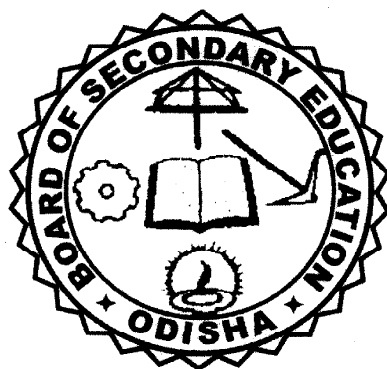


# **SKILLS OF COMMUNICATIVE ENGLISH**

**CLASS - IX**



**BOARD OF SECONDARY EDUCATION  
ODISHA**

Published by the **Board of Secondary Education, Odisha**  
**for Class-IX**

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# PREFACE

*The advent of globalization has set a new trend in the realm of curriculum renewal throughout the world. Keeping this competitive environment in mind, India is pursuing a frontline educational policy to maintain its competitive edge in science and technology. In addition to this, English language teaching has acquired a renewed significance in various communicative contexts, especially in the social sector and the job markets.*

*Keeping these communicative contexts in mind, we have carefully pursued the major recommendations of the National Curriculum Framework of 2005 which reflect our approach to the specific needs of English language learners in the communicative contexts of the twenty-first century.*

*The present text **Skills of Communicative English** comprises two parts : the detailed text in prose, poetry and functional grammar in the contexts of their subject-matter. In addition to this, the specific aspects of *listening, speaking, reading* and *writing* skills have been dealt in the exercises meticulously designed for the purpose of practical communicative contexts. For instance the model of project writing has been provided to cater to the present-day needs of our society.*

*The second part of the text book contains the choicest selection of stories to provide for extensive reading to the learners at the secondary school level. The stories included in the text are interesting, amusing and learner-centred. Their engaging narratives and nuances of characters are meant to sharpen the literary sensibility of our students.*

*Thus, the linguistic and communicative needs of learners have been richly reflected in well-chosen prose and story materials. The poems have been selected to promote understanding and enjoyment and to stimulate the learners' interest in the uses of poetic language for literary flair, rhythm and thought content. In reality, attempts have been made to present a language-rich environment in which teachers can help creation of a context in which the pupil can sustain their interest in English language and literature.*

*It is significant that activity-based exercises, questions and vocabulary items included in the texts are of a varied nature to promote thinking and understanding. It is hoped that, the detailed and non-detailed texts presented here will be simple and challenging while maintaining the quality of material at class IX level, in our present-day competitive environment.*

*We are greatly indebted to all the teachers and learners of English who have graciously given their feedback during in-house discussion of specific language items included here. We welcome creative suggestions of practising teachers and their inputs on the basis of the guideline provided in the exercises and other inputs provided in these texts.*

*Editors*

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## FOREWORD

*The Board has always played a leading role in redefining its part in implementing the educational objectives in the light of the National Curriculum Framework. This guideline has spurred us to put stress on curriculum renewal in the light of the changing needs of our state.*

*It is significant that Secondary Education is the backbone of our educational pyramid. Consequently, stress on the quality of education at this stage is the backbone of a rising society. Keeping this in mind, the present textbooks in English seek to ensure learners' acquisition of Communicative English Skills correctly and effectively so that they can internalize the various patterns of second language with reasonable comment on listening, speaking, reading and writing.*

*The present book **Skills of Communicative English** has been written in an innovative way to suit to the needs of an age of technology on the threshold of global integration. In particular the topics in the detailed text for close reading and the stories for non-detailed study are eminently suited to the needs of the new generation of learners in our socio-cultural context.*

*The Board would like to thank the authors and editors who have taken meticulous care of the tasks of providing suitable exercises, vocabulary items in activity mode. In reality our teachers will play a pivotal role in transacting the text intelligently and creatively. We hope, this book for class-IX will serve as a useful medium for strengthening the language acquisition skills of the learners.*

*We invite creative suggestions of the academics in the light of which we will take further steps for the improvement of the book.*

**President**  
**Board of Secondary Education,**  
**Odisha**

# THE CONSTITUTION OF INDIA

## PREAMBLE

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

- JUSTICE, social, economic and political;
- LIBERTY of thought, expression, belief, faith and worship;
- EQUALITY of status and of opportunity;  
and to promote among them all
- FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation.

