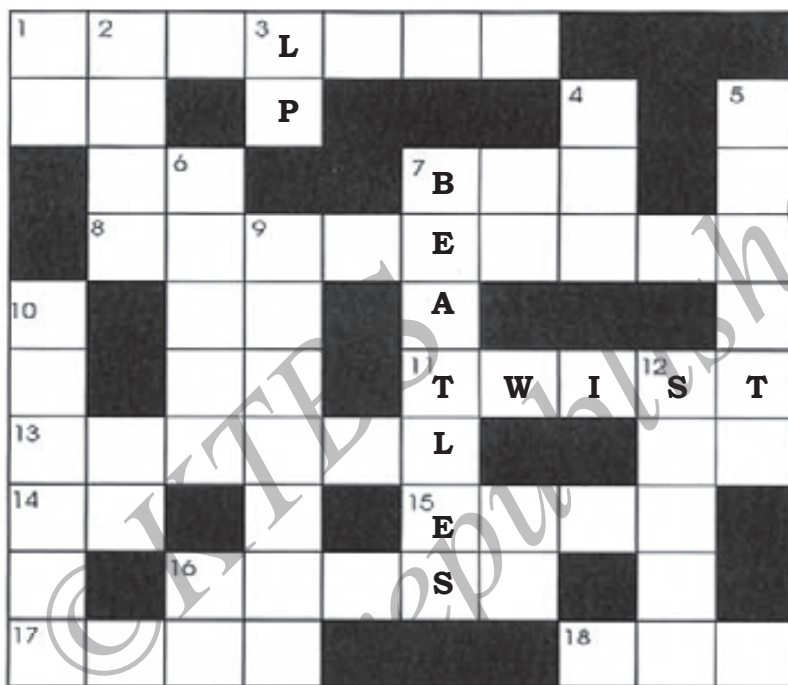
Section.1(Paragraphs 1-4) -      Section.2 (Paragraphs 5-9) -

Section.3 (Paragraphs 10-16) –**“Dream come true”/ “Chance of a lifetime”/ “Impossible becomes possible”/A daring thought becomes true/Great artists invited home/ Great artists perform at child's bedside.**



## Enrich your vocabulary

**Task 1 : Complete the crossword with the help of the following clues- Across and Down. Refer to the dictionary for any help.**



### Clues Across

1. To make a sound louder ( 7 )
7. A short unit in music, or part of a pub (3)
8. A lot of musicians who play together (9)
11. A kind of dance popular in the 1950's (5) – (given in the crossword)
- 13 To call off. To give up something that was planned (6)
14. We'll begin the work \_\_\_\_\_ Thursday (preposition) (2)
15. Top rock stars \_\_\_\_\_ a lot of money (Verb) (4)
16. A collective word used to describe trumpets, trombones, etc (5)
17. A song sung by two people (4)
18. If you want to record a song, you should make \_\_\_\_\_ of a good studio. (3)



### Clues Down

1. Preposition (2)
2. It is not stereo (4)
3. A long playing record (2) - (given in the crossword)
4. Music and painting are examples of this (3)
5. The maestro keeps looking at it, as he conducts the orchestra (6)
6. Another name for the word 'Instrument' (5)
7. The most famous pop group of all time (7) - (given in the crossword)
9. Musical entertainment to audience (7)
10. It might be a C.D., or else a 'vinyl'. It repeats the voice when desired. (6)
12. A flutist plays, but a vocalist ..... (5)
16. It has forms like - is, am, was etc.



## Listen and comprehend

### Radio Announcement

**Task 1 : Look at the table below and fill in the missing information while you listen.**

Name of the Mysore brothers	
Mysore brothers are trained by	
Style of music - Mysore brothers play	
Mrudangam played by	
Ghatam played by	
Venue	
This passage is a /an	



### Speak well

#### Narration

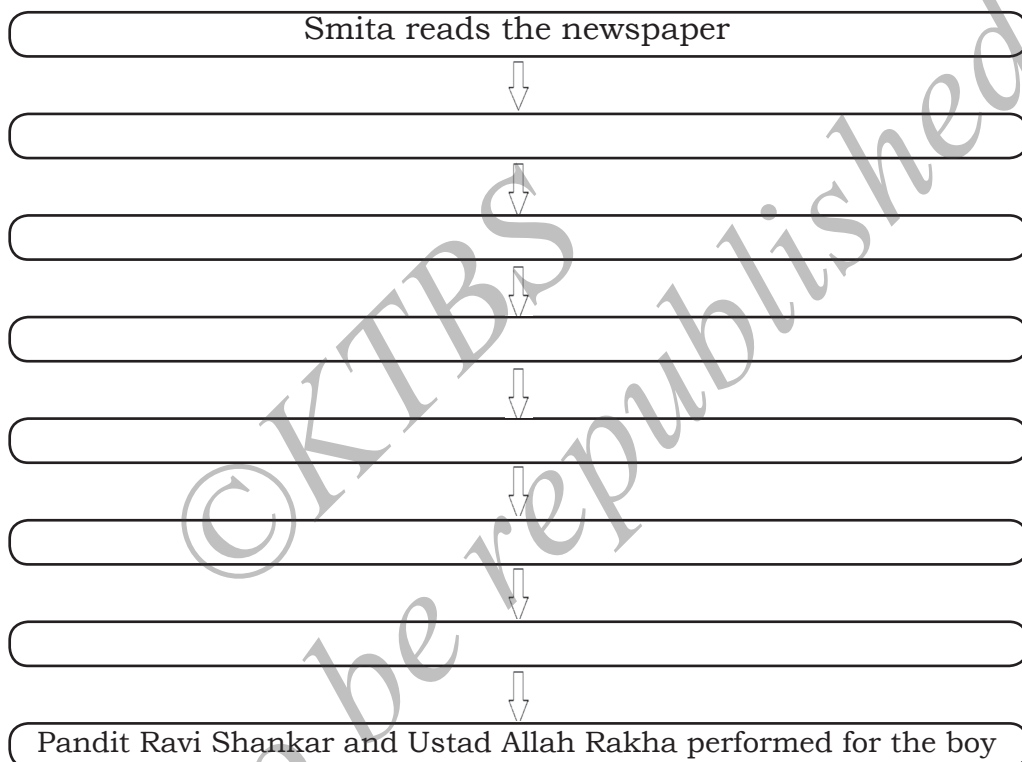
- Task 1:** a. Have you ever been left alone at home by your parents brothers/sisters on any occasion? If so, when was it?
- b. Why did they leave you at home?
- c. How did you feel about it?
- d. Narrate your thoughts and feelings to your partner.  
You may use the following words and expressions in your narration.

*alone, dejected, happy, bored, daydreaming,  
enjoying, angry, chatting, searching for  
something, fearing, not studying, watching TV,  
scared, missing the occasion, cooking, missing  
the fun, mischief etc.*



## Read and respond

**Task 1 :** Read the lesson carefully and represent the events/incidents in the flow chart. You may have as many boxes in between as you think appropriate.



**Task 2 :** Read any story or a narrative and prepare a flow chart as done above. You may choose even from the text.



## Practise writing

**Task 1 :** Drafting an invitation

This is a letter of invitation to a music concert. Read carefully.



**GANABHARATHI – MYSURU ®**  
**INVITATION TO MUSIC CONCERT**

We cordially invite you  
to the **29th** Music programme of the  
Ganabharathi Association at 6.00 p.m. on 25th January, 2017.

*- President and members*

**Programme**

<b>Vocal</b>	-	<b>Vidwan MV Satishchandra</b>
<b>Violin</b>	-	<b>Vidwan Someshwara</b>
<b>Mrudangam</b>	-	<b>Vidwan Tumakuru Sadashiva</b>
<b>Ghatam</b>	-	<b>Vidwan Shiyakumara</b>

**Venue – Ganabharathi Auditorium, Mysuru.**

**Time – 6 p.m**

**Note –** Please occupy your seat ten minutes before the programme begins. Children below ten years are not allowed. Keep your mobile phones on silent mode.

**Now draft an invitation with a programme chart to the concert of your favourite musician.**

**Task 2 : Drafting a Wedding invitation.**

**This is a wedding invitation card which is designed by the parents of the bride. Read carefully**

**Mrs. N. Ramya & Mr. P. Siddartha**

(Senior Electrical Engineer, **TKB SYSTEMS, HUBBALLI**)

Request the honour of your presence at the marriage of their daughter

**Sukrutha.S**

*with*

**Shashvath.C**

(S/o Srimathi Suvarnamma & Sri Chandrashekharaiiah C, Lecturer in Sociology, Dharwad)

**On 23rd October, 2017**

**11.20 a.m – 11.55 a.m**

*at*

**TR Samudaya Bhavana,  
No.99, PB Road, Dharwad.**

**Reception and lunch to follow**

**Task 3 : Imagine you are one of the parents/sisters/brothers of the bridegroom and draft an invitation.**

## Self-assessment

Read the statements and put a tick mark in the appropriate box.

Sl.No.	Statement	Yes	No	To some extent
1.	I read the invitation and knew the format.			
2.	I drafted an invitation with the help of my friends.			
3.	I reviewed, revised and redrafted an invitation.			
4.	I got feedback and shared my feedback with my friends.			
5.	I can draft such invitation on my own.			

## Learn grammar through communication



### Finite and Non- finite verbs

Verbs can occur in sentences in a variety of shapes or forms. For example, if we take the verb 'write', this verb can be used in sentences in these five forms or shapes.

- e.g.,
- Vinay **writes** well.
  - Vinay and Vijay **write** to each other.
  - Vinay **wrote** to me about his tour.
  - Vinay **is writing** all the time.
  - Vinay **has written** me a long letter.
  - Vinay has decided **to write** a letter to the chairman.

Verbs- **writes**, **write** and **wrote** are the finite verbs, since they indicate tense-present or past. A finite verb carries tense on its own.

If we take the other forms of write namely, **writing**, **written**, and **to write** they do not indicate the tense. Such forms of the verbs are called Non-finite verbs. A Non-finite verb does not carry tense on its own.

**e.g. : Some verbs are underlined in the passage given below. See how they are classified into finite and nonfinite verbs.**

They were (1) waiting (2) for the bus. After a long time, it came (3). The bus was (4) heavily crowded (5). Anyway, they managed (6) to push (7) through and they squeezed (8) themselves in. They felt (9) tired (10) as they had (11) been (12) waiting (13) for long. I wonder (14) who can (15) ever improve (16) our transport system.

## Finite verbs and Non-finite verbs

Finite verbs		Non-finite verbs
1. were (past tense)	2.	waiting (no tense)- -ing participle
3. came (past tense)	5.	crowded (no tense)- -en participle
4. was (past tense)	7.	to push (no tense)- -to infinitive
6. managed (past tense)	10.	tired (no tense)- -en participle
8. squeezed (past tense)	12.	been (no tense)- -en participle
9. felt (past tense)	13.	waiting (no tense)- -ing participle
11. had (past tense)	16.	improve (no tense)- -infinitive (without to)
14. wonder (present tense)		
15. can (present tense)		

**Task 1 :** Read the paragraph and classify the underlined verbs into Finite verbs and Non-finite verbs. Write the tense of the finite verbs and the type of non-finite verbs. Two examples are given.

Smita bit her lip in self-reproach. She had been so excited at seeing the announcement that she had not remembered that her brother was very ill. She had seen how the doctors had shaken their heads gravely and spoken words that neither she nor even her parents could understand. But somewhere deep inside, Smita had known the frightening truth that Anant was going to die. The word cancer had hung in the air. Her brother was dying of cancer even though she pretended that all would be well and they would return together, a small family of four, to their home in Gaganpur. And he was only fifteen, and the best table-tennis player in the school and the fastest runner. He was learning to play the sitar; they were both taking sitar lessons, but Anant was better than her as in many other things. He was already able to compose his own tunes to the astonishment of their guru. Then cancer had struck and they had come to Bombay so that he could be treated at the cancer hospital in the city.

Finite verbs	Non-finite verbs
had - past tense	understand - infinitive without to

**Task 2 : Look at the signs below. Frame appropriate sentences on each of them. First identify the verbs. Then analyse each verb as in task 1 above. One example is done.**



e.g.

**Pedestrians are requested  
to keep off the grass.**

### Analysis of verbs

1. are - finite- present tense.
2. requested - non-finite '- en' participle
3. to keep off non finite – infinitive with to



### Make reference

**Short Message Service (SMS)** is a communication protocol allowing the interchange of short text messages between mobile telephone devices. SMS text messaging is the most widely used data application on the planet, with 2.4 billion active users. It is not based on any grammar rule. It is readily understood by the readers.

**MR 1 Decode the following sms into sentences: - (one has been done for you)**

1. 'Try it jst 1s again,' he wud sA.  
Sentence: - 'Try it just once again,' he would say.
2. Yday, i wrt leav letta 2 hm.  
Sentence: -
3. My sis gt 8T% n mats n 2<sup>nd</sup>tst.  
Sentence: -
4. bravo India 1d match  
Sentence: -
5. w'r gung on an excursion on satdy 2 historical places.  
Sentence: -

6. Im ill, i cnot attend today's skool so plzgivyr notesindevng.

Sentence: -

7. do d hmwrk quickly n zzzwel. Gudn8.

Sentence: -



### Do the project

Meet a local musician and conduct an interview.

Or

Make a list of the musical instruments with their pictures and write about the famous musicians/artists who play them.

Or

Attend a concert and write what you felt and thought about it.

### Suggested reading

- |                    |                    |                  |
|--------------------|--------------------|------------------|
| 1. Lata Mangeshkar | - A Biography      | - Raju Bharatan. |
| 2. Bhimsen Joshi   | - A Biography      | - Mohan Nadkarni |
| 3. Raga Mala       | - An Autobiography | - Ravi Shankar   |

### Know about the author

**Shantha Rameshwar Rao** : She was born in 1924. She is an Indian writer of myths, legends, folk tales, short stories, and picture books for children. She has retold tales from Indian scriptures and reworked folk tales and myths from little-known tribal communities and far-flung areas of India. In *Tales of Ancient India* (1960) she retells original stories like "How the Stork Got Its Long Neck" and "Why Snakes Have Forked Tongues." Children's *Mahabharata* (1968) and *In Worship of Shiva* (1998), drawn from Hindu myth and scripture, have demons, gods, and humans as characters. She stresses the importance of wise action in our public as well as private life.



*is the voice of the soul*

## POETRY



### Before you read

*Like the Ancient Mariner in Coleridge's poem, the old jazz musician feels he has a message for the people of the world. He is a pathetic figure, but at the same time, a commanding artist. He has the power in him to make people listen, a gift that not many possess. He is silent in speech, but eloquent in music.*



### Jazz Poem Two

- Carl Wendall Hines, Jr

**Listen to the Poem (Your teacher reads/recites the poem)**

### Read the Poem



There he stands, see?  
like a black Ancient Mariner\* his  
wrinkled old face so  
full of the wearies of living is  
turned downward with 05  
closed eyes. His frayed-collar  
faded-blue old shirt turns  
dark with sweat and the old  
necktie undone drops  
loosely about the worn 10  
old jacket? Just  
barely holding his  
sagging stomach in. yeah.  
his run-down shoes have  
paper in them & his 15

**Ancient Mariner** : a reference to the poem, "The Rime of the Ancient Mariner," by Samuel Coleridge, in which a seaman shoots an albatross, a bird of good omen, and suffers supernatural punishment., **wearies of living** : no longer interested in or enthusiastic about anything in life, **fray**: threads in a piece of cloth starting to come apart, **sag**: to hang.

rough unshaven face shows  
 pain  
 in each wrinkle  
 but there he stands. in  
 self-brought solitude head 20

still down eyes  
 still closed ears  
 perked and trained upon  
 the bass line for  
 across his chest lies an old 25

alto saxophone-  
 supported from his neck by  
 a wire coat hanger.  
 gently he lifts it now  
 to parted lips. see? to 30



tell all the world that  
 he is a Black Man, that  
 he was sent here to preach  
 the Black Gospel of Jazz.  
 now preaching it with words of 35

screaming notes & chords he  
 is no longer a man, no not even  
 a Black Man. but (yeah!)  
 a Bird-  
 one that gathers his wings & flies 40

high

high

higher

until he flies away! or  
 come back to find himself 45

a Black Man  
 again.

**solitude** : the state of being alone, **ears perk** : brighten up, **Gospel** : a type of religious music in which religious songs are sung very loudly, **screaming notes** : loud musical sounds.



## Understand the poem

1. Read the first stanza and see how closely the description of the Jazz player is made and fill in the columns in the table.

1. Face	
2. Eyes	
3. ?	
4. ?	
5. ?	
6. ?	

2. Why do you think the Jazz player keeps his head down?  
[lines 1-6]
3. The word 'old' has been repeated several times in the first two stanzas. What does this suggest?
4. What description do the lines from 13 to 18 suggest about the Jazz player?
5. a) Read the lines from 19 to 25 carefully. Is there any change in the stature of the Jazz player?  
b) Now read the lines from 31 to 35. Can you guess what he is meditating on?
6. How has he held his instrument?
7. Read the lines from 29 to 41. It gives a picture. Can you imagine that? Try to get that picture in your mind. If you can, draw the picture.
8. 'Preaching it with words' (line 35).  
What does 'it' stand for here?
9. 'He is no longer a man', says the poet (line 37).  
Who else is he supposed to be if he is no longer a man?
10. Read the last ten words of the poem. You may observe a change in the tone. What is that about?

## Read and appreciate

1. Usually a poem is written in a stanza form with a rhyme scheme. Check and find out whether this poem follows any rhyme scheme. You may compare this poem with the poem, “Seal” given below.
2. Refer to the last stanza of ‘Jazz Poem Two’. Do you find anything extraordinary in the shape of the poem? Check the length of each line carefully. Why do you think lines 41, 42 and 43 are different from others? What does it suggest ?
3. The poem is full of images [word pictures]. Some examples are given. Now find as many images as you can in the poem.
  - a) wrinkled old face.
  - b) sagging stomach
  - c) .....
  - d) .....
  - e) .....
4. Is there a simile in the poem? If so, identify it.

**Recite and enjoy**

## **Seal**

**- William Jay Smith**

See how he dives  
From the rocks with a zoom!  
See how he darts  
Through his watery room  
Past crabs and eels  
And green seaweed,  
Past fluffs of sandy  
Minnow feed!  
See how he swims  
With a swerve and a twist,  
A flip of the flipper,  
A flick of the wrist!  
Quicksilver-quick,  
Softer than spray,  
Down he plunges  
And sweeps away;  
Before you can think,  
Before you can utter  
Words like "Dill pickle"  
Or "Apple butter,"  
Back up he swims  
Past Sting Ray and Shark,  
Out with a zoom,  
A whoop, a bark;  
Before you can say  
Whatever you wish,  
He plops at your side  
With a mouthful of fish!



### **Know about the poet**

*Carl Wendall Hines, Jr (1940- ) was born in North Carolina. He graduated from Tennessee Agricultural and Industrial University in 1962. His verses have been hoisted as some of the best by contemporary writers.*



## UNIT – 6

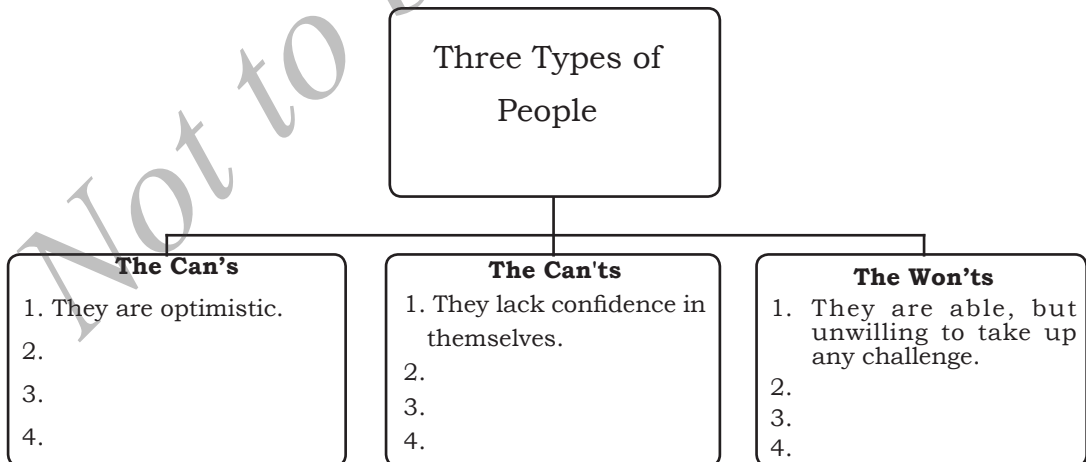
### PLAY



#### Before you read

1. **Some think that there are three kinds of people in this world. You may call them the can's, the can'ts and the won'ts. Some of the qualities are given below; write them in the respective column. One is done for you.**

1. They are always confident of their ability.
2. They think they are too weak to take up the challenge.
3. They are able, but unwilling to take up any challenge.
4. They like risk-free job.
5. They are spirited and determined.
6. They are always overruled by the consequences of the challenge.
7. They are by nature lazy and easily satisfied.
8. They are fit to rule, they think.
9. They lack confidence in themselves.
10. Nothing can stop them from reaching their goal.
11. They always say it is highly impossible.
12. They are optimistic.



**Exchange your list with your friends. If you find some other qualities add to the list. Write them in the space.**

Can's	Can'ts	Won'ts

**Now, read the play to know about a daring leader.**

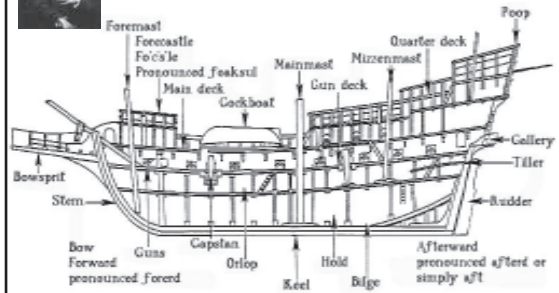
## **The Discovery**

**- Herman Ould**

(Christopher Columbus first saw the light of the New World on the night of 11<sup>th</sup> October, 1492. Before he could achieve this great feat, he was often at open defiance with his crew. Based on this, the play builds up a conflict of great imagination. Read the play of Herman Ould to see how this conflict is resolved.)

### **Characters**

Christopher Columbus (ಕ್ರಿಸ್ಟೋಫರ್ ಕೊಲಂಬಸ್)  
 Pedro Gutierrez (ಪೆಡ್ರೋ ಗುಟೀರೇಜ್) an officer,  
 Pepe (ಪೆಪೆ) a page-boy,  
 Juan Patino (ಯುವನ್ ಪ್ಯಾಟಿನೋ)  
 Diego Garcia (ಡಿಯೆಗೋ ಗಾರ್ಸಿಯಾ)  
 Seamen  
 Francisco (ಫ್ರಾನ್ಸಿಸ್ಕೋ)  
 Guillermo Ires (ಗುಲೆರ್ಮೋ ಐರಿಸ್) } two sea men



**(The song of seamen is heard: it is a scarcely distinguishable murmur.)**

Here's a keg o' rum  
 To Kingdom Come!  
 The Devil laughs.  
 But God is dumb!