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

1. Subs. by the Constitution (Forty second Amendment) Act, 1976, Sec.2, for “Sovereign Democratic Republic” (w.e.f.3.1.1977)
2. Subs. by the constitution (Forty second Amendment) Act, 1976, Sec.2, for “Unity of the Nation” (w.e.f., 3.1.1977)

### PART IV A

#### Fundamental Duties

#### ARTICLE 51A

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

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

# DETAILED TEXT



## The Priceless Gift

### A. Lead in

Do you like to offer some gift to somebody on his / her birthday, wedding or some special occasion ? What sort of things would you like to give ? Discuss about it with your classmates. Why does a small gift become so valuable ?

What do you see when you enter a restaurant ? Read this interesting story, 'The Priceless Gift'. Here 'priceless' means something which has a high value, because it is rare. Match your points of discussion with this description.

### B. The Text :

#### I

I went to a vegetarian restaurant. It was lunch time. There were people eating and drinking. The restaurant was very crowded. I saw that *some of the chairs and tables had been pushed* into a corner. I chose the corner table, seated myself and started skimming through the newspaper.

At that moment I noticed a very young girl looking at me. Her eyes were large and they had a sad expression.

As she was going out she asked the cashier in a low voice, 'Is that gentleman an Indian ?'

'I think so', the cashier replied. The girl looked at me *once* more, and went out.

It surprised me. Why ? What was the matter ? Her interest in me *aroused my* curiosity in her. When I had finished my lunch I asked the waiter, 'Do you know the girl who was sitting out there ?'

‘No, Sir, I notice she has lunch here on Saturdays. She comes on *pay day* only. Perhaps she does not earn much.’

I was moved by what he said. The curiosity I felt about the girl *persisted*. Why had she enquired about me? Who was the mysterious child? I kept thinking of her *poverty-stricken* sad anxious figure. Could I help her in any way?

The week passed. Saturday came again. I went to the same restaurant. As I entered I saw her sitting at the same table as before. She was eating. I went up to her and *took the chair opposite hers*.

I wished her a good afternoon and then by making one brief remark after another, I was able to start a conversation. At last she asked, ‘Are you an Indian? My brother is in India. He is a soldier. We have not had a letter from him for a long time. My mother is very worried. She is afraid something has happened to him.’

I learned that her only guardian was her brother. She lived with her old, widowed mother *Mrs. Bethy*.

I understood how she felt. I think she wanted me to see her mother but she did not have the courage to ask me to accompany her home.

We finished our lunch and got up together. As we walked I asked her, ‘May I know your name?’

‘My name is Maggie.’

We chatted pleasantly and soon reached a bus stand. This gave me the opportunity of asking her where she worked.

‘Do you usually go this way?’ I asked.

‘No’, she answered. ‘I usually take the village bridge. *It is being repaired* at the moment.’

Soon we approached their neighbourhood. We had reached a narrow doorway. Maggie took *a thin latch key* out of her pocket and opened the door. She entered and said, ‘Please come in’.

Together we descended the stairs to the kitchen.

‘Mother’, said Maggie from the doorway, ‘an Indian gentleman has come to see you’.

‘Where is he?’ the old woman asked eagerly. With a smile I stepped into the kitchen behind Maggie.

She introduced us. ‘How do you do?’ I said and *held out my hand*.

‘Excuse me. My hands are covered with flour. I am making cakes. People will come to buy them this evening. This is the way we make our living – lots of trouble.’

Saturday night is a time of festivity in poor neighbourhoods. All kinds of things are sold on this night. The streets are more crowded than any other day. This is the day when they are able to spend a little from their weekly wages.

## II

‘What kind of country is India, sir?’ asked Mrs. Bethy as she resumed her cooking.

‘A beautiful country’.

‘Safe to live in? Aren't there too many snakes and tigers? Don't they kill people?’

‘This type of question has often been asked. Don't believe that snakes and tigers are killed by the people if they come too close.’

‘My son is in the Punjab. He is a soldier. What kind of place is the Punjab?’

‘The Punjab is a fine place. It is a very healthy place to live in’.

‘I'm glad to hear it’. Mrs. Bethy said.

Her baking was finished. ‘Maggie’, she said, ‘take Mr. Gupta upstairs. I'll wash my hands and bring tea’.

As we drank tea I talked about India. Mrs. Bethy showed me a photograph of her son. *It had been kept very neatly in an envelope by the mother*. His name was *Franky*.

‘Maggie’, said Mrs. Bethy, ‘show Mr. Gupta the ring which your brother sent you.’

She brought it and asked, ‘Can you see the past and future in it?’ I took it and examined it.

‘When Franky sent the ring’, Mrs. Bethy said, ‘he wrote that if you concentrate on a distant person as you gaze into it, you will be able to see him and what he is doing. We have not had any news from Franky for a long time. But we have not been able to see anything. Why don't you try? You are an Indian, you may be able to do it?’

I did not have the heart to tell the mother and daughter that the ring was nothing much— not a miraculous thing from a distant land. How could I shatter their dream?

### III

Several months passed. I visited Maggie and Mrs. Bethy. But no news had come from Franky. Mrs. Bethy was sick, in a serious condition, aggravated by her anxiety for Franky. I was in a fix. What could I say to console the mother? Only God knew whether Franky was still alive or dead.

‘Mr. Gupta’, the girl said, ‘My mother has not been ill like this before. I have read in books that Indians love the truth. If you could bring yourself to tell mother only once, after looking into the crystal, that Franky is all right, that he is alive – will it be too much of a lie? Will it be very wrong?’

I thought it over, I am not a very virtuous man so I decided to do this, the least of my offences.

Maggie brought me the ring. I took it and approached her mother's bedside. Wishing her a good morning I said, ‘Mrs. Bethy, your son is alive. He is well’.

The old woman raised her head a little off the pillow. Tears of happiness welled up in her eyes. Mrs. Bethy soon recovered.

It was almost time for me to return to India. I wished to go, to say goodbye to Maggie and her mother. But the family was in mourning. *Franky had been killed in the fighting on the frontier.* I calculated and found that Franky had been dead some days when I told his mother he was alive and well. I felt ashamed to face Mrs. Bethy so I wrote a letter to them, announcing my departure and bidding them goodbye.

The morning of my last day in London dawned. I was to leave that night. As I was having my breakfast, there was a knock at the door.

Maggie had come to say goodbye. She was wearing black.

‘Are you leaving today?’ she asked. ‘Yes’, I replied, ‘today is the day of my departure.’

‘How long will it take to reach your country? In which part of the country do you live?’ She wanted to know.

‘I have entered the Punjab service. I shall not know exactly where I am posted until I arrive there’.

‘Is the frontier very far from there?’

‘No, not very’.

‘Franky is buried near the frontier.’ The girl's eyes filled with tears as she spoke.

‘When I go to that part of the country I shall visit your brother's grave and write to you’.

#### IV

Maggie's face filled with gratitude. As she thanked me her voice choked. She took a shilling out of her packet, saying, ‘Please buy flowers with this when you go, and lay them on my brother's grave for me.’

In my emotion I lowered my eyes. The child had earned the shilling with so much toil. I felt like returning it to her, explaining that in our country flowers grow in great profusion.

But I considered, ‘Why should I deprive her of the joy this sacrifice would give her?’ She was foregoing so much for love of her brother. The joy of doing it was beyond all price. The grief in her heart would be eased a little. I picked up the shilling.

‘Maggie’, I said, ‘I shall use this shilling to buy flowers and put them on your brother's grave.’

Maggie stood up. ‘How can I ever thank you’, she said. ‘Goodbye. Remember to write’.

I got up and held her hand. ‘Goodbye, Maggie, God bless you,’ I said. Maggie left. I wiped a tear from my eyes and went upstairs to pack my bags.

### **C. Notes and Glossary :**

|                  |  |
|------------------|--|
| aroused          | - awakened, stirred - This story has aroused my interest.                      |
| persisted        | - continued to exist. The pain persisted into the morning.                     |
| mysterious       | - strange.   |
| poverty-stricken | - suffering extremely because of lack of money.                                |
| opportunity      | - situation that makes it possible for you to do something that you want to do |
| a thin latch key | - a thin key for a latch (lock)  |
| festivity        | - celebration.   |
| concentrate      | - to give all attention.   |
| miraculous       | - amazing, unbelievable, surprising and fortunate.                             |
| aggravated       | - worsened   |
| in a fix         | - in a dilemma   |
| crystal          | - a mineral or a rock (clear and transparent)                                  |

|            |  |
|------------|--|
| offences   | - crime, wrong-doing   |
| welled up  | - appeared.  |
| mourning   | - lamenting or grieving for  |
| announcing | - declaring, revealing, reporting.   |
| grave      | - a grave is a place where a dead person is buried.                          |
| gratitude  | - the feeling of being grateful  |
|            | I must express my gratitude to the chief guest for accepting our invitation. |
| shilling   | - a unit of money (20 shillings make an English pound)                       |
| profusion  | - abundance, plenty.   |
| foregoing  | - sacrificing.   |