**Juan** (*sharply*): They ought to stop that. The captain is always furious when he hears it.

**Diego** : Shan't we even sing to keep our spirits? Sh!

(*They attend with assumed assiduity to the rigging, Pedro Gutierrez comes in; he is somewhat surprised when he sees the others.*)

**Pedro** : Who's that?

**Diego** (*rising*): Diego Garcia and Juan Patino, sir.

**Pedro** (*inclined to be communicative*) : It's dark. I would welcome the moon...

**Diego** : Aye, aye, Don Pedro. Some of us would welcome the coast of Spain still more.

**Pedro** (*pumping*) : Impatient, Diego?

**Diego** (*surlily*) : There are limits to patience, sir.

**Pedro** (*humouring him*) : And you've reached them, eh?

**Diego** : We're like bats trying to fly by day. It's time he gave way.  
Why should one man have the lives of fifty in his hands?

**Pedro** (*with authority*) : I hope we are not entertaining mutinous thoughts, Diego.

**Diego** : Mutiny is an ugly word, sir.

**Pedro** : And an uglier deed.

(Juan, finishing his job at the rigging, rises, and with a salute goes off. Columbus comes in. He is a tall, well-built man of forty-six. Hair prematurely white, complexion fair, almost ruddy. A man of quick temper and irritability which he controls only with an effort. His face, in repose, is melancholic. Seeing Don Pedro in conversation with Diego, he looks a trifle suspicious. He turns quickly to Diego.)

---

**assumed assiduity** : pretended interest, **rigging** : work of sailing, **mutinous** : rebellious, **surlily** : rudely, **pumping** : encouraging, **ruddy** : pink and healthy, **melancholy** : very sad, **trifle** : a little.

---

## Check your understanding



### Share your responses

1. Some physical features of Columbus are described/ given in the text. Based on your reading complete the table.

#### Physical Features of Columbus

Physique	Age	Hair	Complexion	Face

2. Usually we sing songs to express our joys and sorrows. Here the play begins with a song. What mood does this convey?
3. 'There are limits to patience,' says Diego. What does this suggest about Diego's state of mind?
4. Who do you think has the lives of fifty in his hands? How?

### Read on

**Columbus** : That candle on the foremast is guttering; see that it is put right.

**Diego** (sullenly) : Aye, aye, sir.

**Columbus** (recalling him) : And, Diego!

**Diego** (coming back) : Yes, sir.

**Columbus** : This is the quarter-deck.

**Diego** : Yes, sir.

**Columbus** : A good sailor knows his place.

**Diego** : (with repressed fury) : Yes, sir.

(Columbus points off: Diego, scarcely concealing a scowl, goes off.)

**Seamen** (off, singing) :

Here's a keg o' rum  
To Kingdom Come!  
The Devil laughs,  
But God is dumb!

(Columbus and Pedro descend to the quarter-deck.)

**guttering** : unsteady, **scarcely concealing** : not hiding, **scowl** : expression of anger.



**Columbus** : Pedro, they drink too much.

**Pedro** : They are simple men and must have their relaxation. (The next words break from him almost involuntarily.) We have not all your visions, Captain.



**Columbus** (impatiently) : It is my will. Is that not enough?

**Pedro** (bowing his head) : I am answered.

**Columbus** (hastily) : Forgive me, Don Pedro. A curb for my tongue – oh, a curb for my unbridled tongue, my worst enemy! (more quietly.) My will, friend, because God's will, Shall that suffice?

**Pedro** (not appeased): I do not claim your confidence, sir.

**Columbus** (thundering again) : I claim yours. (The sound of the seamen's song is again heard.) A blight upon their singing! Bid them stop. (Pedro goes off, with an air of discontent. When he is alone, Columbus looks out to sea muttering.) Mystery? Would God implant the desire to solve mysteries and not provide the solution? (Suddenly Pepe runs up the steps to the poop. Columbus is startled.) Who is that?

### Check your understanding



#### Share your responses

1. "A good sailor knows his place." Says Columbus to Diego.

The statement is.....

(Choose the right answer from the options and complete the sentence.)

a. a piece of advice    b. an indirect command    c. a statement

**relaxation** : a break from work, **vision** : forethought(ದೂರದೃಷ್ಟಿ), **descend** : (formal) to move from a higher level to a lower one, **unbridled** : uncontrolled, **appeased** : satisfied, **a blight** : a curse, **mysteries** : events not easily understood, **poop** : high deck at the end of a ship, **startle** : to frighten or surprise suddenly.

2. Which reaction of Diego to the sentence above justifies your choice? Quote the phrase indicating his reaction.
3. How does Pedro try to defend the drunken seamen? Was he right in defending them?
4. What is termed as his worst enemy by Columbus?
5. The dialogue between Columbus and Pedro in section 2 reveals this trait of Columbus – (Choose the most appropriate response.)
 

a. dictatorial attitude	b. quick temper
c. hatred towards the seamen	d. selfishness
6. Columbus is always furious when he hears the song 'Here's a keg o'rum.' What makes him react so?

### Read on

**Pepe** : Me, Captain – Pepe!

**Columbus**(frowning on him): Have you been there all the time?

**Pepe**: Please, sir, I am off duty.

**Columbus** : Then why aren't you down below?

**Pepe**(whimsically, knowing that he is privileged): I prefer your company to theirs.  
(He points below.) Am I in the way here, sir?

**Columbus** (humouring him): What a boy! And what do they say of the preference?

**Pepe**: I don't speak to them. I hate them.

**Columbus**: 'Sh, Pepe! And get you gone! (Pepe turns reluctantly.) Quick! (The boy goes more quickly.) Here! You heard what Don Pedro said?

**Pepe**: Yes, Captain. And he is the best...

**Columbus**: But even he doubts...

**Pepe**: Everybody doubts... except me.

**Columbus** (bitterly): Everybody...

**Pepe** (eagerly): Except me. Captain, except me.(He goes to him impetuously.)

**Columbus** (laying a hand on the boy's head): You are young enough to have faith. Thank you, boy.

---

**reluctantly**: unwillingly, **whimsically** : amusingly in an intimate way, **humouring** : liking.

---

(The seamen's song is heard again.)

**Pepe** : They are horrible when they drink too much.

They say it makes them forget.

**Columbus**: Poor fellows!

**Pepe** (approaching nearer): Captain, be careful. Sometimes they are desperate.

(The song surges up like a growl.)

### Check your understanding



#### Share your responses

1. This section reveals the behaviour of .....(Fill in the blank)
2. Why do you think Pepe prefers to be in the company of Columbus?
3. Pepe is always eager to say that he is ever .....to Columbus.  
(Fill in the blank.)
4. Pepe warns Columbus about some people. Who are they?

### Read on

**Columbus**: That is ugly. I bade Don Pedro stop them. So you think they might become dangerous? (Don Pedro returns.) Go, boy, (Pepe moves away, but does not go out.) Well, Don Pedro? Their singing changes to a roar. The deepening of their discontent is ominous.

(The noise grows louder.)

**Pedro**: Captain, they ignore my order.

**Columbus** (furious): I'll make an example of one of them. (suddenly.) Hello, there! What sneaking mischief – maker is that crawling about the deck? Show yourself!

**Pepe**: (who has been unobserved) : They shan't! They shan't!

**impetuously** : without any fear, **surge** : to rise and fall forcefully, **ominous**: suggesting that something bad is going to happen, **sneaking mischief Maker** : suspicious trouble maker.

**Columbus:** Boy, come here. What were the words?

**Pepe** (*almost weeping*): He said, “The Santa Maria will be the lighter for his carcass.”

**Columbus** (*bitterly*): He said that, did he? (*He blinks – is moved more than he will show.*)

**Francisco:** I am sorry, sir... I knew how high feelings had run.

**Columbus** (*authoritatively*): Send Guillermo Ires to me!

**Francisco** (*not without diffidence*): Sorry, sir, but...

**Columbus:** Discipline knows no buts.

**Francisco** (*angrily*): Discipline is a thing of the past, sir. It's you or us.

**Columbus** (*to Don Pedro*): Don Pedro, let Guillermo Ires be sent to me. He shall know what it is like in irons.

### Check your understanding



#### Share your responses

1. How are the seamen expressing their discontent even as Columbus can hear them?
2. Pepe is heard saying, ‘They shan’t.’
  - a. Who are meant by ‘they’?
  - b. What does the boy mean by saying ‘They shan’t’?
3. ‘The Santa Maria will be lighter for his carcass.’ Whose words is Pepe quoting here? (Choose the right answer and complete the sentence.)
  - a. Diego
  - b. Francisco
  - c. Pedro
  - d. Guillermo Ires
4. Which statement of Francisco suggests that he too has lost his temper? Quote his words.

### Read on

(Pedro is half-way down the stairs to the quarter-deck when Guillermo Ires and other seamen rush in an angry mass towards Columbus, growling like infuriated animals.)

**carcass** : dead body, **blink** : to shine dimly or intermittently, **not with out diffidence** : with some hesitation, **infuriated** : with great anger.

**Columbus** (*in a thunderous voice*): Stop! What is the meaning of this wild uproar? (*The men stand transfixed.*) The first man to move shall spend the rest of the night in irons ! (*There is a perceptible pause, during which nobody moves. Then, with a wild cry, Guillermo Ires breaks away from the others and advances towards Columbus.*)

**Guillermo**: And who's to put him in irons? We are thirty to one.

**Columbus** (*calmly*): If nobody else is available for the office, I will perform it myself. Get below! Let me hear no more of this.

**Guillermo** (*in high excitement*) : We've stood too much. We've been duped day in, day out. We're men with the common feelings of men. We want our homes and our families. I say the Santa Maria shall turn her helm towards Spain at once, or we are not men but sheep.

**Columbus** (*still calm*) : And who shall navigate her?

**Guillermo** : There's plenty here who can do that. The Devil's with you, we all know that, riding the easterly wind; but we are not men unused to the sea. Once clear of this Devil's track to nowhere, we'll blow our way back home. (*Signs of assent from the rest of the crew. Columbus raises his hand, appealing for silence. He is paler than his wont, but very calm.*)

**Columbus**: Don Guillermo, you are an excellent sailor, a man of abundant resourcefulness. Someday, if your tongue does not run away with your discretion, you will achieve prosperity in your calling. Today you are an able-bodied seaman and no more: I am your captain. Your duty is to obey me as mine is to obey the Royal Sovereigns of Spain who sent me. Let that be clearly understood between us and we shall not fall out. Now return to your duties.

---

**transfixed** : stopped, **helm** : a lever or wheel controlling the rudder of a ship for steering, **wont** : to have the habit of doing something, **discretion** : ability to do right thinking, **in irons** : chained, **abundant** : a lot of.

---

(Again a perceptible pause. Columbus's authoritative manner holds them. Presently Diego breaks out.)

**Diego:** Words for children! Froth and scum! We are men: reason with us!

**Columbus :** Silence!

(The tone of authority calms the men, who remain, however, in a huddled crowd, murmuring discontentedly. Columbus turns and goes up the stairs to the poop, where he stands and looks down upon the men.)

**Diego (snarling):** I suppose you think you're on holy ground now?

(He bounds towards the stairs.)

**Voices (tumultuously):** Have him down! Pitch him overboard! Put him in irons! Devil's tool! Italian renegade! (They are about to stampede up the poop gangway, when Pepe runs to the foot of the stairs and stands with arms spread out.)

### Check your understanding



#### Share your responses

1. 'Who's to put him in irons?' challenges Guillermo.

The person meant by 'him' in this context is :

- a. Guillermo
- b. The first man to move towards Columbus
- c. Columbus
- d. The first man who challenged Columbus

2. 'I will perform it myself,' says Columbus. What does 'it' mean here?

3. 'Devil's track to nowhere,' says Guillermo.

What does this suggest about the thinking of the seamen ?

4. After 'a perceptible pause,' who grows more mutinous than others?
  - a. Name that character.
  - b. Quote his words.

**froth and scum :** silly, **huddled crowd :** closed/thick crowd, **tumultuously :** in a sudden loud chorus, **renegade :** enemy, traitor, **stampede :** a sudden running of people excited or afraid.

## Read on

**Pepe :** Cowards! Cowards! You will have to kill me first!

**Voices :** Out of the way! Devil's whelp! Lick-spittle!

**Columbus :** What! Does that child stand between me and death?

*(Silence follows the commencement of his speech.)*

**Pepe** *(going to him quickly)* : My captain!

*(The men are somewhat sheepish.)*

**Columbus :** Pepe! This is a voyage of discovery. *(The men growl.)* I set out to discover a New World, a radiant land beyond unknown seas; to find new wealth and dominion for our Sovereign King and Queen, new souls for the sacrifice of our Saviour to redeem. So far I have discovered but one thing. *(He pauses and continues with slow deliberation.)* I have discovered that when a man is given a vision he must follow it alone. Loyalty passes like seaweed on an outgoing tide. Friendship breaks as a mast hollowed by worms breaks. Discipline, duty and honourable obedience are bubbles that burst at the first contact. There remains but oneself. That is my only discovery so far, Pepe.

**Pepe** *(his eyes gleaming with excitement)* : Captain, I am loyal, I am still obedient, still your devoted servant...

**Columbus** *(with some emotion)* : I am not ungrateful.

**Pedro** *(scraping his throat, with dignity)* : I hope my loyalty has never been in question, sir?

*(He salutes.)*

**Columbus** *(returning the salute)*: You have sometimes been silent, Don Pedro, when speech would have made your loyalty clear. But I thank you... *(Columbus turns and looks out at sea: for a moment his attention is fixed. He peers more earnestly into the darkness. There is a movement among the men. He turns.)*

---

**whelp** : dog, **lick spittle**: a derogatory word like "a boot - licker" **radiant** : bright, **dominion**: land to be owned, **saviour** : God, **redeem** : get something back, **sheepish** : resembling a sheep in meekness, stupidity, or timidity, **mast** : ship's pole, **deliberation** : discussing issues and making decisions carefully. **gleaming** : shining, **peers** : looks.

---



**Juan:** We are simple men, sir...

**Columbus** (*hastily*): Shall simple men judge their betters?

**Guillermo** (*surlily*): We may as well wait till tomorrow, at any rate.

**Columbus:** Dark deeds are better done in the dark. (*Guillermo, scowling, but sheepish, slinks off, followed by one or two of the seamen.*)

**Francisco:** Desperate men do not always act up to the best that is in them, sir.

**Columbus** (*with quiet irony*): I thank you for reminding me, Francisco. Your best cannot be bettered. Good night! (*Francisco half turns to speak again, but thinks better of it and goes, shame faced. Several others go too, sheepish. A brief silence, Columbus does not move; he is struggling with overwrought emotion. When he speaks, his voice is not steady.*)

**Columbus:** Go, boy! (*Pepe seizes his hand, kisses it and hastily descends to the quarter-deck and goes out.*)

**Columbus** (*turning to Pedro*): Two minutes ago. Don Pedro, I saw... I thought I saw... (*He peers into the darkness.*) It was... It is...

**Pedro** (*in excitement*): What, sir?

**Columbus** : A light, faintly flickering, rising up and down. Look! (*He points.*)



---

**loyal** : obedient, **scrapping** : clearing, **overwrought emotion** : deeply sentimental, **reminding**: remembering, **slink off**: go out like a sheep, **faintly flickering**: dimly shining.

---

**Pedro** : It is, sir! Glory be to God! *(At this moment there is a wild shout, off.)*

**Voice** *(off)* : It is, sir! A light! Land! Land! *(A sailor comes running on, delirious with joy and excitement.)*

**Sailor**: Did you see it, sir? A light! Blessed Mother of God! A light!

**Columbus** *(with quiet authority)*: Give the order to heave to.

### Check your understanding



#### Share your responses

1. In his somewhat a long speech, what does Columbus say he has discovered?
2. Pepe excitedly declares that he is still loyal to the leader.  
What effect does it have on others like Juan and Guillermo?
3. Compare Francisco's words of confession with what he had said earlier in anger. How does Columbus react to his confession?
4. How does Pedro react to the words of Columbus that he thought he saw some flickering light?
5. Do you consider the ending to be happy? Justify your answer.



#### Think about the Text

1. 'Mutiny is an ugly word,' says, Diego. Is mutiny an ugly word? If so, why?
2. 'Columbus feels that whatever he does, it is God's will.' What 'will' of God does he like to fulfil through this venture?
3. Columbus says, "Would God implant the desire to solve mysteries and not provide the solutions?" Identify the mood of Columbus in saying this.
4. Pepe says, "Everybody doubts...except me." Why do you think he is an exception?

---

**heave to**: to stop, **delirious**: almost mad.

5. Usually people feel desperate when they fail to get something they want. In the play 'The Discovery', why do the crew-mates of Columbus feel desperate?
6. "Discipline knows no buts." Why is discipline needed in one's life?
7. Comparing with his co-mates, Columbus makes some statements that he is different from others. One statement is given. Add some more statements to the list.

i. I am not ungrateful.

ii.

iii.

8. Columbus says, "Shall simple men judge their betters?" Don't you think simple men also possess the ability of judgment?' Share your opinion with your friends.

For	Against
i.	i.
ii.	ii.
iii.	iii.

9. How is the excitement of finding a new land expressed by different characters at the end of the play?

e.g. Pedro says, "It is, sir, Glory be to God."

10. 'Your best cannot be bettered', says Columbus. This statement implies that...

- a. None is perfect at any time.
- b. There is always scope for improvement.
- c. Once we reach the level of being best, we can never improve.
- d. Columbus is not totally happy with Francisco.

(Choose the best option)

11. Swami Vivekananda says, “Purity, Patience and Perseverance are the essentials to success - And, above all, Love.” Does Columbus possess all these qualities? Justify.
12. Find below the words that refer to Columbus and words that refer to mutinous sailors. Classify them in Columns A and B accordingly. Refer to a dictionary, if necessary.

**(revolting, sheepish, short-tempered, authoritative, bold, ungrateful, farsighted, submissive, silently angry, visionary, disloyal)**

'A'	'B'

13. An incomplete paragraph is given below. Fill in the blanks choosing appropriate words and phrases given in brackets.

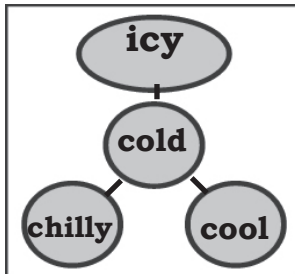
**(vision, faith, God, bursts, voyage, the end, sea weeds, new land, man)**

This discovery, says Columbus, is a \_\_\_\_\_ of discovery. Apart from discovering the \_\_\_\_\_ he has come to know of many things. First, he says, one has to depend on one's \_\_\_\_\_, not on the support of others. For, loyalty is as temporary as the \_\_\_\_\_ on a tide. In the beginning, there may be some discipline, but soon it \_\_\_\_\_ like a balloon. Ultimately what remains is \_\_\_\_\_ in oneself. The daring nature of Columbus survives till \_\_\_\_\_, and he attributes his success to the blessings of \_\_\_\_\_.



## Enrich your vocabulary

**Task - 1 :** Look at the words given in the diagram. They are close in their meanings. Choose the most appropriate word from the diagram and fill in the blank.



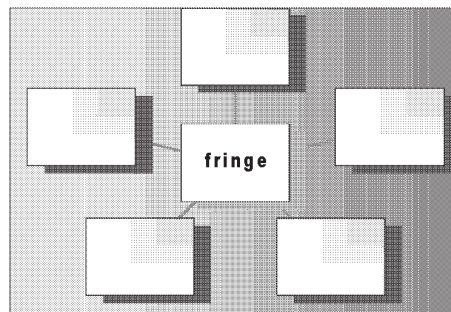
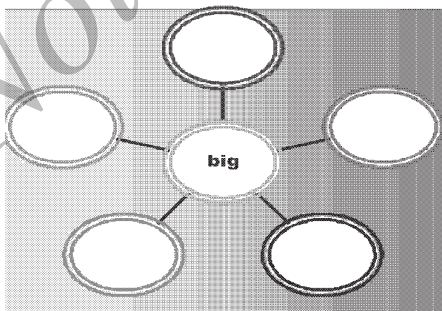
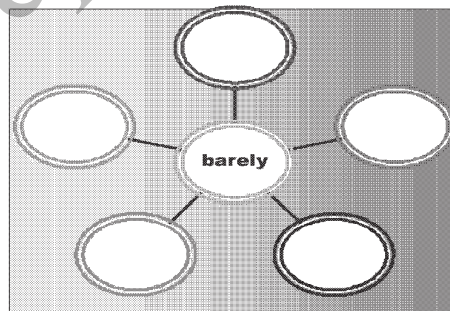
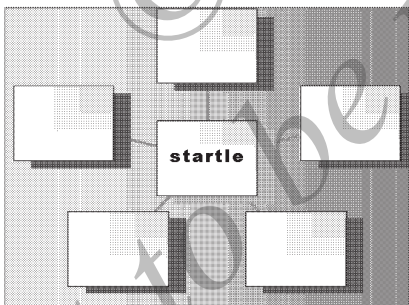
e.g.,

**Bhuvana:** Hello! Students, I came to know that you are going to visit Mercara, aren't you?

**Students:** Yes madam. It's rather hot here. So we would like to visit Mercara for the weather is pleasantly..... there.

**Task- 2 :** In each of the following diagrams one word is given. Find out words that belong to the same set of meanings given in the rectangle box and complete the respective diagrams. Consult a good dictionary to know more words and their meanings.

amazed, hardly, mammoth, border, astonish, scarcely, large, edge, enormous, verge, inadequately, shock, huge, meagerly, margin, abundant, rarely, limit, surprise, stun.



**Task – 3 : Now use the appropriate words in their appropriate forms to fill in the blanks in the following sentences.**

1. The children were so excited that they could\_\_\_\_\_speak.
2. The chemical pollution poses a threat to the population on a\_\_\_\_\_scale.
3. The mutinous sailors were\_\_\_\_\_by the boldness of Pepe.
4. The noise \_\_\_\_\_ Ramesh, and he dropped his glasses on the floor.
5. Javeed, the policeman was \_\_\_\_\_ armed to face the robbers at home alone.
6. They won a \_\_\_\_\_ victory in the elections.

**Task – 4 : We use many words to describe persons. Parts of the human body or appearance are given in bubbles in column 'A'. Describing words are given in rectangle boxes in column 'B'. Match them and write answers in column 'C'.**

1.	<b>Appearance</b>	wavy, curly, receding, black, grey, dark, ginger, round faced, oval-faced	
2.	<b>Height &amp; build</b>	plump, slim, fat, lean, obese, stout, tall, short	
3.	<b>Intelligence</b>	social, easy-going, sensitive, sensible, reliable, sincere, relaxed, honest, practical	
4.	<b>Face &amp; hair</b>	well-dressed, smart, good- looking, beautiful, graceful handsome, attractive	
5.	<b>Complexion</b>	talented, gifted, clever, able, silly, crafty, skillful, bright	
6.	<b>Attitude</b>	black, fair, brown, white	



**Task – 5 : Using the words given in the table above, describe the one who is dear and near to your heart. One is done for you.**

Mamatha, my friend is tall, slim and fair. With her oval face and wavy hair she looks very attractive. Not only is she clever and smart, but social and reliable also. Surrounded by a host of friends, she spends time cracking jokes. No wonder, then, that she is the uncrowned queen of our college.



### Listen and comprehend

**Task – 1 : Listen to the teacher, repeat, classify and write in the respective columns.**

**Proverb** : a short well-known statement that gives advice or expresses something that is generally true.

**Saying** : a well-known short statement that expresses an idea most people believe to be true and wise.

**Tongue-twister** : a word or phrase that is difficult to say quickly.

**Travel announcement** : announcements made at the bus-station, railway station or airport.

**Instructions** : the written information that tells you how to do or use something.

Proverbs	Sayings	Tongue-twisters	Travel Announcements	Instructions/Warnings
1.				
2.				
3.				

**Task – 2 : Collect as many sentences as possible for each heading and write. Your teacher will guide you in this regard.**

### Self-assessment

Read the statement and put a tick mark in the appropriate box.



Sl.No.	Statement	Yes	No	To some extent
1.	I was able to listen to the instructions of the teacher.			
2.	I was able to classify the sentences under different headings.			
3.	I grasped the meanings of the proverb, sayings etc.			
4.	I have got interest in reading instructions, proverbs etc.			
5.	I have got interest in collecting proverbs, sayings, tongue-twisters etc.			



## Speak well

### Seeking Permission

(Imagine Columbus meeting King Ferdinand II of Argon and Isabella I of Castile to seek their permission for his voyage to find a sea-route to India. Complete the dialogues choosing sentences given in the box.)



**Columbus** : Good morning, your Majesty.

**Ferdinand** : Very good morning.

**Isabella** : \_\_\_\_\_

**Columbus** : Yes, your Majesty. Could I present my plans?

**Isabella** : First tell us about your destination.

**Columbus** : \_\_\_\_\_

**Isabella** : Oh! That's a good idea, but we'd like to refer your plan to a committee.

**Columbus** : \_\_\_\_\_

(After a long pause.)

**Isabella** : Dear Columbus, our committee members feel that you have grossly underestimated the distance to India.

**Columbus** : I beg your pardon, they are wrong.

**Isabella** : \_\_\_\_\_

**Columbus** : Oh, no, please don't do that. I've full confidence in what I'm going to do.

**Isabella** : In that case, will an allowance of 12,000 maravedis be enough?

**Columbus** : .....

**Isabella** : Of course, we'll give an order to provide you with food and lodging till you get ready to sail.

**Columbus** : I'm extremely thankful to your majesty.

**Isabella** : .....

- a. **As your Majesty desires.**
- b. **Thank you so much. May I ask for something else, too?**
- c. **They also feel your idea is impractical. In fact, they insisted that we reject it.**
- d. **Columbus, are you ready with your plan?**
- e. **I have a great desire to find a sea route to India.**
- f. **May God bless you! Bon voyage !**

**Note** : When asking for permission to do something, we usually use the word 'please' to make the request sound more polite. It's not grammatically necessary to use 'please' but you may sound rude if you don't use it. A more important way of showing politeness is the tone of voice or intonation. Even if you use the word 'please', you can sound rude if your intonation is not correct. Generally, the longer the expression the more formal and polite it sounds. So, the tone signals politeness in a spoken request for permission.

### Seeking Permission

### Expressing Agreement

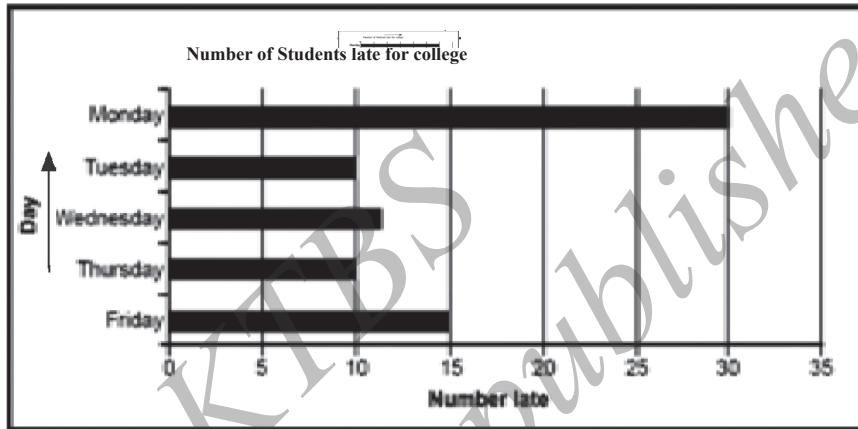
<ul style="list-style-type: none"> <li>* May I come in?</li> <li>* Allow me to have a look at it, will you, please?</li> <li>* Can I sit here?</li> <li>* If you don't mind, could I use your pen?</li> </ul>	<ul style="list-style-type: none"> <li>* If you don't mind, we'll sit for a while and relax.</li> <li>* I agree with you totally.</li> <li>* I couldn't agree with you more.</li> <li>* (weak) I suppose so./I guess so.</li> <li>* You have a point there.</li> <li>* I was just going to say that.</li> </ul>	<ul style="list-style-type: none"> <li>* Tell me about it!</li> <li>* That's for sure.</li> <li>* You're absolutely right.</li> <li>* Absolutely.</li> <li>* That's exactly how I feel.</li> <li>* Exactly.</li> <li>* No doubt about it.</li> </ul>
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## Read and respond

**Task – 1 :** Observe the Graph 'A'. It gives the information about the number of students who are late to the class on the working days. Based on your observation answer the questions given below.

**Graph 'A'**

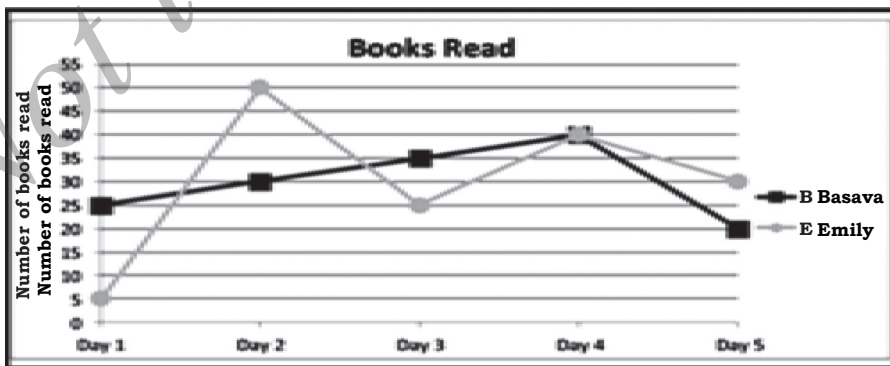


### Questions :

1. The same number of students are late on two days. Which days are they?
2. How many students are late on Friday?
3. On which day are most of the students late?

**Task – 2 :** Observe the graph. Based on your observation answer the questions given below.

**Graph 'B'**



### A. Fill in the blanks.

1. The graph shows the \_\_\_\_\_ read by \_\_\_\_\_ and \_\_\_\_\_
2. On day 2, \_\_\_\_\_ read more books than \_\_\_\_\_

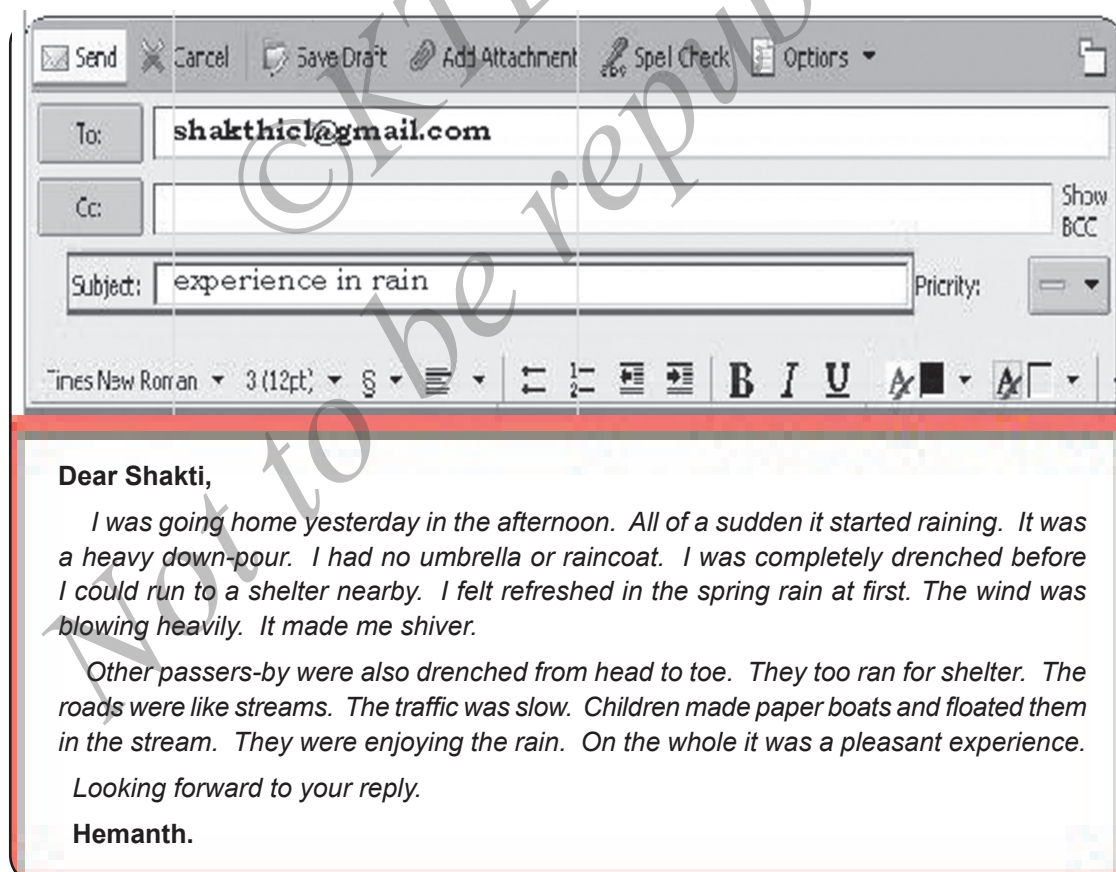
### B. Answer the following questions:

1. Until the fourth day, which student read books in an increasing order?
2. Name the day on which both the students read the same number of books.
3. Name the days on which Emily read more number of books than Basava.
4. Over a period of 5 days, who between the two had improved his/her reading habits better?

### Practise writing

#### e-communication

**Task - 1 : Study the following e-mail sent by Hemanth to his friend Shiva Shakti describing the experience of being drenched in a sudden shower of rain.**



The screenshot shows an email client window. The 'To' field contains 'shakthicl@gmail.com'. The 'Subject' field contains 'experience in rain'. The 'Priority' dropdown is set to 'Normal'. The email body contains the following text:

**Dear Shakti,**

*I was going home yesterday in the afternoon. All of a sudden it started raining. It was a heavy down-pour. I had no umbrella or raincoat. I was completely drenched before I could run to a shelter nearby. I felt refreshed in the spring rain at first. The wind was blowing heavily. It made me shiver.*

*Other passers-by were also drenched from head to toe. They too ran for shelter. The roads were like streams. The traffic was slow. Children made paper boats and floated them in the stream. They were enjoying the rain. On the whole it was a pleasant experience.*

*Looking forward to your reply.*

**Hemanth.**

**Now sit with your partner/partners and imagine that you were one of the crew-mates of Columbus. You wanted to convey a message to your friend about the discovery of the New World. How would you send it in a message format?**

- ❖ The date you set sail.
- ❖ Places of visit.
- ❖ Talks you listened to.
- ❖ People you met.
- ❖ Weather you had felt.



### Learn grammar through communication

#### Types of Sentences

You have studied in the previous years that sentences are of three types, namely

##### 1. Simple sentence

e.g., Standing at the foot of the stairs Pepe stopped the angry men.

##### 2. Compound sentence

e.g., Pepe stood at the foot of the stairs and he stopped the angry men.

##### 3. Complex sentence

e.g., Pepe stopped the angry men as he stood at the foot of the stairs.

Graphically (1), (2) and (3) can be represented as below:

1.  → Simple    2.  +  → Compound

3.   → Complex

- A simple sentence has one finite verb (e.g.: stopped) and only one independent clause.
- A compound sentence can have more than one finite verb (e.g.: stood, stopped) and more than one independent clause.
- A complex sentence can have more than one finite verb (e.g.: stood, stopped) but only one independent clause.

**Note:** In the third sentence, as he stood at the foot of the stairs is a dependent clause, for it cannot stand on its own as a sentence.

## Compound Sentence

**Read the following sentences. Some words are underlined.**

- The Devil laughs but God is dumb.
- They are simple men, and they must have their relaxation.
- These sailors misbehave, for they are drunk.
- Santa Maria shall turn her helm towards Spain, or (else) we are not men.
- Columbus was full of hope, (and) so was Pepe.
- The crew was angry, (and) yet Columbus remained calm.

Note how the underlined words join the independent clauses (sentences) to make a compound sentence in each example. They are called co-ordinating conjunctions.

### Task - 1 :

**Some sentences are given in columns A and C. Some co-ordinating conjunctions are given in column B. Match and combine them to form compound sentences.**

A	B	C
<ul style="list-style-type: none"><li>• Pepe stood at the stairs</li><li>• They were singing</li><li>• Pepe was still a boy</li><li>• Columbus was an able leader</li><li>• We will reach the shore</li></ul>	<ul style="list-style-type: none"><li>for</li><li>or else</li><li>and</li><li>but</li><li>(and)so</li></ul>	<ul style="list-style-type: none"><li>his crew would have turned violent.</li><li>God is our guide.</li><li>the men could not go up.</li><li>they were dancing.</li><li>he was bold.</li></ul>

## Complex Sentence

**Read the following sentences. Some words are underlined.**

- Although Pepe was a boy, he was very useful to Columbus.
- Columbus was furious when he heard the song.
- They sailed until they reached the island.
- We sail because it is God's will.
- I hope that we are not entertaining mutinous thoughts.
- This is the vision which God has given me.
- We are men if you reason with us.

**Look at the first sentence. It has two clauses.**

Pepe was a boy — He (Pepe) was very useful to Columbus.

The word 'Although' is added to the first clause, reading; "Although Pepe was a boy." Now this does not make complete meaning. So, it is a

dependent clause. The clause, 'He (Pepe) was very useful to Columbus' can stand on its own, and so, it is an independent clause.

So, the given sentence has two parts.

Although Pepe was a boy — dependent clause

He (Pepe) was very useful to Columbus—— independent clause. The entire sentence is a complex sentence. 'Although' is a subordinate conjunction.

**Task: 2 Analyse the remaining sentences given above.**

**Task: 3**

**Frame complex sentences using the subordinate conjunctions given in the box. One example is given.**

though, while, as long as, since, where, unless, in order that, as if, that, whenever

e.g., Whenever he comes to Dharwad, he meets me.



**Make reference**

**Task - 1 : Look at the entry of a reference to source:**

**1. John Macalister, *The Golden Gate*, 4<sup>th</sup> ed,  
New York : John Horton & Co., 1914, III, 312.**

From the above entry we get the information as follows:

- |   |                         |
|---|-------------------------|
| 1. Name of the Writer                     | : John Macalister       |
| 2. Title of the Book                      | : The Golden Gate       |
| 3. Edition                                | : 4 <sup>th</sup>       |
| 4. Place of Publication                   | : New York              |
| 5. Name of the Publishing Company         | : John Horton & Co.,    |
| 6. Year of Publication                    | : 1914                  |
| 7. Where we find the required information | : Chapter III, Page 312 |

**Task - 2 : Write at least three examples of references on the model given above.**



## Do the project

Collect information and photos of great inventors and discoverers of your choice and prepare an album.

### Suggested Reading

- |                                       |                          |
|---------------------------------------|--------------------------|
| 1. Treasure Island                    | – Robert Louis Stevenson |
| 2. The Adventures of Huckleberry Finn | – Mark Twain             |
| 3. Robinson Crusoe                    | – Daniel Defoe           |
| 4. Gulliver's Travels                 | – Jonathan Swift         |
| 5. Millennium Series                  | – Poornachandra Tejaswi  |
| 6. The Old Man and the Sea            | – Earnest Hemingway      |
| 7. Moby-Dick                          | – Herman Melville        |
| 8. The Jungle Book                    | – Rudyard Kipling        |

### Know about the poet

Born: 1886 AD

Died: 1951 AD, at 65 years of age.

**Herman Ould** is a well known author. Some of the published works of Herman Ould include *Cinderella; A play in four scenes (Baker's royalty plays); Dick Whittington and his cat: A play in four scenes (New plays from old stories. 2nd series) Ali Baba and his son Hadji; A play in four scenes. (French's plays for juvenile performers).*



Running away from any  
Problem only increases the Distance from the Solution

The Easiest way to escape from the problem is to solve it.



### Before you read

Look at the pictures. Exchange your impression of them with those of your partner.

### Listen to the poem (Your teacher reads / recites the poem)

## Ballad of the Tempest (for memorization)

- James T. Fields



### Read the poem

(Fortune favours the brave is an oft quoted statement. Even Columbus had a lot of faith in the Almighty. But is it true of everybody? Now, listen to a poem where the sailors face a great peril. See whether someone will come to their rescue or not. Read the poem.)

We were crowded in the cabin,  
Not a soul would dare to sleep,—  
It was midnight on the waters,  
And a storm was on the deep.

4

'Tis a fearful thing in winter  
To be shattered by the blast,  
And to hear the rattling trumpet

Thunder, "Cut away the mast!"

8

---

**ballad** (ˈbæləd): a narrative composition in rhythmic verse suitable for singing. **tempest**: a violent storm, **cabin**: a private room on a ship or boat, **shatter**: to break apart, **rattle**: to make a rapid succession of short sharp noises

---

So we shuddered there in silence,–  
 For the stoutest held his breath,  
 While the hungry sea was roaring  
 And the breakers talked with death. 12

As thus we sat in darkness  
 Each one busy with his prayers,  
 “We are lost!” the captain shouted,  
 As he staggered down the stairs. 16

But his little daughter whispered,  
 As she took his icy hand,  
 “Isn’t God upon the ocean,  
 Just the same as on the land?” 20

Then we kissed the little maiden,  
 And we spake in better cheer,  
 And we anchored safe in harbour  
 When the morn was shining clear 24

### Understand the poem

1. ‘We were crowded in the cabin,  
 Not a soul would dare to sleep’.  
 a. Who does the word ‘we’ refer to here?  
 b. Not a soul would dare to sleep – why was it so?
2. Usually storms are formed in the deep sea. What precaution have the sailors got to take before a voyage?
3. The poet says, “Tis a fearful thing in winter...” According to the poet, what is referred to as a fearful thing in winter? How would be the condition in the deep sea during winter on the sea?
4. How does ‘it’ affect the sailors? (Read the first two stanzas)
5. The speaker and his crew-mates sat in darkness and prayed. What did they hear ?

**shudder:** to shake **stout:** brave, determined **stagger :** to come unsteadily **anchor:** a metal device attached to a ship or boat by a cable and cast overboard to hold it in a particular place **harbour:** space for a ship, **breakers :** large turbulent waves moving towards land.

6. When the captain shouted "We are lost", how did his daughter react?
7. The crew-mates kissed the maiden and spoke in better cheer. What made them feel cheerful?
8. 'A ship is always safe at the shore, But it was not built for that'. What does this mean?

### Read and appreciate

1. The poet uses the phrase 'the hungry sea'. What can the reader imagine from this?  
What is the figure of speech employed in the lines 11 and 12 ?
2. The poet uses expressions which are unusual, evocative and rhythmic. Some examples are given with explanation.

#### expression

#### why the expression is unusual

- |                             |  |
|-----------------------------|--|
| a. 'not a soul would sleep' | - use of synecdoche(part for the whole) and emphasis |
| b. 'rattling trumpet'       | - use of alliteration                                |
| c. 'hungry sea roaring'     | - personification                                    |
| d. 'shuddered in silence'   | - imagery (of fear)                                  |

Now, describe how the following expressions impress you. Clues are given in brackets. Match them and exchange your impressions.

- |   |         |
|---|---------|
| i. (shattered by blast)                 | - _____ |
| ii. (midnight on the waters)            | - _____ |
| iii. (breakers talked with death)       | - _____ |
| iv. (captain staggered down the stairs) | - _____ |
| v. (icy hand)                           | - _____ |

(image of movement, image of one imposing (covering) on the other, onomatopoeia, (tactile) sense of touch, personification)

**Recite and enjoy**

## **The Three Voices**

**- Robert William Service**

The waves have a story to tell me,  
As I lie on the lonely beach;  
Chanting aloft in the pine-tops,  
The wind has a lesson to teach;  
But the stars sing an anthem of glory  
I cannot put into speech.

The waves tell of ocean spaces,  
Of hearts that are wild and brave,  
Of populous city places,  
Of desolate shores they leave,  
Of men who sally in quest of gold  
To sink in an ocean grave.

The wind is a mighty roamer;  
He bids me keep me free,  
Clean from the taint of the gold-lust,  
Hardy and pure as he;  
Cling with my love to nature,  
As a child to the mother-knee.

But the stars throng out in their glory,  
And they sing of the God in man;  
They sing of the Mighty Master,  
Of the loom his fingers span,  
Where a star or a soul is a part of the whole,  
And weft in the wondrous plan.

Here by the camp-fire's flicker,  
Deep in my blanket curled,  
I long for the peace of the pine-gloom,  
When the scroll of the Lord is unfurled,  
And the wind and the wave are silent,  
And world is singing to world.

## You have read the poem 'The Three Voices'.

Do you find any similarity between the two poems i.e., 'Ballad of the Tempest' and 'The Three Voices'? Share your responses.