**D. Let's understand the text :**

1. What did the writer experience in the restaurant ?
2. What did he notice there ?
3. What was the writer's first impression of the girl ?
4. What made the writer surprised ?
5. Why did he enquire from the cashier ?
6. What information did he get from the cashier ?
7. Where did the writer go on the next Saturday ?
8. Why did he arrange the chair opposite hers ?
9. What query did the girl make about the writer ?
10. What impression did the writer have about the family of the girl ?
11. How was the writer treated at Maggie's house ? Who was there to welcome him ?
12. What was Mrs. Bethy doing when the writer met her ?  
Why was she unwilling to go for a handshake ?

13. Why did the girl usually visit the restaurant on Saturdays ?
14. What did Mrs. Betty believe about the ring ?
15. What made the author to tell a lie about the ring ?
16. Did the telling of a lie benefit Mrs. Bethy ?
17. Why did the writer feel guilty about himself ?
18. What was Maggie's gift to the writer ?
19. Why was it a priceless gift ?
20. Did Maggie love her brother dearly ? Give reasons.

**E. Let's understand the text better :**

1. Why did the writer choose the corner table in the restaurant ?
2. How did the writer start a conversation with the young girl ?
3. How could the writer guess the girl to be poverty-stricken ?
4. Which of the following do you think the author will talk about after meeting the girl ?
  - (a) Meeting the girl again
  - (b) Enquiring about her nature of work
  - (c) about her family
  - (d) all the above.
5. 'I was moved by what he said'. What impression did the writer get about the girl ?
6. What impression did the girl have on India ?
7. 'Will it be too much of a lie' ? Why did the girl say so ?
8. Why did the writer feel ashamed to face Mrs. Bethy at the time of his return to India ?
9. Why was the shilling Maggie presented to the writer was an invaluable offering ?

**F. Let's learn some words :**

(A) Words which are not derived or developed from other words are called primary words. They belong to the original stock of words in the language. Compound words are formed noun to noun (moonlight, village bridge) adjective + noun (sweetheart), verb + noun (breakfast) gerund + noun (drawing room), preposition + noun (overcoat) noun + adjective (life long).

By adding prefixes like mis, un, in, dis, it, anti, de, make the word negative and by adding suffixes we change the words from noun to adjective, adjective to verb, adjective to adverb and verb to noun. This is called derivation. Thus we find a family of words.

Here is an exercise for you. Fill in the gaps using the appropriate form in each sentence : one has been done for you.

Example : 1. There is an \_\_\_\_\_ of anger on his face. (express)

There is an expression of anger on his face.

2. He made his \_\_\_\_\_ from the scene after a dialogue. (depart)
3. She performed well at her first \_\_\_\_\_. (opportune)
4. She showed a \_\_\_\_\_ for my past life. (curious)
5. I had a \_\_\_\_\_ with my friend. (converse)
6. You need a lot of \_\_\_\_\_ on the subject to understand it perfectly. (concentrate)

(B) **Look at the following dialogues carefully and write them in the correct sequence as they occur in the story.**

1. 'How can I ever thank you ?' she said.
2. 'Are you leaving today ? she asked.
3. 'When I go to that part of the country / I shall visit your brother's grave and write to you.'
4. 'Excuse me, my hands are covered with flour ?'

5. 'My son is in the Punjab. He is a soldier'.
6. 'May I know your name ?'
7. 'Are you an Indian ? My brother is in India'.
8. 'What kind of country is India, Sir ?'
9. 'Show Mr. Gupta the ring which your brother sent you'.
10. 'Mrs. Bethy, your son is alive. He is well'.

**(C) Study the following combination (collocation) of words. One is adjective and the other is noun. Examples.**

Happy man (Adj. + Noun)

Previous day (Adj. + Noun)

Wonderful place (Adj. + Noun)

Power house (Noun + Noun) the first noun becomes adjective

Good manners (Adj. + Noun)

Japanese girl (Adj + Noun)

There are a group of adjectives (descriptive words) chosen from the text. They are – miraculous, mysterious, brief, only, weekly, virtuous, serious, healthy, sad.

Fill in the gaps choosing the appropriate adjectives. One has been done for you.

- (i) I hope that some miraculous change will occur.
- (ii) The children have \_\_\_\_\_ appetite.
- (iii) There was some \_\_\_\_\_ news for the child.
- (iv) She suffered from a \_\_\_\_\_ illness.
- (v) He leads a \_\_\_\_\_ life all the time.
- (vi) He started with a \_\_\_\_\_ description of the subject.
- (vii) He attends every \_\_\_\_\_ meeting.
- (viii) Ramesh is the \_\_\_\_\_ child of his father.

(D) **Compound adjectives are beautifully formed with the adding of noun with participle. One of such compound adjectives is used in the text.**

i.e., poverty stricken

In column 'A' there are the nouns and in column 'B' there are participles kept in disordered manner. You are to match them and make compound adjectives (The first noun becomes the adjective).

| 'A'   | 'B'    |
|-------|--------|
| moth  | ridden |
| heart | made   |
| bed   | broken |
| hand  | eaten  |

Words in the circles are not written in order. Put them in order and make sentences.

wearing  
she the  
was moth  
eaten cloth  
old

receive  
she was news  
to  
heartbroken  
the

is  
child the  
completely and  
ill  
bed ridden

table  
the on toy  
the is  
handmade

Government  
the helped  
by peasants  
poverty stricken  
were the

**G. Let's learn use of language :****Active and Passive Voice.**

Much objective writing is done in the passive voice. For the passive voice we may use any one of the tenses. With each one we have to use the relevant tense of 'be' along with the past participle of the main verb.

| <b>Tense</b>                | <b>Form</b>               | <b>Examples in the passive (from the text)</b>                     |
|-----------------------------|---------------------------|--|
| Simple Present              | is/am/are+past participle | My hands <u>are covered</u> with foam.                             |
| Present Progressive         | is/am/are + being + PP    | It <u>is being repaired</u> at the moment.                         |
| Present Perfect             | has/have + been + PP      | It <u>has been kept</u> very neatly in that envelope.              |
| Present perfect Progressive |                           |  |
| Simple past                 | was/were + PP             | Maggie's face <u>was filled</u> with gratitude.                    |
| Past Progressive            | was/were + being + PP     | A letter <u>was being written</u> to her.                          |
| Past Perfect                | had + been + PP           | Some of the chairs and tables <u>had been pushed into</u> corners. |
| Past Perfect Progressive    |                           |  |
| Future time                 | shall/will + be + PP      | All kinds of things <u>will be sold</u> in the night.              |
| Referring to Future in past | would + be + PP           | The grief in her heart <u>would be eased</u> a little.             |

**Note :** The present perfect progressive and past perfect progressive in the passive voice are very rarely used.

1. Supply the correct form of the verb to fill in the gaps in the following narration.

When the match was coming to an end I \_\_\_\_\_ (tell) by my father to leave the stadium quickly to attend to my cousin at the hospital where he \_\_\_\_\_ (bring) by an ambulance. I \_\_\_\_\_ (shock) to hear this. An auto rickshaw \_\_\_\_\_ (arrange) and I reached the hospital and then to the ward in no time. I saw that my cousin \_\_\_\_\_ (bandage) and was lying on the bed with a saline hanging on a stand beside the bed. The nurse told me he \_\_\_\_\_ (inject) with antibiotics.

**H. Let's write :**

There are a few dialogues between the teacher and Deepak. Some dialogues are omitted. Fill in the dialogues according to the sequence. A few hints are given in the bracket.

- Teacher : Deepak. Please come here if you have finished writing.  
 Deepak : Sir, it is over.  
 Teacher : \_\_\_\_\_ (demand the copy)  
 Deepak : Here is my copy. Sir, the question was difficult.  
 Teacher : \_\_\_\_\_ ? (enquiring)  
 Deepak : Yes Sir, we were taught this subject twice. But I wa confused.  
 Teacher : (Checking the note) Deepak, \_\_\_\_\_  
 \_\_\_\_\_ ?  
 Deepak : Sir, this sentence was actually told by you.  
 Teacher : It is just and \_\_\_\_\_ .  
 Deepak : Sir, I remember your words.  
 Rome was not built in a day.

Teacher : \_\_\_\_\_ ? (Asks to know his response)

Deepak : Sir, I was greatly moved by it.