### Know about the poet

#### **James T. Fields :**

*He was born in Portsmouth, New Hampshire on December 31, 1817 and named James Field; the family later added the "s". His father was a sea captain and died before Fields was three. He and his brother were raised by their mother and her siblings, their aunt Mary and uncle George. At the age of 14, Fields took a job at the Old Corner Bookstore in Boston as an apprentice to publishers Carter and Hendee.*

*His first published poetry was included in the Portsmouth Journal in 1837 but he drew more attention when, on September 13, 1838, he delivered his "Anniversary Poem" to the Boston Mercantile Library Association. In addition to his work as a publisher and essayist, Fields wrote poetry. A number of his works are collected in his book "Ballads and Verses" published in 1880. This volume contains the poem "Ballad of the Tempest", which includes the famous lines:*

*"We are lost!" the captain shouted  
As he staggered down the stairs*





## Before you read

### Read this dialogue

- Lakshmi** : Gowri, why didn't you come to school yesterday?
- Gowri** : I had to attend to my brother Gopal, who is hospitalised.
- Lakshmi** : Really? What's wrong with him?
- Gowri** : He met with an accident, last Saturday.
- Lakshmi** : My God! How did it happen? Is he seriously injured?
- Gowri** : He was walking along a narrow bridge without railings. He just slipped and fell into the river and his head hit a rock. He has multiple fractures. But we're lucky that he is out of danger.
- Lakshmi** : That's good. So he'll be fit soon to attend school, I hope.
- Gowri** : No, no Lakshmi. He has lost his sense of hearing. I'm afraid he will be deaf. for the rest of his life; he'll be a burden on others.

**You have read this conversation. Do you agree with Gowri that Gopal will be useless and remain a burden on others?**

**Now read about a boy who lost his sense of hearing, and see what happened later.**

## Colours of Silence

**- National Book Trust of India**

1. "Satish! Why didn't you come to school today?"
2. Surrender had to repeat the question three times before Satish heard him. He was lying on the bed, his eyes closed. Sweat glistened on his brows.
3. "No. I am not well," replied Satish. Of late, he had been down with something or the other.



4. “Why, what’s the matter with you, Satish?” his friend asked with concern. He put his hand on his forehead to feel it.
5. “I don’t know Surrender. It’s been pretty bad since the last operation on my leg. I get these terrible headaches and then feel as if everything is going dark and silent. I feel miserable. But why are you speaking so softly? I can barely hear you.”
6. Surrender gave him a strange look. He had certainly not been speaking softly! ‘Has he lost his hearing?’ wondered Surrender.
7. Poor Satish! He had been ill ever since he came back from the holiday in Kashmir the previous year.
8. There had been an accident when he went hiking with his father and brother Inder. They were crossing a rickety bridge over some rapids. The boys stood and looked down at the swirling water below them. “Look, how the water is rushing at that spot!” Satish pointed out to his brother. Just then his foot slipped and losing his balance, he fell into the rapids. His screams were lost in the rushing sound of the water. When he regained consciousness, his legs were in a plaster cast and his head hurt badly. He was bruised and aching all over.
9. Though his legs healed, they remained weak, requiring several operations on them. Worse, he suffered frequently from bouts of fever and infections, especially of the ear.
10. Seeing that Satish was in pain, Surrender now got up to go. “Will you come to school tomorrow?” he asked.
11. Satish shook his head.
12. A slow tear trickled down his cheek after Surrender left. It felt as if some huge weight was pressing upon his head making everything seem far away and silent. He felt helpless and upset at being confined to bed as he was. The silence was the worst. Everything seemed like scenes from some pantomime show. He wanted to scream to break the silence, but didn’t. For the eight-year-old boy, this was terrible. The doctors didn’t

---

**rickety bridge** : weak bridge, **bruised** : injured, **rapids** : a dangerous part of a river which flows very fast because it is steep and sometimes narrow, **swirling** : twisting circular movement, **bouts of fever**: period of illness, **glistened** : shone.

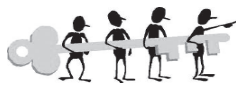
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know the cause, except that it was caused by medicines given to treat his legs.

**13.** Due to his frequent absence and his hearing problem, the school he was attending till then, informed his father Mr.Avtar Narain, that they couldn't keep Satish. "We will have to look for a new school," his father said.

**14.** Satish shook his head saying, "No". He didn't want to go to a school where he couldn't talk to the other children, where everyone would make fun of his deafness.

### Check your understanding



#### Share your responses

1. *Surender, a friend of Satish, came to visit him. Satish hadn't gone to school. Why ?*
2. *Identify the sentence – a question-that suggests Satish's weakness. (Para 5)*
3. *Why was Satish confined to bed? What was the worst thing for him? Why was it so? (Para 12)*
4. *The school he was attending informed Satish's father something. Can you say what it was?*
5. *Satish didn't want to go to a new school. What was the reason?*

### Read on

**15.** "Beta, you have to go to school and learn. What will you do in life if you don't get education, eh?" he asked his son. Satish heard snatches of his words but knew what he was saying. After a lot of persuasion, he finally agreed to go along to the new school.

**16.** But this school didn't want him for the same reason. "This is a school for normal boys. Why don't you take your son to the school for deaf and dumb children?" asked the headmaster of the school, bluntly. Avtar Narain was angered.

---

**snatches** : parts, **persuasion** : act of convincing, **bluntly** : unfeelingly.

---

**17.** “My son is not dumb, sir! His hearing is a little bad. He is under treatment and will soon be fine!” he argued, but in vain. Other schools had the same to say. In despair, father and son returned home.

**18.** Though Avtar Narain felt shattered, he wouldn’t give up hope. After the unsuccessful expedition to the schools, Satish became very moody. He couldn’t talk freely with anyone because he was unable to hear a single word. His brother Inder sat for hours with him and talked to him, teaching him words and pronunciation. Unable to bear the taunts and teasing of the children in the neighbourhood, Satish even avoided going out to play.

**19.** His father and Inder spent time with him every day, talking to him, trying to teach him things. “If you want to get on in life, you have to read a lot. You can learn a great deal of things just by reading,” his father told Satish, giving him an armful of books. Satish leafed through them “The Life of Garibaldi” translated into Urdu by Lala Lajpat Rai, the works of Munshi Premchand, Sarat Chandra and several others.

**20.** It was as if a whole world opened out for him. Satish became a voracious reader. The books however, were all serious works meant for older children and sometimes even for adults. They made him feel depressed and left a deep impression upon his sensitive mind. He came to know of another world through them, a world of suffering and anguish. He brooded long and hard about why there was so much suffering in the world while his own world looked comfortable in comparison.

**21.** Another bout of fever struck and Satish was confined to bed. All he could do was sit and stare out of the window or read. He felt lonely and full of despair at his plight.

### Check your understanding



#### Share your responses

1. After a lot of persuasion, Satish agreed to go to a new school. Do you think he was accepted at the new school?
2. What made Avtar Narain angry? (Paras 15 & 16)
3. The word ‘expedition’ in para 18 means a) journey b) visit

**shattered** : helpless, **taunts** : remarks intended to hurt somebody’s feelings, **expedition** : a journey with a purpose, **leafed through the books** : read carefully, **Garibaldi and Lala Lajpat Rai** : Freedom fighters, **Munshi Premchand** : a great novelist, **sensitive mind** : tender, responsive mind, **voracious** : restless. (reader)

c) mountaineering (Choose the right answer.)

4. How did Satish's brother Inder try to help him?

5. Guess the meaning of these words from the context.

*snatches* (Para 15)

*shattered* (Para 18)

*brooded* (Para 20)

*confined* (Para 21)

verify the correctness of your answer  
with the help of a dictionary.

## Read on

**22.** One day, when he was looking gloomily into the far corner of the garden, he saw a bird that was unlike any he had ever seen before. It had a longish tail and a black crest. But the most interesting thing about the bird was its restless energy. Its eyes kept darting here and there, its whole body ready for flight any moment. For a long time he stared at the beautiful bird. When it flew away after a glance in his direction, Satish jumped down from his bed and took out his notebook and pencil. He sketched the bird from memory with a few deft strokes. He liked the picture and set it against the stack of books on his bedside table.

**23.** He had discovered another pastime which he could indulge in, sitting on his bed. He began filling pages and pages with doodles. His strokes varied with his moods—angry, soothing and humorous. He had always been good at Urdu calligraphy and so, sketching came naturally to him.

**24.** However, his father was not amused. He took away all the notebooks he had drawn on. "This is an idle pastime. You would do better to read and get some knowledge," he said to his son.



**crest:** top, **darting :** moving, **deft strokes:** skillful strokes of an artist, **gloomily :** with nothing bright or cheerful, **dismally,** **stack of books :** pile of books, **doodles :** to draw pictures or patterns while thinking about something else or when you are bored, **pastime :** something that one enjoys doing during leisure time, **indulge in :** involved in, **soothing :** comforting, **calligraphy :** the art of producing beautiful writing.

**25.** Satish sulked, but refused to stop drawing. “Why do you take away his source of entertainment?” asked his mother one day.

**26.** “Oh, that! I don’t want him to start thinking that he can make a living out of drawing. Artists make a pittance and live in poverty. It is no career for a bright boy. He has to study if he has to make something out of his life. Besides, his hearing may return any time. When it does, he must be prepared to go back to school, mustn’t he?” he asked.

**27.** “It has been more than three years since he became ill, how do you possibly think that he can recover his hearing?” asked his mother. She felt hopeless about her son’s condition. But Satish’s father wasn’t about to lose hope.

**28.** “Why decide that he is going to remain deaf all his life? We must always be optimistic about his chances of recovering,” he gently chided his wife.

**29.** Several visits to the doctors followed, with nothing improving for Satish. He remained in his silent world, the only solace for him being painting. He managed to paint and draw in spite of his father’s opposition. One day, when he was busy mixing the colours on his palette, he became aware of his father standing at the door. He looked up to find him staring at the painting intently. Satish reddened, but continued with his mixing. Slowly his father came into the room and sat next to his son.

**30.** “You want to do this very badly, don’t you?” he asked. Had Satish had the power of hearing, he would have heard the tremor in his father’s voice. As it was, he only read his lips. He didn’t reply. Avtar Narain put his hand on Satish’s shoulder. Satish was unable to believe that his father was not angry with him for painting.

**31.** Moments later, his father left the room. When he returned a couple of hours later, his arms were full of paints, brushes of all shapes and sizes and several rolls of drawing sheets. He carefully set them down on Satish’s table.

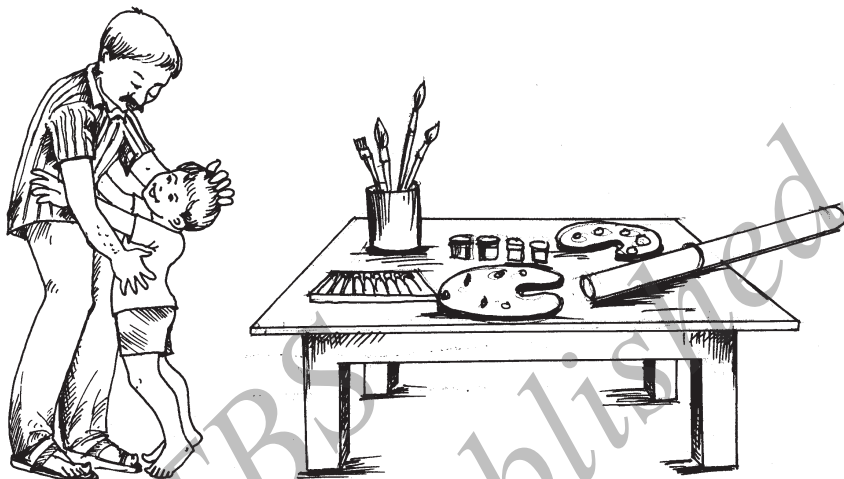
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***sulked** : looked angry and refused to speak, **make a living** : earn, **pittance** : low, insufficient payment or allowance **solace** : comfort, **intently** : with interest, **tremor** : shaking.*

---

**32.** “Pitaji.....” began Satish slowly. His father nodded his head, a smile breaking at the corners of his mouth. His eyes remained sad, though.

**33.** “They are for you Satish. I will find out the best school of arts for you. You will learn arts and make your life in your chosen field.” Satish’s eyes filled with tears and he



did an uncharacteristic thing—he hugged his father tightly, his heart full of love for his stern father who had at last accepted that his destiny lay in canvas and paint.

**34.** Within a short time he learnt more than just painting. He learnt about life. It is this boy now popularly known as Satish Gujral.

### Check your understanding



#### Share your responses

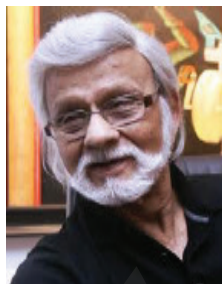
1. What did Satish see at the far corner of the garden? Why did it attract him? (Para -22)
2. Both the parents were his well- wishers. But, each cared for him in a different way. How? (Para-24, 25)
3. Which action of Satish changed his father’s attitude? (Para -29)
4. What was Satish unable to believe? (para-30)
5. How did Satish express his gratitude to his father? (Para -33)

**uncharacteristic:** not typical.



## Read on

**35.** Satish Gujral is among the foremost artists of India. He is one of the few artists who is accomplished in several art forms like painting, sculpture and architecture. Satish Gujral is also a writer.



**36.** Exhibitions of his works have been held all over the world and displayed in prestigious museums like the Museum of Modern Art, New York, the Hiroshima Collection, Washington and the National Gallery of Modern Art, New Delhi. He has published four books of his works in various arts.

**37.** He was awarded the Order of the Crown for the best architectural design of the 20th century for his design of the Belgian Embassy in New Delhi. He has also been honoured with the Padma Vibhushan.

**38.** His life of achievement is ample proof that physical disability is no barrier to success.

## Check your understanding



### Share your responses

1. Name any three fields in which Satish Gujral has made his name. (Para-35)
2. How can you say that Satish became popular all over the world? (Para-36)
3. If you are asked to give another title to this story, what title would you suggest? Justify your choice.



## Think about the text

1. How did Satish meet with an accident? Do you think the accident occurred due to his carelessness?

---

**accomplish** : achieve, **Order of the Crown**: honour awarded by the highest authority, **Padma Vibhushan**: an award given for outstanding performance in different fields of activities, **sculpture**: art of making figures in stone, wood, metal etc.

---



2. The writer describes the effect of the accident in paragraph 12. One such effect is given here. Write the others in the space provided.

e.g. 1. He wanted to scream but he couldn't.

2.

3.

4.

3. Some words are given below. Choose the words that reflect the feelings of Satish after Surrender left.-angry, miserable, disappointed, lovely, sad, surprised, elated, shocked, helpless.

e.g. - miserable.

4. Father, mother, and brother all tried to help Satish in their own way. Some of their actions are given below. Against each of these actions mention whose role was major in it by writing 'F' (father). 'M' (mother) or 'B' (brother) in brackets. One example is given.

*giving company to Satish*

*caring for his future*

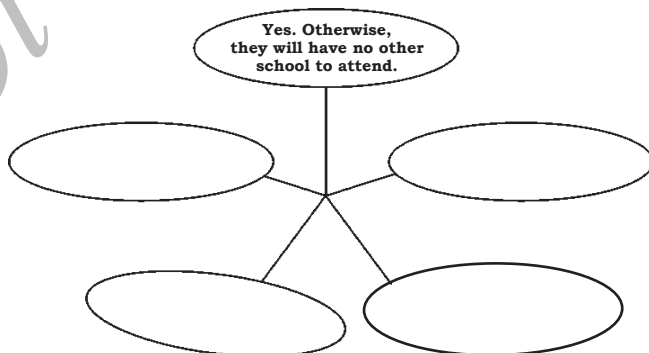
*teaching him pronunciation (B)*

*caring more for his present state.*

*meeting institutional heads.*

*finding an art school for him.*

5. a. Describe the bird (Para.22) in your own words.  
b. Now write a small paragraph on any bird/animal that you have watched.
6. Do you think the school you are studying in should admit students with hearing disabilities? Give reasons.



7. Read the text again. Note down the important events in them. Show them in the flow chart.

↓
↓
↓



### Enrich your vocabulary

#### Task 1 : Fill in the blanks with appropriate words selecting from the words given in brackets.

Ganesh was fond of riding bicycle. One day he rode it so fast that he lost control, and hit against an electric pole. His left leg got fractured and there were scratches all over the body. He was badly \_\_\_\_\_. His mother, who was near, ran up to him. She tried to console him with \_\_\_\_\_ words. Some boys who were near \_\_\_\_\_ him. The teacher who happened to pass by told them it was \_\_\_\_\_ that they should laugh, instead of helping the boy. Ganesh was all right, but his hopes of taking part in the Kabaddi tournament that day were \_\_\_\_\_.

(bruised, teased, soothing, concern, unbecoming, shattered, sulked)

#### Task 2 : You can form the opposites of words by adding un\_\_\_\_\_, in\_\_\_\_\_, dis\_\_\_\_\_, mis\_\_\_\_\_

A list of words is given below. Write words adding the prefixes. (Refer the dictionary for the right answer.)- Important, well, advantageous, understand, approve, decent.

e.g.: Indecent.

#### Task 3: Complete the following using appropriate words from the text. You will find from the clue which paragraph of the text has that word.

(Note that you have to change the form of the word in some cases.)

**e.g.:** Manoj, a poor boy, works hard in an auto garage. But what he earns is a ———, not enough even for a meal a day (P 26) - Answer: pittance

- Look at that old man. He can————— hear (P 5)
- My friend met with an accident yesterday. He was admitted to the hospital with many—————(P 8)
- I saw a person near the bus stop yesterday. A bus was about to hit him. I screamed, but he couldn't hear. He had lost the power of hearing. He was—————(P 14)
- The survivors in an earthquake had lost everything. They felt—————(P18)



### Listen and comprehend

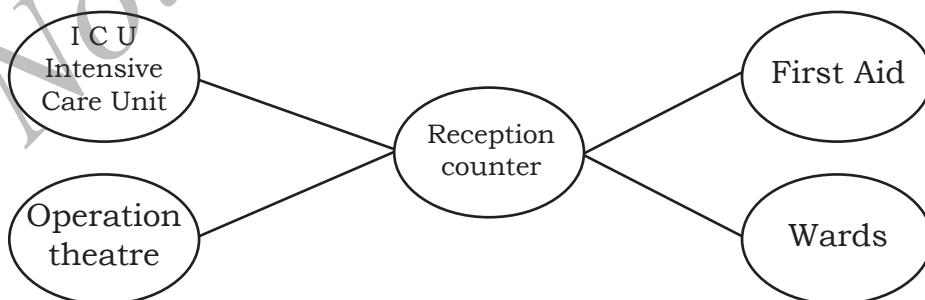
**Task 1 : Listen to the teacher carefully and answer the questions that are given at the end.**

- Who took the blind man to Jesus? What did they request Jesus?
- "Can you see now?" Who asked this? Could he see?
- Why did Jesus touch the blind man's eyes again?
- What did the man see after Jesus touched his eyes again?
- How did the man thank Jesus?



### Speak well

**Task 1 : Govind and his friend are on a visit to MEGA hospital. They want to get some information from the hospital staff. Some hints are given for you to help you ask questions and get answers.**



**They were home after their visit to the hospital.**

**Describe the experience at the hospital to your brother.**

**(Elder brother: Govind, Younger brother: Hari)**

**Hari** : Anna, you visited the MEGA hospital yesterday. Will you share your experience with me?

**Govind** : Ok Putta, with pleasure.

**Hari** : How do visitors / Patients get the primary information at the hospital?

**Govind** : There is a reception counter, and the receptionist guides the visitors.

**Hari** : How are the patients taken to the ICU or Wards?

**Govind** : They are taken to the ICU or Wards on wheel chairs or stretchers.

**Now continue and complete the conversation.**



### **Read and respond**

**Task 1: Read the passage given below and answer the questions at the end.**

The first baby bomb was dropped on the densely populated industrial town of Hiroshima in Japan on 6<sup>th</sup> August 1945. The city of Hiroshima was flattened. At least 78,000 people and possibly many thousands more, were killed or fatally injured. As great a number were injured and all their dwellings were damaged or destroyed. The city's military garrison was wiped out. Only a handful of doctors remained alive, and most hospitals and medical supplies were destroyed. Citizens of neighbouring towns described the burned, living and dead as no longer recognizably human, with their flesh raw and blackened, their hair gone and the features melted on their faces. It was the most shocking sight man had ever witnessed.

### **Questions:**

1. The passage is about a \_\_\_\_\_ (fill in the blanks)
2. Where did the incident take place?
3. How do you say that the bomb blast resulted in a great disaster?
4. What had happened to the military garrison?

5. The survivors couldn't be given medical help. Why do you think so?
6. What tells you that the condition of the bomb affected people was horrible?
7. What is your feeling as you read the last few lines of the passage?

### Self-assessment

Read the statement and put a tick mark in the appropriate box.

Sl.No.	Statement	Yes	No	To some extent
1.	I read the passage attentively.			
2.	I was able to read between the lines.			
3.	I was able to answer 'how' question.			
4.	I was able to share my feelings with my friends after reading the passage.			
5.	I'd like to read such stories and enrich my knowledge			



### Practise writing

Given below is a profile of Mr. Rama Krishna, the school clerk.

Age	around 40 years
Height and weight	6 feet, solid built
Family	one son and one daughter -college going
Reason for his popularity	helpful, best gardener.
Education	B.Com. graduate
Hobbies	gardening, beekeeping, coin collection

**The same information is given in the form of a paragraph below.**

Mr. Ramakrishna is 40 years old. He is a school clerk. He has solid built physique and is six feet tall. He is happy with his small family-wife, a son and a daughter. Both of his children are college-going. He is a commerce graduate. Gardening, beekeeping and coin collection are some of his hobbies. He is a very popular person in his locality because he is helpful and soft-spoken. He is also the best gardener in the locality. He is not only a loving father but also an ideal gentleman among his neighbours.

**Task - 1 : Prepare a bio-sketch of your father/mother. Then write a paragraph based on it.**



**Learn grammar through communication**

**Task - 1: We use various verb forms when we refer to future events depending on our plan or intention. Verbs are given in brackets. Use the right verb form and write down the sentences. One example is given.**

**The following is the schedule of the Chief Minister of Karnataka.**

The Chief Minister of Karnataka \_\_\_\_\_ (be+leave) for Delhi this evening by a special plane. He \_\_\_\_\_ (arrive) in Delhi at 8p.m. He \_\_\_\_\_ (be+go+meet) the M.Ps of Karnataka soon after his arrival. He \_\_\_\_\_ (will+discuss) some important issues with the Prime Minister, tomorrow morning. He \_\_\_\_\_ (be+meet) party high command by tomorrow evening. He \_\_\_\_\_ (be+come back) to Bengaluru by the evening flight.

e.g. The Chief Minister of Karnataka is leaving for Delhi this evening by a special plane.

**Task - 2 : Say your sister's wedding will take place next month. The course of activities of the marriage is given below. Use the right form of the verbs given in the brackets.**

My sister's marriage\_\_ (be + arrange) to take place on 21<sup>st</sup> May. We \_\_\_\_ (be+go+to get) the invitation printed by the second week of this month. My parents\_\_ (will+visit) the relatives by 5<sup>th</sup> of May. All of us \_\_\_\_ (will+be+go) to Bengaluru next week to buy some clothes and jewellery.

**Task – 3 : Complete the dialogue using the right form of the verbs given in brackets.**

**Ganesh** : Hi, Gopal, when will be your annual day celebrations?

**Gopal** : We \_\_\_\_\_ (have it) on 3<sup>rd</sup> of January.

**Ganesh** : Who is the chief guest?

**Gopal** : The local MLA \_\_\_\_\_ (be) the chief guest.

**Ganesh** : Perhaps you \_\_\_\_\_ (be) busy with the cultural activities, aren't you?

**Gopal** : Yes, I \_\_\_\_\_ (be)

**Ganesh** : \_\_\_\_\_ (be) it a daytime function?

**Gopal** : You're right. It \_\_\_\_\_ (be) a daytime function.

**(Note how the different forms of 'be' are used.)**



**Make reference – Newspaper**

**In a state newspaper you may find many pages according to the news. For example :**

Page number	News covered in the page/s
1	Breaking news of the day
2 to 3	District/Local news
4 to 6	State news
7 and 8	National news
9	International news
10	Advertisements/Classifieds
11	Editorial
12	TV and Entertainment
13	Business/Economy
14	Sports

**Task - 1: Imagine you are the editor of a newspaper, pages of which follow the given arrangement as above. Now read the following**



**captions of the newspaper carefully. In which page/s are you going to insert the following captions?**

II PU results  
best in a decade

State to  
Have 3,400  
More Teachers

#### FM RAINBOW

6:30 Geethanjali 7:00 Kannada  
Film Songs 7:30 Breakfast show  
9:00 Lover's Choice 10:00 Bha-  
va Chitra 11:00 Film Songs  
12:00 West Music 1:00 Lunch  
Box 2:00 Hindi Film Songs  
3:00 Haadu Aata Aadu 4:00 Mail  
Songs 5:00 Chalte Chalte  
7:00 Kannada Songs 8:00 Din-  
ner Time 9:00 Mast 101.3  
10:00 West Music

**Task - 2: Read the following paragraph from a newspaper. Give a caption for the paragraph. Where would you like to fix/paste in the above arrangements made in the newspaper?**



**Do the project**

**It's for U.S. to resolve controversy, says Khurshid**

New Delhi, Jan 10 (ANI) - Khurshid Ahmad Khan, former Indian diplomat and current ambassador to the United States, said on Monday that it is for the US to resolve the controversy over the appointment of a new ambassador to India. He said that the US government should not be in a hurry to appoint a new ambassador to India, as it is a sensitive issue. He also said that the US government should not be in a hurry to appoint a new ambassador to India, as it is a sensitive issue. He also said that the US government should not be in a hurry to appoint a new ambassador to India, as it is a sensitive issue.

**The government of Karnataka takes care of the disabled children. Collect information from the Social Welfare Department and write a paragraph.**

**Suggested reading**

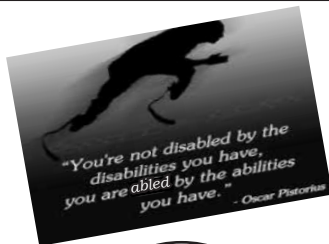
- |                    |   |               |
|--------------------|---|---------------|
| 1. Biography       | - | Helen Keller  |
| 2. Brush with Life | - | Satish Gujral |
| 3. Biography       | - | Sudhachandran |

**Know about the author**

"Children who made it big" -Director: National Book Trust India (Delhi)

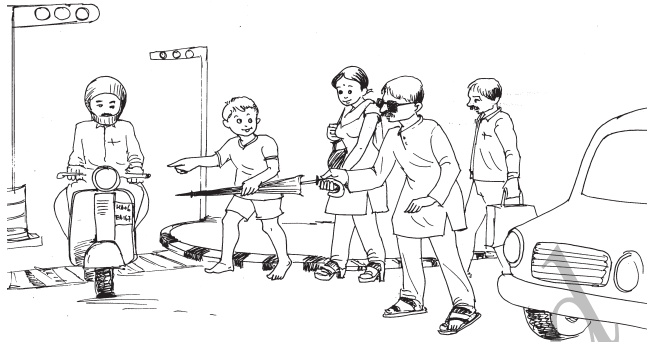
My advice to other disabled people would be, concentrate on things your disability doesn't prevent you doing well, and don't regret the things it interferes with. Don't be disabled in spirit, as well as physically.

*Stephen Hawking*



## Before you read

Look at the picture. There are two people holding the umbrella. What is wrong with the person wearing dark glasses? Discuss.



## The Blind Boy (for memorization)

- Colley Cibber



**Listen to the poem (Teacher reads / recites the poem)**

**Read the poem**

O say what is that thing call'd light,  
Which I must ne'er enjoy.  
What are the blessings of the sight,  
O tell your poor blind boy!

4

You talk of wondrous things you see,  
You say the sun shines bright;  
I feel him warm, but how can he  
Or make it day or night?

8

My day or night myself I make,  
When'er I sleep or play;  
And could I ever keep awake  
With me 'twere always day.

12

---

**blessings** : favour, happiness, **sighs**: sounds indicating sadness, **mourn** : show sorrow or regret, **hapless** : unlucky, **cheer** : gladness.

---

With heavy sighs I often hear  
You mourn my hapless woe;  
But sure with patience I can bear  
A loss I ne'er can know.

16

Then let not what I cannot have  
My cheer of mind destroy :  
Whilst thus I sing, I am a king,  
Although a poor blind boy.

20

### Understand the poem

1. Whose voice is it in the poem?
2. 'The blessings of the sight' – line 3. Can you list out a few of them?
3. How does a blind person understand whether it is day or night?
4. Read lines 13 and 14. Who is sympathizing with whom?
5. How does the blind boy pacify himself ? Quote the lines that suggest this.

### Read and appreciate

1. Who do you think is the person addressed as 'you' in the poem?
2. Read the first stanza carefully. The tone of the speaker is one of \_\_\_\_\_ a. surprise b. curiosity c. sadness (choose the appropriate one)
3. The blind boy can feel \_\_\_\_\_ of the sun. (fill in the blank)
4. What a normal person can easily understand is almost a riddle to the blind boy. What is it?
5. Identify the rhyme scheme of the poem.

6. Match the following and frame appropriate sentences for each phrase thus matched.

blessings of	wondrous things
cheers of	sight
talk of	mind

7. “ಇರುವುದನು ನೆನೆದು  
ಬಾರೆನೆಂಬುದನು ಬಿಡು  
ಹರುಷಕ್ಕಿದೆ ದಾರಿ”

Read the lines from a poem by D.V.G. Does the poem “The Blind Boy” reflect the same idea? Discuss it in the class.

### Read and enjoy

#### Joy and Woe are Woven Fine

- William Blake

Joy and woe are woven fine,  
A clothing for the soul divine,  
Under every grief and pine,  
Runs a joy with skin twine.  
It is right it should be so,  
Man was made for joy and woe  
And when this we rightly know, through the world we safely go.

#### Know about the poet

**Colley Cibber** (November 6, 1671-December 11, 1757) was an English actor-manager. He wrote 25 plays for his own company Cibber's poetical work was derided in his time, and has been remembered only for being poor. His importance in British theatre history rests on his being one of the first in a long line of actor-managers, on the interest of two of his comedies as documents of evolving early 18th-century taste and ideology, and on the value of his autobiography.

ರಸವೇ ಜನನ.

ವಿರಸ ಮರಣ.

ಸಮರಸವೇ ಜೀವನ.

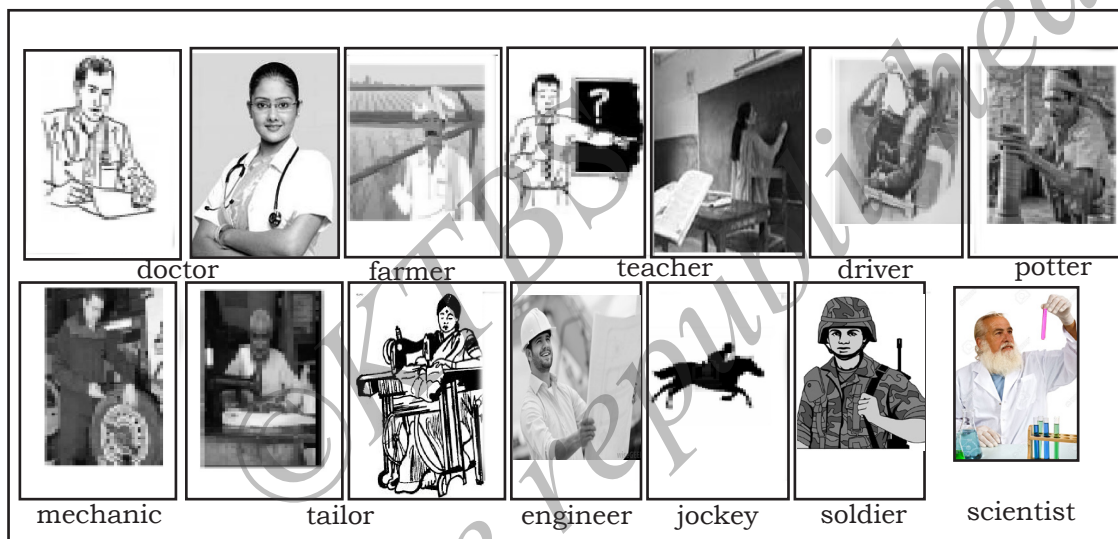
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## UNIT - 8



### Before you read

Look at the pictures of different professionals. Which profession would you like to take up when you grow up? Can you tell us the reasons for your choice? You may follow the example.



### One of you may say like this :

I would like to become **a doctor** because **I can save lives** .

1. My dream is to \_\_\_\_\_
2. I aspire to \_\_\_\_\_
3. I think I can take up \_\_\_\_\_
4. I have a desire to \_\_\_\_\_
5. I am interested in \_\_\_\_\_
6. I would start my career as \_\_\_\_\_
7. My ambition is to \_\_\_\_\_

Now, read what a scientist has to say about his profession.

## Science and Hope of Survival

- Keilis-Borok

### 1. *If you are so clever, why are you so poor? -Popular expression*

Why is that some of us still decide to become scientists, despite the fact that businessmen, lawyers and doctors enjoy a much higher income?

2. A famous Russian writer L.Tolstoy once wrote that a writer is not merely a person who writes: a writer is a person who cannot live without writing. The same, I believe, is true of a scientist. Science is an exciting adventure where major reward comes from the discovery itself. What you get instead of money is freedom, camaraderie, and independence. The honours and promotions will depend on yourself more than in other occupations. And you will have the overwhelming feeling of uncovering yet another one of nature's mysteries.

### 3. *An instant understanding, the efficiency of thought and action, and a good feeling that comes when the like-minded people work together (F. Press)*

It was 1960, the height of the cold war. I was in Moscow doing research on the theory of seismic waves - tremors generated by an earthquake. I was absorbed in my problem; I enjoyed the mathematical challenge. I did not give much thought to how it connects with the real life.

4. The summons came from the President of Russian (then Soviet) Academy of Sciences. He had received a message from the Palace of Nations in Geneva, where technical experts from the Soviet Union, United States, and United Kingdom - three powers possessing nuclear weapons - met behind closed doors. The President showed me a letter from Geneva: an American scientist, Frank Press, quoted my work while arguing with Moscow experts. And, to my great surprise, I found myself in Geneva.

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**Leo Tolstoy** : A Russian writer, author of the novel 'War and Peace', **merely** : only, **camaraderie** : a feeling of friendship when people work together, **promotion** : a move to a more important position, **overwhelming** : a great effect on you that you feel very happy, **F. Press** : One of the best educators on human nature, **the cold war** : unfriendly relationship between the US and the Soviet Union after the second world war, **mystery** : something that people do not know anything about it, **generated** : something produced.

5. At that time every man, woman and child on the Earth lived under the threat of annihilation by nuclear weapon. Each superpower had more than enough nuclear bombs to destroy the others in the first strike. But in the 20 minutes it took for the rockets to reach their targets, the other side had plenty of time to launch retaliation strikes ensuring the destruction of their enemies only a few minutes later. This threat of “Mutually Assured Destruction” with ominous acronym “MAD” was for some years the only thin thread protecting all of us from the common fatal fate. Continuing nuclear tests meant development of even stronger bombs, introducing even more imbalance into the global nuclear standoff. The three nuclear powers were willing to come to an agreement, putting a ban on the nuclear weapon test. And hence, the technical experts were summoned to solve the problem that arose.

6. In formal terms, the problem was the following. *Suppose that:* (i) the nuclear powers had signed agreement to stop the test of the new nuclear weapons, and (ii) one of the participants had violated this agreement and secretly made an underground nuclear explosion. *The problem is:* how can the other powers detect the violation?

7. It turned out that this problem had a direct connection with the theory of seismic waves. Underground nuclear explosions produced earth tremors very similar to those generated by earthquakes. How could one distinguish the natural tremors from the ones produced by the explosion? Suddenly, my theoretical knowledge had a direct application in the area of survival of the humankind.

8. In the atmosphere of the ongoing Cold War, with political tensions hanging over our heads, scientists and engineers from the opposite sides of the Iron Curtain had to find a solution, which outwardly seemed impossible, given all our differences in cultural background. What saved

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**annihilation** : complete destruction, **retaliation** : action against someone who has done something bad to you, **ominous** : making you feel that something bad is going to happen, **acronym** : a word made from the first letters of the name of any organisation, e.g. MAD, **standoff (n)** : a situation in which neither side in a battle can gain an advantage, **violate** : disobey law/ go against agreement, **survival** : a state that continues to live or exist, **Iron Curtain** : the name for the socio-political border that was believed to exist between Western Europe and the communist countries of Central and Eastern Europe.



us was a clear and obvious distinction. We were all scientists. We were able to work out a common language, based on respect to hard evidence, undisputable ranking by expertise only, and persistent self-criticism. We were working out a solution that eventually allowed politicians to reach one of the most important decisions of their times: Nuclear Test Ban.

**9.** This episode taught me that as a scientist I have people all over the world who think and interact the way I do. It taught me never to feel lonely abroad. And, above all, it taught me that while there is science, there is hope of survival and well-being for all of us.

**10.** A common lore is that immersion in science does not go with practical sense. It is true that on occasions a greatest mathematician of our time was so involved in a current problem that he could leave home wearing shoes from two different pairs. However, if you look carefully, you will find another side to this, which makes scientists the most practical people in the world. All new technologies, all new brands of industry from defence to entertainment stem from fundamental research. Among past examples are antibiotics, electronics, biotechnology, synthetic fibres, the green revolution, and genetic forensic diagnosis, to name just a few. And now only the basic research could give us new sources of energy, new mineral deposits, and efficient defence from terrorism; cure from cancer; new forms of transportation. People trained in theoretical physics are headhunted by financial institutions: those trained in frontiers of biological research become founders and directors in the pharmaceutical industry. So, knowledge of basic science will give you a head start in whatever career you choose.

**11.** It is commonly recognised that the very survival of our civilisation is threatened by natural and man-made disasters. Among them are earthquakes, self-inflicted destruction of megacities, environmental catastrophes, economic and social crisis. Today, a massive release of radioactivity from a nuclear waste disposal, an earthquake in the middle

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**obvious** : clear, **indisputable** : known to be true, **persistent** : continuing to exist or happen, **self-criticism** : the act of judging one's own behaviour or character, **lore** : knowledge or information about a subject, **immersion** : being absorbed in an activity, **fundamental** : the most basic or important parts of something, **forensic** : of scientific method of finding out about a crime, **headhunt** : an act to find people with right skills or experience for a particular job, **self-inflict** : to cause pain or problem for oneself.

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of a megalopolis, an outburst of mass violence, or any other global disaster, can cause up to a million of casualties, render large part of our world uninhabitable and trigger global economic depression, or a war in a “hot” region. Such dangers keep growing, although trillions of dollars are spent to contain them by all known techniques.

**12.** The hope and the responsibility for breaking the stalemate rest not only on the money but on intellectual resources. Though the money is more popular, according to the French proverb, “Nobody is satisfied with his wealth, everybody is satisfied with his wisdom.” Only the basic research can create a springboard for developing new disaster preparedness industry.

**13. “Ours is the time of contest over issues not completely understood.” (McGeorge Bundy)**

Scientific research is an exciting venture into the great unknown and the token of humankind’s survival. It is the scientists with their tools that are up to the challenge and can ensure that we all safely move with the time.

Finally I have to remind you that science is not the beginning and not the end either. However, if humanly used, science is their indispensable guardian and caretaker.

### Check your understanding



#### Share your responses

1. The professional addressed as ‘you’ in the statement above refers more than others to a \_\_\_\_\_ (Fill in the blank choosing from the alternatives below)

i) scientist      ii) lawyer      iii) doctor      iv) businessman.

a. ‘If you are so clever, why are you so poor?’

b. Justify your choice in the above question.

**trigger** : to make something happen very quickly, **trillion** : the number 1,000,000,000,000 (1 lakh crores), **stalemate (n)** : a situation in which it seems impossible to come to an agreement or disagreement, **springboard** : something that helps one to start doing something, **venture (n)** : a new activity that involves risk, **indispensable** : very useful and necessary, **Mc George Bundy** : He was United States National Security Advisor to presidents John F.Kennedy and Lyndon Johnson.

2. Read paragraphs (1) and (2) carefully, and fill in the blanks in the columns below :

<b>Professionals</b>	<b>A writer</b>	<b>A scientist</b>	<b>A lawyer</b>
<i>Vocation</i>	?	?	<i>arguing</i>
<i>Field of activity</i>	<i>Literature</i>	?	?
<i>Reward</i>	<i>Appreciation</i>	?	<i>money</i>

3. A few words are given below. Some of them are related to the field of business, and some to the field of science. May be a couple of them are related to both. Read, discuss and fill them in columns A, B and C accordingly.

*Wealth, profit and loss, friendship, rational thinking, advertisement, exploring nature, exploitation of nature, discovery, commerce, research, playing to popular sentiments, universality*

<b>Field of science</b>	<b>Field of business</b>	<b>Both</b>

4. The writer says, "I found myself in Geneva." It expresses, more than anything else, the writer's \_\_\_\_\_

(choose the right option and fill in the blank)

- i) pleasure                      ii) surprise  
iii) anxiety                      iv) annoyance

5. A few statements are given below. Read them and say which of them are true or false according to the text. Tick Yes/No accordingly.

- i) The war was going on between the US and the USSR when Geneva meeting was called. Yes/No
- ii) Everyone lived under the fear of annihilation by nuclear weapons. Yes/No

iii) In a nuclear war, the first who strikes will be the survivor.

Yes/No

iv) The three superpowers were willing to put a ban on nuclear weapon test.

Yes/No

6 Earth tremors are caused by two factors. One is the earthquake. What is the other factor?

7. Which of the following qualities helped the scientists to come up with a solution to the problem? Which of them did not? Put right (✓) or (✗) wrong in the boxes accordingly.

self- assessment [ ]

self- praise [ ]

popularity [ ]

experience [ ]

self-discipline [ ]

respect for evidence [ ]

8. What was the important decision that the politicians took before Geneva Summit?

9. "Immersion in science does not go with practical sense," suggests \_\_\_\_\_ . Complete the sentence with the right choice.

i) foolishness of scientists

ii) absentmindedness of scientists

iii) that scientists do not bother about the results of their work.

(Complete the sentence with the right choice)

10. With whose help can the world be ready with preparedness to face the challenges that the natural calamities pose?

11. Write the names of at least three subjects that come under the category of basic science.

12. Who can best ensure our safety in the world?



### Think about the text

1. Pursuit of science is an exciting adventure. Do you agree? Can you compare this with other types of adventure like pursuit of sports? Share your views with your friends.

2. Which sentences in the text suggest that the author was involved more in the theoretical research than in its application to the war craft?

3. "A paradox may refer to a person, a thing or a situation that has two opposite features and therefore seems strange." In the light of this

definition, how is 'MAD' a paradox? How could MAD affect the super power nations?

4. What was the 'problem' that the nuclear powers had faced? Was it a violation of the agreement or was it the detection of the violation? Explain briefly.
5. Why were the technical experts summoned by the three superpowers?
6. In which area did Keilis Borok's theoretical knowledge have a direct application?
7. "Iron Curtain" is referred to as a barrier. It was outwardly difficult for the opposite sides of the iron curtain to find out the solution for the problem of violation of agreement. What was the reason?
8. How are the scientists able to work in spite of political and cultural differences?
9. Make a list of lessons that the writer learnt at the Geneva Summit.
10. Give a few examples which illustrate the writer's stand that scientists are the most practical people in the world.
11. Who will be headhunted by financial institutions and pharmaceutical industries? Why?
12. Some statements are given below. Are they true? Why / Why not. Discuss with your partner.
  - a) Money is more powerful than intellectual resources.
  - b) Intellectual resources help survival of mankind.
  - c) Basic research is a way of stalling disasters.
13. Imagine that you and some of your classmates have been selected to represent India in a meeting of scientists to be held in Russia to discuss about nuclear test. How would you all prepare for the meeting? Discuss among yourselves and write a paragraph about your proposed argument in the meeting.



### Enrich your vocabulary

### Collocations

**Task 1: Take a look at the underlined words in the given paragraph. The word 'train' collocates ( combines naturally) with 'fast' and not with 'brisk'.**

I boarded the fast train to Delhi along with my parents and sister last evening. After reaching Delhi, we checked into a hotel which was

booked earlier. I had a **quick glance** at the menu and placed orders for some snacks. Next morning, my father and I took a **brisk walk** in the garden outside the hotel and looked for birds on the trees. But we were disappointed as there had been a **rapid decline** in the number of birds.

**Task 2 : Following the example given above, fill in the blanks with the correct collocations (appropriate combination of words) choosing from those given in brackets.**

The Government sanctioned a few crores of rupees to build a stadium in our town. The builders made ————— with the stadium. While the work was in progress, unfortunately, a boulder rolled down on a worker and he was injured. Immediately, he was rushed to a nearby hospital. I wished him —————. The Government took ————— against the builders. The builders made ————— of the bills of the hospital.

(a speedy recovery, a prompt payment, a swift action, a rapid progress)

**Task-3 : Champaka is in Goa. She writes a letter to her friend, Suma. She, consciously uses collocations leaving options for Suma to choose the right collocations. How would Suma use them?**

Hi Suma

Weather's fantastic here. We make/ walk/ take a stroll along the beach every morning. My grandpa made/ got/ accepted friends with some foreigners here yesterday. He changed/ exchanged/ passed some interesting ideas with them. I happened to read an article on climate change in one of the local newspapers. It was excellent and said that rising/ raising/ going/ sea levels are the menacing/disturbing/changing factors for the ecological balance. They are causing irreparable/ inseparable/ acute damage to the environment. I will be back in Bengaluru next week and we can discuss more about these things. Take care.