Teacher : \_\_\_\_\_ ?

Deepak : Sir, I found this sentence in a book.

Teacher : \_\_\_\_\_ ?

Deepak : I bought the book in the exhibition.

There was a great rush in the exhibition.

Teacher : \_\_\_\_\_ ?

Deepak : I also bought one story book.

Teacher : It is better to have companionship of books.

After you have completed writing the dialogues, have a role play with your peers inside the classroom.





## The Swimmer Who Does Not Need Her Legs !

### A. Lead in :

We meet several people on our way to school or on our return from places of work. Vendors, hawkers and handicapped people – do we anytime think about them ?

Think about a child who is struck by polio and discuss the following points in pairs.

- (i) Does he / she swim across a pond or a river ?
- (ii) Will it be easy or difficult for him / her ?
- (iii) Will it be impossible for him / her ?

Read the lesson and see how a young girl of nineteen who was struck by polio was able to swim the English Channel. Her crippled legs did not stand in her way to become a talented sea-swimmer.

### B. The Text :

#### I

1. Imagine swimming across a pool with your feet dragging you down. Now imagine having the courage to swim across the English Channel in a similar fashion. Unbelievable, isn't it ? In spite of having legs made useless by polio, C.N. Janaki has become the first handicapped person to be part of a successful team - crossing the Channel.
2. It was in 1987 that Janaki was struck by polio. As a child she got the idea of trying to swim the English Channel. So she conveyed this to the English Channel Swimming Association for details and they replied that two conditions have to be met before a swimmer is allowed to make an attempt :
  - a. The swimmer should be able to spend at least ten hours continuously in water.

- b. The swimmer should be able to do marathon swimming, that is, he or she should be able to swim in the high seas for long hours at a stretch.
3. Janaki began training very hard in Bangalore to fulfil these conditions. ‘After almost four years of training’, she said, ‘I was able to spend ten hours at a stretch in the swimming pool. An NIS coach, Mr. Gopal, gave me a certificate saying that he had seen me swim for ten hours continuously.’
  4. Then, with the help of the Thimaiah National Academy of Adventure, she went to the coastal town of Malpe and began training in the Arabian Sea. She spent three weeks there with a coach called Dinesh Suvarna. She learnt to spend long hours in the sea by swimming a minimum of 20 kilometres a day.
  5. Janaki then returned to Bangalore and sent her certificates to the Channel Swimming Association in England. When they gave her the permission to make the attempt, she had to start collecting funds for the trip. The government, a few private agencies and several friends contributed the money she needed for the attempt.
  6. Janaki and her parents left for England in the middle of 1992. When she reached Dover and began practising in the English Channel, the Channel Swimming Association officials were quite shocked. This was the first time in their experience that a physically handicapped person was trying to swim the English Channel.

## II

7. ‘They were very worried, said Janaki, ‘and they kept a sharp eye on me during my training runs. I trained for about three weeks under the famous Channel coach, Stella Streeter. But when I told them that I wanted to make a solo attempt, they said they did not have a special boat to

accompany me. This was in case I needed to be lifted out of the water; so it was decided that I would be part of a relay team.'

8. The Channel swim can be done in two ways. One is the solo, and the other the relay swim. Six swimmers form a team and they each do a minimum of two hours of swimming. Now the other swimmers in the team, mostly Americans, were amazed to see that Janaki could swim, and to honour her they named the relay team, 'Janaki's Maritime Express'. Needless to say, every member of the team other than Janaki was physically normal.
9. The unique attempt was made on 28 July 1992. 'My fight,' said Janaki, 'in the course of the swim was against nature. The Channel waters are so cold that I needed much more energy than usual to keep my arms moving. Then I had the problem of my legs moving to the left or to the right, whichever way the waves were moving. So I really needed a lot of energy. The water was very salty, and when it entered my mouth, I felt sick. And then there were the seaweeds and jelly fish. These fish kept sticking to my body and I felt very uncomfortable.'
10. However, despite these problems, Janaki successfully did her share of the relay. She swam for about two hours and helped the relay team cross the 36 km Channel in 14 hours and 45 minutes.
11. Janaki's parents, Mr Nagappa and Mrs Indiramma, had anxiously stood on Dover beach wondering how things would turn out. 'We could not eat a single morsel,' said Mr Nagappa. 'How could we when our daughter was doing something so dangerous? For us old people it was really very agonizing'. But their daughter did triumph and become the first handicapped swimmer to part-swim the English Channel.
12. After her success Janaki said, 'Although I wanted to swim solo, I'm nevertheless happy that I was part of a relay team that helped me fulfil my dream of swimming the English Channel. I would now like to start training for the 1996 Paraplegic Olympics in Atlanta.