Bye,

Champaka

**Task 4 : Match the words in the box on the left with the words that they collocate with on the right. Note that some words shown in the box A may collocate with more than one word in box B. After matching, frame appropriate sentences. You may follow the given examples.**

A

make
lay
draw
combat
raise
commit

B

doubts
money
crime
violence
laughter
gesture
parallel
emphasis

1. Sunder's joke **drew** hilarious **laughter** from the audience.
2. Amit **raised** certain **doubts** about the decisions of the meeting.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



**Listen and comprehend**

**Task 1 : The teacher reads the passage. Listen to the teacher carefully and fill in the table as the teacher reads the passage.**

**Code name of first nuclear device :**

**Date of explosion :**

**Code name of Pokhran II :**

**Test site :**

**Number of nuclear weapons detonated :**

**Type of device :**





## Speak well

### Persuading

**Task 1 : Read the dialogue between an interviewer and a scientist who is reluctant to talk about his experience and how the interviewer persuades him to open up.**

- Interviewer** : Good morning, sir. Congratulations on your successful trip to Geneva Summit.
- Scientist** : Thank you.
- Interviewer** : Could you please spare some time, sir?
- Scientist** : Sorry (looks at his wrist watch)
- Interviewer** : (politely) sir, I urge you to share your experiences with our viewers.
- Scientist** : Can we meet some other day?
- Interviewer** : Sir, shouldn't you think that our viewers ought to know about what happened in the Summit?
- Scientist** : You're right. But... (pauses)
- Interviewer** : Sir, you ought to enlighten us.
- Scientist** : Ok. (juggles in his chair)
- Interviewer** : Sir, were there differences of opinion on the Nuclear Test Ban?
- Scientist** : Of course, we differed as we've different cultural backgrounds.
- Interviewer** : Couldn't you arrive at a consensus, sir?
- Scientist** : Finally, we did. We all signed the agreement for Nuclear Test Ban.
- Interviewer** : Thank you very much for having spared your time.
- Scientist** : Welcome.

**Task 2 : You can write a dialogue persuading your friend to accompany you on a trip to a hill station in Karnataka. You can make use of the following phrases.**

You ought to \_\_\_\_\_

You'd better \_\_\_\_\_

I would urge you to \_\_\_\_\_

Shouldn't you \_\_\_\_\_



### **Read and respond**

**Task 1 : Read the given story. The bits of the story are jumbled. You can arrange them in the right order to complete the story. You can also give a suitable title to it.**

1. "Your candle has burnt out, brother," replied the stranger.
2. "I do not need a lantern," he said. "Darkness or light is all the same to me."
3. The blind man started off with the lantern and before he had walked far, someone ran into him. "Look out where you are going!" he exclaimed to the stranger. "Can't you see the lantern?"
4. In early times in Japan, bamboo and paper lanterns were made with candles inside. A blind man, visiting a friend one night, was offered a lantern to carry home with him.
5. "I know you do not need a lantern to find your way," his friend replied. "But if you don't have one, someone else may run into you. So, you must take it."



### **Practise writing**

#### **Editing**

**Task 1 : You are asked by your teacher to contribute an article to your school magazine on "Space Exploration." Your teacher edits and rewrites it. Observe how your teacher has done it for you.**

Space exploration is ~~an~~ a big part of ~~american~~ American history. It ~~is~~ has been

in is as  
 shrouded **to** controversy for years. Space exploration **are** defined ....  
 ,  
 the investigation of physical conditions in space and on stars- planets  
 artificial ,  
 and their moons through the use of **artificial** satellites- space probes  
 and inspires  
 — space crafts with human crews. Space exploration **inspire** and  
 enlightens who it.  
**enlighten** every person **which** comes in contact with **its**. One example  
 an  
 of **a** inspiring event in space exploration was the Apollo project. The  
 were successful  
 Apollo missions **is** rarely disastrous but often **sucessfull** and triumphant.

**Task 2 : Edit and rewrite the following article written by your friend for the school magazine on “Rockets.”**

Rockets carry satellites and people into space. a rocket burn fuel produce an jet of gas. The hot gas expands and is blast downwards causing a force to push the rocket up. The first liquid-fuelled rocket is launched in 1926. it reached 12.5 M. The flight lasted 2.5 seconds. There many kind of rockets. Today rocket such Arienne 5 is used to send satellites. It's size determine whether it is send up by a small or large rocket.

**Note :** Your editing includes

a. corrections, b. deletions, c. additions, d. substitutions, wherever necessary



**Learn grammar through communication**

**Reporting**

**Task 1 : Read the conversation between Ram and Shashi. A friend of Ram and Shashi writes their conversation in a paragraph. Observe how he has done it.**

**Ram** : Hi, Shashi, please come in.

**Shashi** : Thanks.

**Ram** : Would you mind taking off your shoes?

**Shashi** : Sorry, I forgot.

**Ram** : We always take off our shoes before we enter the house.

Ram was pleased to see Shashi and welcomed her. Shashi thanked him. Ram asked her politely if she could take off her shoes. Shashi regretted for not having remembered it. Ram told her about their practices at home.

**Task 2 : Read the conversation between two business partners and complete the passage by choosing the appropriate word/ words given below.**

**Jane** : Good morning, Robert.

**Robert** : Very good morning, Jane.

**Jane** : Let's not waste our time. Shall we begin?

**Robert** : Sure. I'm rather glad you raised the subject.

Jane and Robert exchanged pleasantries. Jane was eager to get straight into the business. She asked him \_\_\_\_\_. Robert accepted and \_\_\_\_\_ that \_\_\_\_\_ glad as she \_\_\_\_\_ the subject.

told her

had raised

if they should begin their talks

he was

**Task 3 : Read what happened in a camera shop between the owner, Henry and a customer, Arathi. Complete the paragraph that follows using the given choices appropriately.**

**Henry** : Here's a nice camera.

**Arathi** : oh, it's beautiful!

**Henry** : That's a little expensive.

**Arathi** : How much is it?

**Henry** : It's 175 dollars.

**Arathi** : I think this one will be fine.

Henry showed Arathi a nice camera. She \_\_\_\_\_ it was beautiful. Henry \_\_\_\_\_ the camera was a bit costly. Later,

she \_\_\_\_\_ about its price to which he \_\_\_\_\_  
175 dollars. Finally, Arathi decided to buy it.

- |                        |                           |
|------------------------|---------------------------|
| a. remarked that       | b. wanted to know         |
| c. replied that it was | d. admired it saying that |

**Task 4 : Read the conversation between two old school friends and write it in a paragraph in the reported form.**

**Chandan** : I met Rani last week in Mysore.

**Raghu** : Oh. Does she look the same?

**Chandan** : There's a little bit of change in her appearance. But, she remains the same.

**Raghu** : What's she doing now?

**Chandan** : She works for a private company.

**Begin with**

Chandan told Raghu \_\_\_\_\_



### Make reference

**Task 1 : Your school library has many reference materials. They will provide you enough information on what you want to get. They are:**

1. **Encyclopaedia** : It gives you basic information on every subject. The information is placed in alphabetical order.
2. **Dictionary** : It helps you to know the meanings, spellings, pronunciation and variations of words.
3. **Thesaurus** : It is a book of synonyms. It has list of words and phrases which are grouped according to their meaning.
4. **Atlas** : It is a book of maps. You can find a particular place in the world.

**Task 2 : Your teacher asks you to find out the information on the following. Which reference material would you refer to?**

- i. Information on nuclear weapons.
- ii. Pronunciation of the word, "exemplification."
- iii. Synonym of the word, "natural."
- iv. The place where the first nuclear bomb exploded.

- v. Variations of the word “inspire.”
- vi. To know the spelling of the word, “approximately.”
- vii. To collect the information about the things that scientists need for their research.
- viii. To find out the phrase that means, “to continue.”



### Do the project

**Task 1 : Collect newspaper clippings about the recent earthquake.**

**Share them with your partner and write a newspaper report.**

### Self - assessment

**Read the statements and put a tick mark in the appropriate box.**

Sl.No.	Statement	Yes	No	To some extent
1.	I collected newspaper clippings about recent natural calamities.			
2.	I shared information with my partners.			
3.	I discussed the reasons for such natural calamities with my friends.			
4.	I helped my partners to prepare an album.			
5.	I'd like to help the victims of the natural calamities.			

### Suggested reading

1. “Wings of Fire” - A.P.J. Abdul Kalam
2. “My Enjoyment of Science” - Joseph.B.Keller
3. Watch the movie “Gravity” released in 2013.

### Know about the author

*Keilis- Borok taught at the University of California, Los Angeles. He was the research group leader of the international Institute for Earthquake Prediction Theory and Mathematical Geophysics, Russian Academy of Science. He was also Co- director (and founder) of the Research Programme on non-linear dynamics and earthquake prediction of the Abdus Salam International Centre for Theoretical Physics, Trieste.*



*Source : One Hundred Reasons to be a Scientist - Published by the Abdus Salam International Centre for Theoretical Physics (ICTP)*

## Before you read

*Imagine that you have planned to trek alone in one of the dense forests next Sunday. What would be your emotions before trekking? Can you write a letter to your friend expressing your feelings? You can include the following words in your letter:*

excitement      apprehension      eagerness      doubt  
enthusiasm      confidence      readiness

## Listen to the poem (The teacher reads/ recites the poem)

### Read the poem

### Off to Outer Space Tomorrow Morning

- Norman Nicholson



You can start the Count Down; you can take a last look;  
You can pass me my helmet from its plastic hook;  
You can cross out my name from the telephone book-  
For I'm off to Outer Space tomorrow morning. 4

There won't be any calendar, there won't be any clock;  
Daylight will be on the switch and winter under lock.  
I'll doze when I'm sleepy and wake without a knock-  
For I'm off to Outer Space tomorrow morning. 8

I'll be writing no letters; I'll be posting no mail.  
For with nobody to visit me and not a friend in hail,  
In solit'ry confinement as complete as any gaol  
I'll be off to Outer Space tomorrow morning. 12

When my capsule door is sealed and my space-flight has begun,  
With the tea cups circling round me like the planets round the Sun,  
I'll be centre of my gravity, a universe of one,  
Setting off to Outer Space tomorrow morning. 16

**doze** : sleep, **solit'ry** : solitary/alone, **confinement** : imprisonment, **gaol** : prison,  
**capsule** : part of the spacecraft that separates from the main rocket, **centre of gravity** : weight due to the force of gravity or attraction.



You can watch on television and follow from afar,  
 Tracking through your telescope my upward shooting star,  
 But you needn't think I'll give a damn for you or what you are  
 When I am off to Outer Space tomorrow morning. 20

And when the rockets thrust me on my trans-galactic hop,  
 With twenty hundred light-years before the first stop,  
 Then you and every soul on earth can go and blow your top-  
 For I'm off to Outer Space tomorrow morning. 24

### Understand the poem

1. Pick out two phrases from line 1 which suggest the final moments for the launch of the rocket.
2. With what feelings is the speaker flying out of the earth?
  - a) despair
  - b) lack of confidence
  - c) apprehension
  - d) doubt about his return to the earth
  - e) .....

Choose your response from the ones given above or give your own.  
 Say which line or lines in the first stanza support your response.

3. State the reason for the poet to say "calendars and clocks" are useless in space ( stanza 2 )
4. The expression "winter under lock," means, that in space,
  - a) there is no change of seasons.
  - b) seasons change frequently.
  - c) weather is chill always.
  - d) weather is very hot always.
5. The speaker has the feeling that he is imprisoned. What might have been the reason for him to have such a feeling? ( Read lines 9 to 12)

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**tracking** : following, **trans-galactic** : across galaxies, **blow your top** : explode in anger. **rocket**: a vehicle used for travelling or carrying things into space, **setting off to outer space** : flying in space, **afar** : far away, **I will give a damn** : I don't care

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6. The speaker says, "Tea cups circling round me like the planets round the sun." Why does it happen only in space and not on the earth?
7. Read stanza 5, and identify the indirect comparison (metaphor) in it.
8. The speaker in the line (19) says "But you needn't think I'll give a damn for you." This is same as saying
  - a) I don't think I will have time to think about you.
  - b) I don't think I will have no time to think about you.

### Read and appreciate

1. The tone of the poem is one of
 

a) mourning	[   ]
b) jubilation	[   ]
c) disappointment	[   ]
d) sadness	[   ]
e) humour	[   ]
f) anger	[   ]
g) protest	[   ]

You may think more than one is appropriate. Mark (✓) if you think so, and mark (✗) if you do not. Justify your choice in your group.

2. Do you think that the repetition of the last line of every stanza is intentional? What might have been the purpose behind it? What does it suggest? Sing it aloud and try to find out the answer.
3. The poem is not full of figures of speech. Yet the poem has two similes. Pick them.
4. Pick some instances of daily routine mentioned in the poem. Do you think the speaker doesn't want to do these things?
5. A group of rhyming words has been given to you. Write down the remaining ones. You may practise them with proper pronunciation with the help of your teacher.  
Look, hook, book.
6. The rhyme scheme in the poem is a a a b. Do you find any other rhyme scheme in the pattern of the poem? Look at the last line of all the stanzas, and find it out.

## Read and enjoy

**You can Read these poems. Compare the tone of these poems with the poem you have already read.**

### **1. I Am A Cosmonaut**

**- Leonore Mashall**

I AM A  
Cosmonaut  
Cradled in dangers  
Orbiting a garden universe  
Snipping cosmos, probing Venus  
Sighting summers end blindly  
Weightily weightless  
Spinning out of reach,  
out  
of  
reach  
Signalling strangers.

### **2. Sitting at the edge of the World**

**- Roch Saumure**

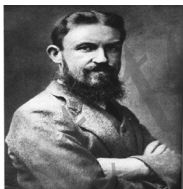
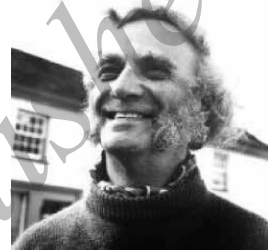
Sitting at the edge of the world  
I can hear my heart breaking  
I can see the pieces falling into the void  
I can't stop from screaming  
But nobody's there to hear me  
And nobody's there to see me  
And nobody's there to hold me  
To stop me from losing my mind.  
Memories going round and round  
Isn't there a way out of this hole?  
Images spiralling without a sound  
Somebody please help me, I'm losing my soul.  
Sitting at the edge of the world  
You can't help me but wonder what's it all  
So much suffering, so much misery  
I wish somebody would come and shoot me.

Could you ever find my way back home?  
A place where I wouldn't be alone  
A place where the Sun would shine  
A place where my heart could dance.

**Which poem do you like? Can you give the reason? Share your response with your partner.**

**Know about the poet**

**Norman Nicholson:** *Although he identifies himself as a poet, he has written regional geography, literary criticism, autobiography, literary biography and novels. All his work reveals a deep feeling for the South Cumberland coastal area bordered on the west by the Irish Sea and on the east by the Lake District. His poetry is noted for its local concerns, Straightforwardness of language and inclusion of elements of common speech.*



**Science never solves a Problem  
without creating ten more.**

**George Bernard shaw**

## Supplementary Reading - 1

### Narayanapur Incident

- Shashi Deshapande

#### Introduction :

*(The year is 1942- the time of the Quit India Movement. A teacher in a small town, a follower of Gandhiji, has been arrested. His elder son, eighteen -year old Mohan, and his college friends, including Suman, believe in a different form of resistance to the British. His younger son, Babu, aged thirteen and daughter Manju, two years younger, are also keen to participate in the struggle against the British.)*

1. “Are you coming, Manju?” Babu asked.

“Coming where?” said Manju. Even as the brother and sister were talking, they heard magical words, ‘They’re coming, they are coming.’ The children, like others, rushed out, heedless of the rain. Policemen now appeared all along the road. Some of them walked in front of the students, some by their sides; but the students marched as if the police didn’t exist. They walked in complete silence. There were no slogans, no shouts, just the shuffle of feet, the drip of rain and a low murmur from the watching crowd.



2. Babu and Manju looked eagerly for Mohan. Yes, there he was, dressed in white pyjamas and cream-coloured shirt, with another boy, both holding aloft a picture of the Mahatma.

3. Their arms must have ached holding it up that way for so long, but their faces were expressionless. Now the leaders of the procession-Suman was one of them, they saw in excitement-had reached the barred gates. A police officer – he was the DSP, Mohan told them later-came up to them. There was some conversation between him and the students.

4. The students seemed to be arguing. The rain had lessened now and the police officer took off his hat and ruffled his hair. Once he laughed, showing all his teeth, but the students remained serious. One of them handed him a piece of paper. He took it without glancing at it and nodded. The students turned their backs on him and one of them shouted

‘Mahatma Gandhi Ki Jai’. The others shouted back loudly. And then they briskly marched back the way they had come.

**5.** ‘Is that all?’ Manju asked in disappointment. ‘What else did you want? A dance? A drama?’ Babu asked scornfully. Nevertheless, he understood her feeling and asked Mohan the same question when he returned home. ‘Why did you go back so quietly? Were you scared of what the police would do?’

**6.** Mohan seemed immensely pleased with himself. ‘Scared? Not in the least! We had planned it this way. We knew they would stop us at the gate. We knew they expected us to protest and be violent. Oh yes, they wanted us to do that so that they could beat us up and haul us away to jail. But we are not prepared to go to jail- not as yet, anyway. Not until we’ve given them much more trouble. And so we decided we would give them no chance at all.’ ‘What was the point then?’ Babu asked. While Manju listened earnestly, her chin cupped in her hands. ‘It’s like a declaration of war. We’ve told them – this is war for us and you’re the enemy. You don’t start a war without first declaring your intentions, do you?’

**7.** ‘Unless you’re Adolf Hitler’, Amma, who had been quietly listening to them, said with a small smile.

‘Right, which we’re not. So that’s how it was’ ‘And what was that paper you gave the policeman?’

‘That was a notice served on the Collector, as representative of His Majesty’s government, asking them to quit India or face the consequences’

**8.** Suman and another boy turned up after they had finished their dinner that night. The boy staggered in with a large newspaper-covered parcel in his hands. ‘Got it?’ Mohan asked, his voice tense with excitement. ‘Yes. Lot of trouble though. Where shall I take it?’ ‘Here, let me help you, my room. Okay, Amma?’ ‘No, I think the puja room is better. A light there will look more normal.’ ‘Right, as usual, Amma. The puja room, then’. The boy went away after a whispered conversation with Suman. Then Suman, Amma and Mohan went into the small puja room. Babu and Manju stared curiously over their shoulders at the mysterious parcel which turned out to be a cyclostyling machine.

**9.** ‘Babu’, Mohan said as they settled down to work, ‘sit out in the front room and keep watch. Give us a warning if anyone seems to be

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**stagger** : walk or move unsteadily

coming to our house. Manju, go to bed. Or else,' he went on, noticing her crestfallen face, 'you sit here in the hall and pass on Babu's warning to us'.

**10.** Babu sat outside, alert and attentive. He felt a thickening in his throat. It was beginning. And at last he was doing something. What a pity Gopya, Murali and others would never know about perhaps, some day.... He checked himself and kept his eyes and mind on the road outside. It was deserted. In a little while, the nine o'clock siren went off. Babu thought for the first time that day of the war being fought all over the world. And suddenly, coming out of his reverie, he tensed. A man riding a bike got off and stopped right outside their gate. But it was only to light a cigarette, it seemed. Babu could see the match flaring, then the glow in front of the man's face. The small point of light moved as the man got on his bike and rode away. One more bike, Babu flung himself inside. Manju turned a startled face to him. 'Someone's coming in.'

**11.** There was silence. From inside the Puja room, their faces looked at him blankly, the dim light giving them a peculiar look. Shadows quivered and danced as the wick in the oil lamp flickered and fizzed. Then Amma got up and came out, followed by Mohan. Suman stayed inside and Mohan closed the door of the room. 'Manju, go to bed. Babu, you too.'

**12.** There was a knock at the door. Babu rushed to his room, unrolled his bedroll and threw himself on it. A knock again. 'Who's there?' Amma called out. Knock. knock. 'Mohan, go and see who it is'. Manju, who had got into bed too, noticed that though Amma's voice was steady, her hands trembled. Mohan came in saying, 'Amma, it's Patil, the Sub-Inspector.' Amma held Manju's hand in a tight, hurtful clutch, though her voice was still cool and calm. 'What does he want?' 'He wants to talk to you' 'To me?' The hand relaxed. Manju drew her own hand back and rubbed it softly.

**13.** 'I haven't come to trouble you,' a strange voice said. "Your husband was my friend in school. I'm a friend". Amma got up quickly and went out. Manju waited a moment and followed her. There was Babu coming out of his room, making a show of having been woken out of a deep sleep, rubbing his eyes, yawning loudly and repeatedly, mumbling in a grumpy voice, 'Who is it? Who is it?' But nobody paid him any attention and soon Babu was taking in everything with the greatest curiosity.

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**reverie** : condition of being lost in dreamy, pleasant thoughts, **quiver** : tremble slightly or vibrate, **flicker** : burn or shine unsteadily, **fizz** : become weak , **scared** : frightened.

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**14.** The man – was he really a police officer? He didn't look like one in his dingy clothes. He was saying to Amma, 'Yes we were in school together. Oh, yes, he was far above me. He was a scholar and I was one of the dunces. He always helped me, though. God knows how often I would have been caned but for him.' 'Please, Patil Saheb', Amma said, rather impatiently, 'tell me why you are here.' 'It's like this'. Suddenly the man was brisk and business like. His glance swept over all of them, taking them all in shrewdly. Certainly this man was no dunce. 'There's going to be a search in your house.' 'When?'

**15.** 'Most probably tonight. I heard the Sahib talking. They were speaking of a cyclostyling machine. It seems you people are making copies of Mahatma's speech. They say you have people hiding here as well.'

**16.** 'Ha!' Mohan scoffed. 'But you have the cyclostyling machine !' 'No!' Mohan repeated angrily. 'You're wasting time spying on us'. 'Tell me'. The man ignored Mohan and spoke to Amma. 'Yes,' Amma replied simply and Mohan made an angry hissing sound. 'Where is it?' 'Amma you've gone....' 'Inside.' Manju's heart began beating wildly. Why was Amma giving them away? 'Give it to me. I'll get it out of the way. You can have it when it's safe.' Mohan burst out again. 'Amma, what are you doing? How can you trust a policeman?'

**17.** The man touched Mohan on the shoulder. 'Mohan, you're still very young. There are many things you don't understand. I am a policeman, yes, but your father was and still is my friend. And this is my country as much as it is yours. Now give it to me quickly. They may come any moment.' Amma opened the door of the Puja room and said, 'Suma!' Suman emerged, wiping her face with her sari, looking anxiously at them. 'Come in.' Amma beckoned to the man. 'It's here.' Suman stared at Amma and the man in bewilderment. Amma smiled at her and said, 'You've got to get away, Suman. Take away all that material Mohan, will you...?'

**18.** Mohan stared at Amma, at Suman and finally at Patil, who stared steadily back at Mohan. And suddenly the two smiled at each other. 'Okay, Amma', Mohan said and ducked into the Puja room. He lugged the machine out and gave it to Patil. 'Do you have a largish bag with you?' the man asked. 'Manju.' Amma began, but Babu had already got

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**crestfallen** : dejected, disappointed, **shrewdly** : showing sound judgement and commonsense, **in bewilderment** : in puzzled/confused state, **lug** : pull or drag roughly and with much effort.

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it. 'That's fine, that's fine', the man said. And then they were gone –Patil, Mohan and Suman. The house seemed unbelievably quiet after the earlier intense activity. 'Let's go back to bed', Amma suggested. Mohan came back shortly. 'Suman?' Manju asked him anxiously. 'She's all right.'

**19.** 'Go to bed, Manju,' Amma said. 'Bed! With the police about to come?' But nevertheless, she did drop off at some time. And came out of her sleep with a jerk to hear a loud knock at the door. It was repeated. Manju sat up in sudden fright. Amma patted her comfortingly. 'Who is it?' she asked loudly. 'Open the door,' a strange voice ordered. 'Mohan, see who it is,' Amma said. It was like going through something all over again. But this time they knew for sure it wasn't a friend standing out there. No need for Mohan to announce, 'Amma, It's the police.'

**Answer the following questions :**

1. Why had the students been marching? How was it an unusual march?
2. A police officer was seen talking to the student leaders. Can you guess what the officer had been talking to them?
3. Babu and Manju were a bit disappointed with the way students were marching. What was the reason?
4. What had the police expected about the way of protest? How did the student leaders manage the protest?
5. What was there in the 'mysterious parcel'? What suspicion did the police have about that?
6. Why had Patil, the sub-inspector, come there? Who believed him? What was the result?
7. What do you think is the writer of the incident trying to impress upon the readers?

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**largish** : fairly large.

## Supplementary Reading - 2

### On Top of the World

-Dicky Dolma

#### Introduction

*(Dicky Dolma scaled Mt. Everest in 1993 just when she was 19 and became the youngest woman to do so. Born and brought up in Himachal Pradesh, she made a concerted effort to reach the summit. Come, let us read this saga of adventure which she penned after that event.)*

1. I was born and brought up in Palchan, Himachal Pradesh (HP). From the very beginning, I have experienced the hardships of life. I was only 11 when I lost my mother and before I could get used to the person closest to me not being around, I lost my elder brother, too. These experiences have left a profound impact on me. Not many people know that before mountaineering happened to me, I was deeply interested in skiing and that I've been a regular at the Nationals since 1989 and still participate.



I have even won various medals at national and international levels.

2. As for taking up the challenge of the lofty mountains, it wasn't a difficult decision because, from my very childhood, I had been fascinated by the grandeur of the snow-clad peaks of the Himalayas. Beautiful mountain peaks surrounded my home in Palchan. Every morning when I woke up, they were the first things that I saw.

3. That urge to climb those peaks and savour the breathtaking view from the top was the reason that I took to mountaineering with the zeal of an ant. My desire grew all the more when I came to know about the newly-opened mountaineering institute in Manali and the various training courses being conducted there. I was just 16 at that time but, seeing my determination and one-track mind, each one of my friends and family members stood by me and encouraged me to take up the basic mountaineering course at Manali in 1991. It was again my determination and hard work that saw me scoring 'A' grades. But more than that, what gave me immense satisfaction was my name being cleared for an

**profound impact** : deep effect, **Nationals** : National Level Competitions in Skiing, **fascinated**: lured, attracted, **savour** : experience and enjoy, **one-track mind** : mind with determination, **stood by** : supported, **immense** : great.

all-India expedition to Mount Everest. Seeing my name on the list was like a dream come true. It was the moment I had been waiting for since childhood. For the final selection, however, we made three successful expeditions to different mountains.

4. After the completion of the course, I was assured of a place in the team. I climbed Mt. Everest on May 10, 1993, and became the youngest woman in the world to have achieved the awesome feat of scaling the world's highest peak. I had just turned 19 and suddenly I had the whole world at my feet, literally.

5. The view from above is something that only an Everester will understand, but perhaps not be able to fully describe. It was much more breathtaking than I could ever have imagined. The entire National and State awards that I have been bestowed with are nothing compared to the experiences of seeing that view.

6. As for mountaineering being a tough sport, frankly, the thought never crossed my mind. May be it was my zeal for the work. Scaling peaks is second nature to me. I was very determined and was willing to go to any lengths to achieve my goal. When it comes to hard work, I have never been scared.

7. As for sincerity and responsibilities, I'm not a shirker. In fact, the early hardships of life had helped me realize that success always follows hard work and dedication. In my quest for the Everest, I used to practice four hours daily.

8. More than the physical or mental problems, my biggest headache was my financial situation. When I was getting ready for the final frontier, my father was bedridden and a lot of money was needed for his treatment. So the family had very little to offer me. We had to take a specific amount with us, which was really big for me. Yet, I never once considered leaving the spot.

9. Besides mountaineering, I love to listen to music, especially old Hindi film songs. I lost my father a year-and-a-half after scaling the Everest. Currently I'm teaching mountaineering at the institute where I learnt

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**expedition** : an organized journey with a purpose, (here) scaling Mount Everest, **awesome feat**: an unbelievable and almost frightening adventure, **literally** : in the true sense of the term, **zeal** : enthusiasm, desire, **to go to any length** : to take any risk, **shirker** : person running away from the risk or responsibility, **quest** : search, **learnt the ropes**: learn to do something (idiom) .

the ropes myself. I would like my children to take up adventure sports, provided they are willing.

**I. Answer the following questions briefly:**

1. Give an account of Dicky Dolma's hardship and challenges she faced before she was qualified for this venture of scaling the peak.
2. How has Dolma described her preparedness for the task of scaling Mount Everest?

**II. Answer the following questions:**

1. "With zeal and determination there is nothing that one cannot achieve". What else do you think are necessary to achieve, besides zeal and determination? Have a discussion in the class.
2. Narrate the adventurous story of Dicky Dolma in your own words.

## Supplementary Reading - 3

### A Great Martyr ever Cherished

-Edited: Meha Mathur and Tessy Koshy

#### Introduction :

*(We often come to know from the newspaper accounts how our young soldiers aspire to live and die for our country. They are ready to sacrifice everything. Here is a profile of a young soldier who gave up his life at the age of 25. People live and die, but continue to live for ever in the hearts of patriots. Read on to know and cherish the memory of such great souls.)*

**“The sand, like life, slipped away forever... as he continued to live on”.**

1. Enter the Haneef Uddin household and a warm smile will beckon you to step right in. But that's all the smile can do as it beams from within the confines of a picture frame. A mere memory – painful and brave – the smile belongs to the twenty-five-year-old martyr lieutenant Haneef Uddin. As you take a deep breath and try to avert the pain that comes from knowing of a young life cut short, you will notice a large picture of snowcapped mountain peaks of the Turtuk sector in Kargil, now called Sub-sector Haneef in memory of Haneef Uddin's bravery.



2. Perhaps Haneef Uddin, or 'Khalifa' as his friends called him, knew what he would be able to give to the nation. Which probably explains why Haneef Uddin, who hailed from a family of musicians, chose to join the army. Perhaps Haneef Uddin also knew that life for him was short and so needed to repeatedly remind himself of his mission. One can only surmise from a flash card, found amongst his belongings, which simply said, "We change lives".

3. Fate had ensured that Haneef Uddin would battle with hardships from a tender age. When he was just eight years old, Haneef lost his father who

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**beckon** : call, invite, **within the confines of a picture frame** : just from a photograph, **martyr**: a soldier who dies for the sake of his/her country, **avert the pain** : to get over the sad feeling, **mission**: goal, objective, purpose, **surmise** : guess, **artiste** : a professional entertainer.

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had been an artist associated with the National School of Drama. Left to take care of three young boys, Haneef's mother Hema Aziz, a vocal artiste, would often have to leave Haneef and his brothers alone, as she travelled with the performance wing of the Information and Broadcasting Ministry. Recalls Hema Aziz, "I had a touring job and was out very often, and the kids became very responsible, getting up and getting ready for school without my having to tell them... I didn't have to tell them in so many words but my going to work without excuses gave them the message that one's duty is the most important thing in life."

**4.** While Haneef's elder brother Nafisuddin went on to become a teacher and was at the JD Tyler School, New Delhi at the time of the tragedy, his younger brother took to composing music on his Casio. Haneef would often team up with him on the drums.

**5.** An introvert, Haneef began to make friends only by the time he was 14 years of age. He would often go out of his way to help people because that gave him a certain kind of joy. "In fact, this was the quality his seniors recounted when they came to meet me after his death," explains his mother.

**6.** And he was able to reach out to all. Hema mentions that a 77 year-old gentleman, who paid a condolence visit to Haneefuddin's house, recalled how Haneef had approached him with some queries related to Sufism.

**7.** Haneef was a student of Kerala School in New Delhi and had applied to the army when he was graduating from Shivaji College, New Delhi. Yet, Haneef, didn't know much about the army. "The only exposure my sons had was through me, as I had often gone to the forward areas on performances for the Armed Forces Entertainment Wing."

**8.** However, six months into the Indian Military Academy (IMA) training, the gentle Haneef was a changed man. "During those days he used to write to me about how tough the training was. I particularly remember him telling me that they had to take a 'Mussourie bath' at midnight. I suppose it was some kind of cold water bath at midnight," remembers Hema. Post-training, Haneef joined the 11 Rajputana Rifles and was posted at Jaipur and then at Siachen, just prior to the Kargil war of 1999.

**Casio :** a musical instrument, **introvert :** a person who is interested in his own thoughts, **Sufism:** a religious philosophy that advocates attainment of Godhood through prayer, meditation, simple and strict way of living, **exposure :** (here) experience or knowledge, **Kullu :** a place.



9. Yet, life for Haneef was always ‘ekdam bindas’: He dabbled in art, sketched very well, made beautiful cards out of waste material, read a great deal and loved playing the drums. Which is why the officers at the Raj Rifs (as the army terms the 11 Rajputana Rifles) made him get all his instruments from Delhi and form the music group, now called ‘Haneef’.

10. While there was not enough time to rise up the ranks as he had dreamed, another of Haneef’s wishes did come true when the sub-sector was named after him. As a young officer, Haneef had once told his mother how a post – the Nanasing Post – had been named after a brave soldier.

11. So his bravery does live on in the air of the cold mountains and on the plains. A scholarship now exists in his name and his family has started a school in Kullu under the Haneef Foundation.

12. Despite the pain and loss, Haneef has earned his family a glory that will see them through the years. It is this pride that has made Hema Aziz politely decline the Indian army’s compensation offer of a petrol pump.

“There are some families whose sole bread earner is gone. They need it more,” says this mother of a martyr.

**I. Answer the following questions briefly:**

1. The writer speaks of the ‘smile’ that welcomes anyone who enters Haneef’s house. What more do we know about this ‘smile’?
2. What did Haneef choose as his mission? Why did he do so?
3. Life for Haneef in the beginning was never a smooth sail. Why was it so?
4. The absence of mother from home taught the children something. What was that?
5. How does the writer describe the ‘introvert’ Haneef?
6. Haneef was a young man with varied talents and interests. Illustrate this statement drawing support from the text.

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**Kargil War** : The war between India and Pakistan, **dabbled in art** : to try to draw, though not seriously , **in the air of** : his bravery was felt by one and all.

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## II. Answer the following questions:

1. Share your thoughts and impression of Haneef with your classmates.
2. Imagine you had the opportunity of interviewing Haneef. Prepare a suitable questionnaire. Write probable reply from Haneef. Share your views with your group.

e.g., You may begin like this

**You** : Good evening, I'm.....I'm a journalist and I report for .....  
Would you mind sharing your experience with our readers please? Here are a few questions. May I.....

**Haneef**: Come on. It's a pleasure talking to you people. I mean reporters.  
Well. I'm ready...

## Supplementary Reading -4

### The Bird of Happiness

(A Tibetan Folktale)

*All of us want to be happy, don't we? But how can we be happy? Is it by acquiring money, power or wealth? or is it by living in tune with nature? Can you give some examples to prove your point? Clues are given in each box.*

#### SOURCE OF HAPPINESS

<b>Speaking</b> ..... .....	<b>Showing sympathy for .....</b>	<b>Being..... ..... to others</b>	<b>Living in tune with .....</b>	<b>Acquiring ..... qualities</b>	<b>Thinking of ..... .....</b>
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**Now, here is a folktale which illustrates how one can be happy. Read the text.**

### The Bird of Happiness

(A Tibetan Folktale)

**- Liu Jude**

**1.** In ancient days, there was a very poor area in Tibet which had no rivers or good land, no warmth or fresh flowers, no trees or green grass. The people who lived there suffered from hunger and cold all year round and did not know what happiness was like. Despite this, they still believed that happiness must exist somewhere in the world.

**2.** The old folk used to say that happiness was a beautiful bird living on a snowy mountain far, far away in the east. Wherever the bird flew,

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*despite : in spite of*

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happiness went with it. Every year people went to look for this bird, but not one of them did ever return. The Bird of Happiness was said to be guarded by three old monsters, who could kill a man by simply blowing through their long beards.

3. Once an extremely bright boy called Wangjia was sent to find the Bird of Happiness. On his departure, the girls of the village offered him barley wine; and the mothers, in accordance with Tibetan custom, spread barley grains on his head to wish him a good journey.

4. Wangjia walked eastwards for many days until he saw ahead of him a large mountain, covered with snow that shone like silver. Just at that moment, an old monster with a black beard appeared in his path.

5. “Who goes there?” he cried like a crow. “How dare you come here? What are you after?”

6. “My name is Wangjia, and I have come to look for the Bird of Happiness.”

7. “Ha, ha!” laughed the old monster. “How could a little child like you, no longer than an egg, dare to set foot here? If you want to find the Bird of Happiness, first you must kill Lousang’s mother! Otherwise, you’ll be punished. I don’t need to do anything myself in order to kill a puny little thing like you. I’ll just make you walk nine hundred miles across scree and you’ll be done for.”

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**puny** : small, **rage** : anger, **will be done for** : will be dead, **ripped apart**: pulled apart, **departure**: leaving, **scree**: an area of small loose stones, especially on a mountain, **sole**: the bottom surface of the foot, **shreds** : thin torn pieces, **will I ever make it** : will I succeed?

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8. Wangjia replied, "I love my own mother, and I'll never kill another person's. Do as you please!" The old monster flew into a rage. He immediately began to blow through his beard; and, in the twinkling of an eye, the smooth road became a vast scree. Every stone on it was as sharp as a knife.

9. After the first hundred miles, the soles of Wangjia's boots were ripped apart by the stones; after the second hundred miles, his feet were cut to pieces; and after the third hundred miles, his hands were torn to shreds.

10. "This is tough going!" he thought to himself. "Will I ever make it? Had I better turn back now? No, never!" He could not bring himself to turn back. He knew that the people at home were waiting for him to bring back happiness.

11. Wangjia lay on the ground and began to crawl forward. His clothes were torn; his knees and shoulders were bruised. Finally, he reached the end of his journey, and there he found another old monster, with a brown beard and a voice like the whistling wind, waiting for him.

12. "If you want to see the Bird of Happiness," howled the monster, "you must poison old gaffer Silong first. If you won't do it, I'll starve you to death!"

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**crawl:** move slowly, **old gaffer :** old man in charge, **defiantly:** refusing to obey, **rumbling with hunger:** feeling very hungry, **set off :** startm, **howled:** cried like a wolf, **boundless :** having no limit, **silong:** a Tibetan whom the first monster hated, **old gaffer silong :** an enemy of the second monster, **not a scrap of food :** not a bit of food, **bruised :** hurt, **head swam:** felt as if everything was spinning around.

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**13.** Looking him defiantly in the face, Wangjia replied, “You can shout for all you are worth! But I am fond of my own grandpa, and I’ll never kill another man’s!”

**14.** In a fury the old monster blew through his long beard, and Wangjia’s bread-bag flew into the sky. Before his eyes, the blue mountains and green rivers were turned into a boundless desert with not a scrap of food to be found.

**15.** Wangjia set off again. After the first hundred miles, his stomach began rumbling with hunger; after the second hundred miles, he was so hungry that his head swam and he began to see stars; after the third hundred miles, he was so hungry that there was a sharp pain in his guts, as if they were being cut by a knife. Anyone who has ever starved knows what he suffered. Wangjia went to a river, drank plenty of cold water and continued on his way. By the time he reached his journey’s end, he was nothing but skin and bone.

**16.** There, in his path, stood another old monster with a white beard.

**17.** “What reckless fool has dared to come here?” he thundered.

**18.** “My name is Wangjia, and I have come here to look for the Bird of Happiness!”

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**reckless** : unmindful of the risk, **gouge out** : to force out the eye of (a person) with one's thumb, **ordeal** : suffering, **overwhelmed**: filled with strong emotion, **Bhima** : a girl's name, **at once**: with no loss of time, **clambered** : climbed up, **groping** : moving as if in the dark.

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**19.** “If you want to see the Bird of Happiness, you must bring me Bhima’s eyeballs! If you dare to say no, I’ll gouge out your eyeballs at once!”.

**20.** Wangjia bowed his head and thought for a while then he answered, “ You must be dreaming ! No one has the right to destroy a girl’s pretty eyes!. I’ll never gouge Bhima’s eyes!”.

**21.** The old monster screamed with rage. He immediately began to blow through his long beard, and Wangjia’s eyeballs jumped out of their sockets and he became blind.

**22.** “This must be the last ordeal,” he thought. “I must keep going in the direction of the rising sun. That must be the place where the Bird of Happiness lives.”

**23.** Groping his way with his hands on the ground, Wangjia crawled another nine hundred miles. He clambered to the peak of a snow-covered mountain, and there he heard the voice of the Bird of Happiness.

**24.** “My lovely child, have you come here for me?”

**25.** Overwhelmed with joy, Wangjia replied, “Yes, I have! My people long to see you day and night. Please come back with me!”.

**26.** The Bird of Happiness caressed Wangjia gently with its wings and sang for him. His eyeballs flew back to their sockets, and now he saw much more brightly than before. All his wounds were healed and he was



stronger than ever. The Bird of Happiness offered Wangjia some dried meat and cream cake, and then bore him back to his home village. They landed on a mountain top.

**27.** “What is it that you want ?” asked the Bird of Happiness.

**28.** Wangjia replied, “We want warmth and happiness, forests and flowers, fields and rivers.”

**29.** Standing on the mountain top, the Bird of Happiness gave three loud cries. At the first cry, the golden sun broke through the clouds and a warm breeze came down from the sky. At the second cry, stretch upon stretch of forest appeared all over the mountains, mountain peach and other mountain flowers bloomed together and thrushes and larks led a chorus of birdsong. At the third cry, green rivers and fields came into view and little white rabbits danced merrily on the grass.

**30.** From that day on, the people in that poor place never suffered hardships again.

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**caressed** : touched gently with love, **to set foot** : to enter into some place, **mountain peach** : mountain fruit, **lark**: a kind of bird.

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### Think about the text

1. “Will I ever make it?” Why did Wangjia feel so?
2. What hardships did Wangjia undergo on his way to find the Bird?
3. What changes came over Wangjia as the Bird of Happiness caressed him?
4. Wangjia was face to face with three monsters. Each monster had his own wish. Wangjia too had a wish. What contrast do you draw between the wishes of the monsters and the wish of Wangjia? What does the folktale suggest with this contrast?
5. Read paragraph 1 and paragraphs 28 and 29. What do you understand from them about the meaning of real happiness?
6. What do you like the most in the story? Support your answer giving reasons.
7. Read the story. Discuss with your partner and fill in the table given below.

	Monster's challenges	Wangjia's answer/ action
First monster		
Second monster		
Third monster		

8. We want to lead a happy life. What according to you can make us happy? Some ways are suggested below. Think whether they are practicable or impracticable. Discuss and Write them under the two columns appropriately.

- a. working hard to satisfy everybody's wants.
- b. giving up all selfish desires.
- c. striking a balance between selfishness and sacrifice.
- d. working together for the good of all.
- e. leading a simple contented life
- f. devoting some time of the day for the good of others.

<b><i>Practicable</i></b>	<b><i>Impracticable</i></b>

## ANNEXURE – 1

# Listening Scripts

### Unit - 1

*I once took part in a drama. I wanted to tell my co-actor ‘stars were twinkling, dogs were barking, and a thief broke the wall and took away the clock.’ But when I went on stage I said, ‘stars were barking, dogs were twinkling, and the thief broke the clock and took away the wall’. The audience had a great laugh. That day onwards I decided not to go on stage.*

### Unit - 2

*During my second month of nursing school, our professor gave us a pop quiz. I was a conscientious student and had breezed through the questions, until I read the last one: “What is the first name of the woman who cleans the school?” Surely, this was some kind of joke.*

*I had seen the cleaning woman several times. She was tall, dark-haired and in her 50s, but how would I know her name? I handed in my paper, leaving the last question blank. Just before the class ended, one student asked if the last question would count toward our quiz grade.*

*“Absolutely,” said the professor. “In your careers, you will meet many people. All are significant. They deserve your attention and care, even if all you do is smile and say ‘hello’.”*

*I’ve never forgotten that lesson. I also learned her name was Dimple.*

### Unit - 3

*Suresh arrives at Bengaluru city Railway Station at 6-00 a.m. He intends to go to Chinnaswamy Stadium. He doesn’t like to take either a bus or an auto rickshaw. He decides to go on foot. He walks 10 meters towards south and takes a left turn near Shanthala Silk House. Then he walks down the*

road, towards east, passes Upparapet Police Station, and again takes a very short left turn and continues his walk towards East on the pavement of Kempegowda road until he reaches a circle near St. Martha's Hospital. From here he walks towards North in front of Vidhana Soudha. After 5 meters, he walks towards his right and reaches Chinnaswamy Stadium.

#### **Unit - 4**

A ten year old girl is in conversation with her father over the telephone. Listen to your teacher reading it.

Shreya: Hello daddy, my teacher told me that tomorrow is Republic day. I should give a speech about it.

Father: That's great! Go ahead..Speak well my dear.

Shreya : What should I speak daddy?