13. Janaki, who is a bank officer in Bangalore, has a simple philosophy : ‘I have always wanted to do something worthwhile in life. I strongly believe that the word ‘impossible’ is applied to something that has not been tried. I wanted to prove that to be handicapped is no bar to success. One can overcome all obstacles by hard work, determination, courage and self-reliance. Self-reliance is very important. God helps those who help themselves. Lastly, there is one more thing I would like to say : there is really no short-cut to success !’.

**C. Notes and Glossary :**

|                 |   |
|-----------------|---|
| English channel | : the narrow sea passage that separates England and France.   |
| polio           | : infectious disease of the spine which causes an inability to move certain muscles.                |
| handicapped     | : (here) having the physical disability of not being able to walk.                                  |
| at a stretch    | : without stopping.   |
| NIS             | : National Institute of Sports.   |
| solo            | : (here) an unaccompanied swimming by one person alone.   |
| waters (plural) | : part of a sea or a river.   |
| feel sick       | : start vomiting.   |
| morsel          | : a small piece of food.  |
| agonizing       | : cause mental anguish; worried   |
| paraplegic      | : (a person) the lower part of whose body, including both legs, is paralysed; (incapable of moving) |
| obstacle        | : hindrance; barrier; bar; obstruction etc.   |
| self-reliance   | : an ability to do things and make decisions by oneself without the help of others.                 |

**D. Let's understand the text :**

- (i) When did Janaki get the idea of swimming the English Channel ?
- (ii) What did she plan to do then ?
- (iii) Who said, 'I was able to swim 10 hours at a stretch in the swimming pool' ?
  - a. Mr. Gopal
  - b. Mr. Dinesh Suvarna
  - c. Janaki.

(Choose the correct answer)

- (iv) Where did she go with the help of Thimaiah Academy of Adventure ?
- (v) What did she do there ?
- (vi) Who contributed the money she needed for swimming the English channel ?
- (vii) Who was Stella Streeter ?
- (viii) What does 'Janaki's Maritime Express' mean ?

**E. Let's understand the text better :**

- 1. What were the conditions set by the English Channel Swimming Authority ?
- 2. Why were the officials of English Channel Swimming Association shocked ?
- 3. Why was it decided that Janaki would be part of a relay team ?
- 4. What were the channel waters like ?
- 5. What were the problems that Janaki faced while swimming the channel in a relay team ?
- 6. What were the feelings of Janaki's parents when she was crossing the channel waters ?
- 7. What does the expression paraplegic Olympics mean ?
- 8. What is it you like most about Janaki ? (Is it her determination, her courage, her hardwork....?)

**F. Let's Talk :**

- (a) Say whether the following statements are true or false. Discuss in groups.
- (i) Janaki was struck by polio at the age of two.
  - (ii) Janaki was the first woman to swim the English Channel.
  - (iii) Janaki had begun training very hard before she attempted the channel swim.
  - (iv) The Channel swimming Association permitted Janaki to swim alone across the English Channel.
  - (v) All other members of the relay team were also handicapped like Janaki.
  - (vi) Janaki's parents were worried about her when she was in the channel waters.
  - (vii) The dream of Janaki was to swim the English channel.
  - (viii) Janaki wanted to prove that to be handicapped is no bar to success.
- (b) Here are a few rules trekkers are expected to follow. Read the rules carefully. Discuss the rules in groups of three or four and say why each of them is necessary. Thereafter present your group's views to the whole class.

**SOME RULES FOR TREKKING**

- Follow the route given by the Department of Tourism.
- Take an authorised guide and porter.
- Do not cut any plants or trees.
- Do not kill any wild animal or bird
- Be careful when you walk in a wooded or grassy area.

**G. Learn to Listen :**

The students of class-IX have decided to go trekking in the Barunei Hills. Bakul was absent from school when the class teacher had a meeting with the students to plan the trip. So he meets his classmate Rahul to know what happened at the meeting. Bakul collects the information from Rahul. Now help Bakul to fill in the details about the trip :

1. The Bus / Train

| Name | Leaving at | Leaving from |
|------|------------|--------------|
|      |            |              |

2. Luggage to be carried in a.....

3. Items of luggage :

| Clothes etc. | Personal | bedding | food |
|--------------|----------|---------|------|
|              |          |         |      |

**H. Let's learn some new words :**

Mark the word in bold letters (para-13) below.