Father: Republic day is actually when we Indians got our Constitution.

Shreya: Constitution..? What is a Constitution?

Father: It is a set of rules and regulations for all people living in India.

Shreya: Even the prime minister....?

Father: Yes! Everybody.. From the president to pauper.

Shreya: Who wrote these rules?

Father: Dr. B.R.Ambedkar. The Constitution came into force on 26th January, 1950.

Shreya: Oh! That's why we celebrate that day as Republic day. Right daddy?

Father: Yes dear. And it is an important national festival.

Shreya: Thank you daddy, I'll prepare for the speech now.

## Unit - 5

*Welcome to the National Program of Music.*

*Dear listeners, you will listen to the Violin duet programme of Shri Mysore P.Rajesh and P.Nataraj. They are popularly known as Mysore brothers. Vidwan Rajesh and Nataraj were trained by their father, Vidwan Prakashaiah. Shri Rajesh and Shri Nataraj are known for their Mysore style of music. They are the recipients of many national and international awards.*

*In this concert, they are going to be accompanied by Vidwan K.R. Prabhu on the Mrudhangam and Vidwan Shankar on the Ghatam. This program was earlier recorded in the Chowdaiah Memorial Hall, Bengaluru before the invited audience.*

*We begin this Violin concert with Varnam in the Ragathodi set to Aditalam.*

## Unit - 6

1. *There are many slips between the cup and the lip.*
2. *Hereby all the passengers are requested to fasten their seat belts.*
3. *She sells sea shells at the sea shore.*
4. *When luck kicks no one checks.*
5. *Born poor is not a sin, but dying poor is.*
6. *Airavatha – 2222 is at platform-10. It leaves for Mysuru at 10-00am.*
7. *A ship is always safe at the shore. But it was not built for that. So take risk and achieve more.*
8. *Keep distance between vehicles.*
9. *Don't trouble trouble until trouble troubles you; if you trouble trouble trouble will trouble you.*

10. *Don't pluck flowers in the garden.*
11. *It is very easy to defeat someone, but it is very hard to win over someone.*
12. *Birds of a feather flock together.*
13. *Always keep to your left on the road.*
14. *Car rally, lorry rally.*
15. *Switch off your mobiles at the petrol bunk.*

### **Unit - 7**

*Once there was a man who was blind. He wished to see the whole world with his own eyes. One day his friends took him to Jesus. They said to Jesus, "Lord, this is our friend and he is blind. Please enable him to see."*

*Jesus took the blind man to a quiet place away from the crowd and gently touched his eyes. Jesus asked him, "Can you see now?" But he could only see a few movements. Jesus gently touched his eyes again. Now he could see everything. Flowers, birds, trees, people and all. He shouted in happiness, "Lord, I can see, I can see!" He knelt down before Jesus and thanked him heartily.*

**(Extract is taken from Bible stories)**

### **Unit - 8**

*On 18 May 1974, India exploded its first nuclear device code named Operation Smiling Buddha. After about a quarter century on 11 May 1998, Operation Shakti was carried out. Shakti was the code name of thermonuclear device that was exploded in Pokhran as part of Pokhran II. Pokhran served as a test site. A total of five nuclear devices were detonated during Operation Shakti. Measurements confirmed that there was no release of radio-activity.*



**ANNEXURE – 2**  
**LIST OF ACTIVITIES/MATERIALS**  
**(Suggested – not exhaustive)**

A list of activities that can be integrated into the process of self-learning has been given. Teachers are requested to plan judiciously in selecting and incorporating them at different stages of learning.

Sl. No.	Stages of Learning	Suggested Activities/Tasks/Exercises/Materials/Areas – to work on
1.	<b>Introductory Activity</b>	*visuals *poems *quotes *incidents *news clippings *dialogues *stories *statistical extracts *web diagram *jokes *excerpts
2.	<b>Vocabulary</b>	*matching *classifying *substituting *identifying *describing *homophones *collocation *synonyms *antonyms *spelling *pronunciation *flowchart *tree diagram *media transfer *tables *maps *sector graph *completing tables *summarising *note-making *skimming *scanning
3.	<b>Reading</b>	*identifying main and subordinate ideas *sequencing *categorising *classifying *doing cross-word puzzles *anticipating /inferring / evaluating/discussing
4.	<b>Listening</b>	<b>Phonic Dimension</b> *identifying the sounds, minimal pairs, syllables, accent, intonation, pause, elision, falling and rising tone, silent letters and short forms. *repeating <b>Meaning Dimension</b> *comprehending *identifying the theme *repeating *guessing the intention of the speaker *responding *summarising
5.	<b>Speaking</b>	<b>Phonic:</b> Pronunciation of sounds, vowels, diphthongs, consonants, syllables, words, accent on the right syllable, pitch, pause, intonation, elision, past-tense realization, plural realization, ellipsis. <b>Discourse:</b> Describing, narrating, expressing, language functions, debating, presenting views orally, and speaking in public asking questions, discussing, playing roles, interpreting visuals, conversing, classifying, announcing.
6.	<b>Writing</b>	Drafting – letters messages, memo notices, brochure, essay, review slogans, placards, questionnaire, expanding, editing, punctuating, trans-coding, notemaking summarising, writing dialogues, organising data, writing reports.
7.	<b>Language Exercises</b>	editing, error detection, structural classification, identifying parts of speech, transformation, comparison, reported speech, intensifiers, articles, time and tense concepts, prepositions, finite and non-finite verbs, inversion, phrases, adverbials, clauses, analysis and synthesis.
8.	<b>Study Skills</b>	Dictionaries, Thesaurus, Encyclopaedia, Bibliography, Index, Newspaper

### ANNEXURE – 3

LIST OF CONSONANT SOUNDS					
/p/			/s/		
beginning	middle	end	beginning	middle	end
pen, piece, pork	nipple, spell, spoken	sleep, heap, ship, lip	sun, cell, seat, seek, slip	missed, accent, transit, taste	bus, price, box, please
/b/			/z/		
bun, blow, bag, beige	ribbon, bubble, tumble, trouble	cub, lab, slab, hub, bulb	zero, xerox, zone, zoo	bazar, examine, easy, lazy	buzz, pause, is, was, quiz, cows
/t/			/ʃ/		
tiffin, tin, ten, tail, temple, timber	written, little, bitter, system, sister, butter	chit, bit, let, mate	she, chivalry, chef, shut, shine, sugar	machine, precious, brochure, initiate, fashion, bishop	moustache, cash
/d/			/ʒ/		
dare, dark, dull, dustbin, dame	middle, paddy, ladder, cradle, pudding, puddle	curd, deed, bid, word, bird, board, mad, sad	Does not occur initially	measure, seizure, treasure, vision, usual, leisure, pleasure, pressure	Does not occur at the end
/k/			/m/		
car, quality, character, chemical	baker, liquor, cycle, mechanic, scale, succeed	bact, unique, basic, stomach, lyric, panic	manner, mend, monk, main	lemon, mammal, example, sample	came, fame, shame, blame
/g/			/n/		
gun, gum, gain, goat, grab, greedy	bigger, rugby, bugged, bagpipe, eggs, beggar	beg, leg, pig, log, dog	nip, net, next, nail	manner, pane, channel, ankle, banquet, anxious	tin, son, bun, tune, bank
/tʃ/			/ŋ/		
chain, child, gigantic, gist	kitchen, teacher, picture, culture	match, beach, rich, batch, church	Does not occur initially	finger, anger, singer	dancing, singing, playing
/dʒ/			/l/		
jump, gem, jam, jail, jeep	judgement, soldier, strategy	village, spinach, raj, large, lodge	label, low, leave, life	balled, alone, belong, selling	bell, panel, canal, kennel
/f/			/r/		
faith, fit, phone, film, photo	buffalo, lieutenant, before, hyphen, buffet	half, cuff, rough, laugh, graph	river, row, rank, rhyme, write	barrier, shrewed, quarrel, carrot, laurel	Does not occur at the end
/v/			/h/		
van, vine, vesper, view	valvet, nephew, never, knives	love, of, have, save, live, cave	happy, hand, high, handsome	behave, inhale, inherit, behind	Does not occur at the end
/θ/			/w/		
thin, think, thigh, thumb, thing	nothing, author	month, breath, south, both, tenth, fifth	when, wet, wonder, won, wig, whale	beware, twelve, twin, sweet, sweep	Does not occur at the end
/ð/			/j/		
that, thy, they, that, than, them	father, feather, leather, whether	bathe, soothe, clothe, breathe	young, yellow, yes, university, European	beyond, tune, student, steward, stew, tuition	Does not occur at the end

# **ANNEXURE – 4** **LIST OF VOWEL SOUNDS**

/i/				/ɔ/	
beginning	middle	end	beginning	middle	end
eat, eagle	seen, meet	free, she	odd, all	call, fought	Does not occur at the end
/ɪ/			/ʊ:/ /ɔ:/		
it, ink	fill, milk	happy, city	owe, ought	war, fought	law, ore
/e/			/ə/		
egg, end	leg, seven	Dose not occur at the end	vole, ice	mind	die, shy
/æ/			/eɪ/		
apple, ant	lack, man	does not occur at the end	eight, age	leit, fate	day, may
/ɑ:/ or /a:/			/ɔɪ/		
art, ask, arm	task, heart	car, bar	oil, oyster	choice, hoist	joy, boy
/ə/			/lə/		
about, around	woman, suppose	banana	ears	fierce, merely	ear, dear
/ʌ/			/eə/ or /ɛə/		
up, us	bus, much	does not occur at the end	aerial	rarely, careless	share, pair
/ə:/ or /ɜ:/			/uə/		
early, earth	bird, first	sir, her	does not occur intially	curator, purist	poor, sure
/u:/			/əu/		
ooze, oust	suit, move	shoe, zoo	own, old	growth, pouch	go, slow
/ʊ/			/aʊ/		
does not occure at the begining	full, would, should	does not occur at the end	out, owl	shout, mouth	how, now

## ANNEXURE – 5

### Word Accent

Sl. No.	Word	Syllabic Division and Accent	Sl. No.	Word	Syllabic Division and Accent
1	abode	a-Bode	38	disability	dis-a-BI-li-ty
2	abundant	a-BUN-dant	39	discretion	d is-CRE-tion
3	accomplish	a-COM-plish	40	dominion	do-M 1-nion
4	achievement	a-CHI EV E-ment	41	economics	e-co-NO-mics
5	agreement	a-GREE-ment	42	emanate	Em-a-nate
6	almighty	a I-MAI-ti	43	enchantment	en-CHANT-ment
7	apart	a-PART	44	entertainment	en-ter-TAIN-ment
8	appease	a-P PEASE	45	enthusiasm	en-Thu-si-asm
9	appropriate	a-PPRO-pri-ate	46	excited	ex-CI-ted
10	architectural	a r-chi-TEC-tu-ral	47	exhibition	ex-hi-BI-tion
11	assiduous	a-SSI-duous	48	expedition	ex-pe-DIT-ION
12	assumed	a-SUM MED	49	extremely	ex-TREME-ly
13	astonishment	a-STO-n ish-ment	50	fiance	fi-AN-ce
14	authoritative	a u-THO-ri-to-tive	51	finite	FI-nite
15	autobiography	a u-to-bi-O-graphy	52	fl utter	FLU-tter
16	blossom	BLO-ssom	53	fracture	FRAC-tu re
17	bother	BO-ther	54	frantic	FRA-n-tic
18	bound less	BOUND-less	55	frequently	FRE-quent-ly
19	burglar	BURG-la r	56	fulfilled	ful-FILLED
20	calligraphy	ca-LLI-gra-phy	57	gaffer	GA-ffer
21	caress	ca-RESS	58	gazelle	ga-ZELLE
22	clamber	CLAM-ber	59	geography	ge-OG-raphy/ge-0-graphy
23	CLA-tter	CLA-tter	60	gesticulate	ge-STI-cu-late
24	communication	co-mmu-ni-CA-tion	61	gingerly	Gin-ger-ly
25	commuter	co-MM U-ter	62	gutter	GU-tter
26	concert(n)	CON-cert	63	hunger	HU N-ger
27	concert(v)	con-CERT	64	hurtle	HU R-tl e
28	conversation	con-ve r-SA-tion	65	imagination	i-ma-gi-NA-t ion
29	cylinder	CY-lin-der	66	immediately	i-MM E-d i-ate-ly
30	defiant	de-FIANT	67	implore	im-PLO-re
31	deliberate	de-LI-berate	68	improvement	im-PRO-ve-ment
32	delirious	de-LI-rious	69	impulsive	im-Pul-sive
33	democracy	de-MO-cra-cy	70	information	in-for-MA-tion
34	department	de-PART-ment	71	infuriate	in-FU-riate
35	descendants	de-SCEN -dents	72	institution	in-sti-TU-tion
36	despite	de-SPITE	73	instrument	I N-stru-me nt
37	direction	d i-REC-tion	74	invitation	in-vi-TA-tion

Sl. No.	Word	Syllabic Division and Accent	Sl. No.	Word	Syllabic Division and Accent
75	irritable	1-rr-i-to-ble	113	receptionist	re-CEP-tio-nist
76	janitor	JA-ni-tor	114	reckless	RECK-less
77	jubilant	JU-bi-lant	115	reference	RE-ference
78	lanky	LAN-ky	116	relaxation	re-la-XATION
79	maestro	MAES-tro	117	reluctant	re-LUC-tant
80	mathematics	ma-the-MA-tics	118	remind	re-MIND
81	melancholy	Me-lan-cho-ly	119	reproach	re-PROACH
82	melancholic	me-lan-CHO-lic	120	ruddy	RU-ddy
83	miracle	M 1-racle	121	rumbling	RUM -bling
84	monster	MON-ster	122	scarcely	Scarce-ly
85	mountain	MOUN-tain	123	sedate	se-DATE
86	muffled	M U-ffled	124	senator	SE-na -tor
87	mutinous	M U-ti-nous	125	similarity	si-mi-LA-ri-ty
88	mystery	MY-stery	126	solitude	SO-li-tude
89	necklace	NECK-lace	127	someone	SOME-one
90	negotiaion	ne-go-ti-A-tion	128	splendid	SPLEN-did
91	newspaper	NEWS-pa-per	129	stampede	stam-PEDE
92	observation	ob-ser-VA-tion	130	statement	STATE-ment
93	oppression	o-PPRE-ssion	131	suburban	su-BUR-ban
94	optimistic	op-ti-MIS-tic	132	suddenly	SU-dden-ly
95	orchard	OR-chard	133	suggestion	su-GGE-stion
96	ordeal	or-DEAL	134	surround	su-RROUND
97	outlet	OUT-le-t	135	suture	SU-tu-re
98	ovation	o-VA-tion	136	swarm	It is a monosyllabic word
99	overwhelm	o-ver-WHELM	137	tenuous	TE-nu-ous
100	pageant	PA-geant	138	tickle	TIC-kle
101	panic	PA-nic	139	transfix	trans-FIX
102	perceptible	per-SEP-ti-ble	140	tremendous	tre-MEN-dous
103	permission	per-MISSION	141	trifle	TRI-fle
104	personnel	per-so-NNEL	142	tumultuous	to-M UL-tuous
105	persuasion	Per-SUA-sion	143	twinkling	TWINK-ling
106	pittance	PIT-tance	144	unbidden	un-BIDDEN
107	populous	PO-pu-lous	145	unbridled	un-BRIDLED
108	precaution	pre-CAU-tion	146	understand ing	un-der-STAN-ding
109	preliminary	pre-LI-mi-na-ry	147	visionary	VI-sion-a rY
110	pretend	pre-TEND	148	wary	WA-ry
111	proposition	pro-po-SI-tion	149	wizard	WI-zard
112	ragged	RA-gged	150	wretched	WRE-tched

## ANNEXURE – 6

Sl. No.	Expressions	Information	Line/s	Poem
1	<b>Figure of speech</b> <b>a) Simile</b>	Use of a word or a phrase with a simile meaning Comparison between unlike things using words such as "like" or "as".	<b>"With the tea cups circling me like the planets round the sun It droppeth as the gentle rain from heaven"</b>	Off to Outer Space Tomorrow Morning By Norman Nicholson Quality of Mercy By Shakespeare
	<b>b) Metaphor</b>	Comparison between unlike things without using words such as "like" or "as".	<b>Laugh, for the time is brief, a thread the length of a span</b>	Laugh and be Merry By John Ma sefield
	<b>c) Personification</b>	Giving human-like traits or characteristics to a non-living thing	<b>A Chain link necklace chokes me now</b>	I am the Land Marina de Bellagente
	<b>d) Hyperbole</b>	It is an extreme exaggeration for the purpose of making a point	<b>Rm .g' d with azure world, he stands</b>	The Eagle By Alfred Lord Tennyson
	<b>e) Synecdoche</b>	A term for a part of something that refers to the whole of something	<b>Tell that its sculptor well those passions read Which yet survive, stamped on those lifeless things The hand that mocked them</b>	Ozymandias By P.B.Shel ley And Night of the Scorpion By Nissim Ezekiel
2	<b>Imagery</b>	Describes experiences by the five senses. It creates mental pictures and emotional responses. It creates details in the mind of the reader.	<b>Gently he lifts it now to parted lips. See? To ..... ,</b>	Jazz Two Poem By Carl Wendall Hines, Jr
3	<b>Irony</b>	Use of a word or a phrase in a way that conveys a meaning opposite to its usual meaning	<b>Water, water everywhere And all the boards did shrink Water, water everywhere Nor any drop to drink.</b>	The Rime of the Ancient Mariner By Coleridge
4	<b>Paradox</b>	Use of apparently contradictory ideas to point out something underlying truth	<b>The wrinkled sea beneath him crawls</b>	The Eagle By Alfred Lord Tennyson
5	<b>Alliteration</b>	Repetition of the same or similar sounds at the beginning of the words	<b>Sound sleep by night, study and ease</b>	Solitude By Alexander Pope
6	<b>Consonance</b>	Repetition of consonant sounds in words that are close to each other	<b>A flip of the flipper, a flick of the wrist</b>	Seal By William Jay Smith
7	<b>Assonance</b>	Repetition of vowels in words that are close to each other	<b>Thus let me live unseen, unknown. Thus unlamented let me</b>	Solitude By Alexander Pope
8	<b>Parody</b>	Humouristic imitation	<b>"Do you believe in ghosts?" Asked the passenger On Platform number three. "I am a rational man," said I "I believe in what I can see- Your hands, your feet, your beard!" "Then look again," said he. And promptly disappeared!</b>	Do You Believe In Ghosts? And Grandma Climbs a Tree By Ruskin Bond
9	<b>Refrain</b>	Repetition of a phrase, a line, or groups of lines throughout the poem, usually after each stanza	<b>For I'm off to outer space tomorrow morning By</b>	Off To Outer Space Tomorrow Morning Norman Nicholson
10	<b>Rhyming scheme</b>	Giving a letter to a pair of lines which occur together in a poem that end with same sounds	<b>hands a lands a stands a crawls b walls b falls b</b>	The Eagle Lines 1-3 ( a,a,a)  Lines 4-6

## ANNEXURE – 7

### Discourse markers

Discourse means "pieces of language longer than a sentence". Some words and expressions are used to show how discourse is constructed. They can show the connection between what a speaker is saying and what has already been said or what is going to be said; they can help to make clear the structure of what is being said; they can indicate what speakers think about what they are saying or what others have said. There are a large number of these "discourse markers". Some discourse markers are used mostly in informal speech or writing; others are more common in a formal style.

**Note that a discourse marker usually comes at the beginning of a clause.**

Focusing and linking	with reference to ; talking/speaking of/ about; regarding; as regards; as far as ... is concerned; as for.
Balancing contrasting points	on the other hand; while; whereas.
Emphasising a contrast	however; nevertheless; mind you; still; yet; in spite of this.
Similarity	similarly; in the same way.
Concession	it is true; of course; certainly; if; may.
Counter-argument	however; even so; but; nevertheless; nonetheless; all the same; still.
Contradicting:	on the contrary.
Dismissal of previous discourse	anyway; anyhow; at any rate; at least.
Change of subject	by the way; incidentally; right; all right; now; OK.
Return to previous subject	as I was saying.
Structuring	"firstly; first of all; to begin with; to start with; for one thing; for another thing."
Adding	"moreover (very formal); furthermore (formal); in addition; as well as that; on top of that (informal); another thing is; what is more; besides; in any case"
Generalising	on the whole; in general; in all/ most/ many/ some cases; broadly speaking; by and large; to a great extent; apart from ...; except for...
Giving examples	for instance; for example; in particular
Logical consequence	therefore (formal); as a result (formal); consequently (formal); so; then.
Making things clear: giving details	I mean; actually; that is to say; in other words.
Softening and correcting	"I think; I feel; I reckon (informal); I guess (Am E); in my view/opinion (formal); apparently; so to speak; more or less; sort of (informal); kind of (informal); well; really; that is to say; at least; I'm afraid; I suppose; or rather; actually; I mean."
Gaining time	let me see; let's see; well; you know; I don't know; I mean; Kind of; sort of.
Showing one's attitude to what one is saying	honestly; frankly; no doubt.
Persuading	after all; look; look here; no doubt.
Summing up	in conclusion; to sum up; briefly; in short.



## ANNEXURE – 8

### Language Functions

Finding out if people knew each other	• Have we met before?
Speculating	• Did you know each other?
Describing similarities	• He looks as you...
	• May be, he has...
	• Compared to...
	• In contrast...
Giving opinion	• As/not as particular as...
	• Personally speaking...
	• In my view...
Disagreeing politely	• As far as my opinion goes...
	• You must be joking!
	• That's not the way I see it...
Admitting one's mistake	• You can't be serious!
	• I hadn't thought...in that way
Expressing one's ignorance	• All right. You win!
	• I suppose you're right.
Identifying somebody/something	• Haven't a clue!
	• Believe me! I don't know anything about it
Advising	• It sounds like...
	• It sounds as if...
	• It could be very well...
	• If I were you, I wouldn't
	• You had better...
	• I'd not recommend...
Expressing wishes	• It's high time you...
	• If only...
	• How I wish..

**Source:** 1. Oxford Guide to English Grammar.

### Analysis of a noun phrase

No.	Quantifier	Determiner	Adjective modifier	Adjectivenon-modifier	Noun	Postmodifiers
1.	-	a	-	-	wallet	in my coat pocket.
2.	-	an	Illiterate	-	fishmonger	-
3.	-	that	Torn	coat	pocket	you wear
4.	Most of	the	Recently	admitted	students	of your college.
5.	-	the	-	-	bank	of a vast lake.
6.	One of	the	Most	variable	incidents	I have ever witnessed
7.	A pair of	those	-	Sarus	Cranes	
8.	each of	the	heavy	glass	doors	of that building
9.	Ten	-	round shaped	metal	discs	

**Note:-Try to write a few more in the table.**