The word “impossible” is applied to something that has not been tried.

The root word of impossible is possible.

We add im with possible to get a new word.

and it gives opposite in meaning of possible.

This addition is known as prefix.

There are other prefixes which also convey the opposite meaning.

can you give some examples ?

|                     |   |            |
|---------------------|---|------------|
| <u>im</u> proper    | – | <u>im</u>  |
| <u>un</u> able      | – | <u>un</u>  |
| <u>in</u> essential | – | <u>in</u>  |
| <u>il</u> legal     | – | <u>il</u>  |
| <u>mis</u> manage   | – | <u>mis</u> |
| <u>de</u> recognise | – | <u>de</u>  |

All these are negative prefixes. Study to know which of them will go with which words. This depends on their use. For example, only dis will go with ‘order’. But there are some words which take either dis or un with a change in meaning. (For example) unlike, and dislike. If you read a lot of English, you can use them naturally without any problem.

Given below is a list of words. You have to tick the negative prefix—which goes with each of them. (Some of them take more than one such prefix.) The first one has been done for you.

| Words        | un | in | in | dis | mis | de | il | ab |
|--------------|----|----|----|-----|-----|----|----|----|
| Possible     |    |    |    |     |     |    |    |    |
| Courage      |    |    |    |     |     |    |    |    |
| Sufficient   |    |    |    |     |     |    |    |    |
| Connect      |    |    |    |     |     |    |    |    |
| Personal     |    |    |    |     |     |    |    |    |
| Successfully |    |    |    |     |     |    |    |    |
| Comfortable  |    |    |    |     |     |    |    |    |
| Worthy       |    |    |    |     |     |    |    |    |
| Obey         |    |    |    |     |     |    |    |    |
| Able         |    |    |    |     |     |    |    |    |
| Understand   |    |    |    |     |     |    |    |    |
| Honest       |    |    |    |     |     |    |    |    |
| Count        |    |    |    |     |     |    |    |    |
| Valid        |    |    |    |     |     |    |    |    |
| Fit          |    |    |    |     |     |    |    |    |
| Used         |    |    |    |     |     |    |    |    |
| Manage       |    |    |    |     |     |    |    |    |
| Essential    |    |    |    |     |     |    |    |    |
| Believe      |    |    |    |     |     |    |    |    |
| Appear       |    |    |    |     |     |    |    |    |
| Mindful      |    |    |    |     |     |    |    |    |
| Proper       |    |    |    |     |     |    |    |    |
| Normal       |    |    |    |     |     |    |    |    |
| Efficient    |    |    |    |     |     |    |    |    |
| Suitable     |    |    |    |     |     |    |    |    |

**B. Certain words or groups of words occur together very frequently. These groups of words are called phrases. Make sentences of your own using the phrases given below.**

- (a) at a stretch                      (b) leave for                      (c) in spite of  
(d) a lot of                              (e) keep a sharp eye

**I. Lets's learn language :**

Study the following sentences showing the use of :

Could and be able to

1. I (Janaki) was able to spend ten hours at a stretch in the swimming pool.  
(Para-3)

Here 'was able to' means managed to.

Janaki had the ability to spend ten hours and she did it (performance).

Hence she was able to / be able to = ability + performance.

**Mark the sentence below :**

1. When Bakul was 16, he could run 100 metres in 11 seconds.

Here Bakul had the (general) ability to run 100 metres in 11 seconds but actually he did not run 100 metres in the past. In this context we usually use could not was able to.

Here 'could' means ability without achievement or performance.

Now compare could and be able to in the following paragraph.

2. Mahesh was an excellent tennis player.

He could beat anybody. (=He had the ability to beat anybody.)

3. But once he had a difficult game against Somdev. Somdev played very well but in the end Mahesh was able to beat him. (=He managed to beat him in this particular game.)

**Complete the following sentences with could, was/were able to / couldn't.**

- (i) The fire spread quickly but everyone \_\_\_\_\_ escape.  
(ii) He \_\_\_\_\_ drive when he was sixteen, but he \_\_\_\_\_ because he didn't have a licence.

- (iii) They didn't have any tomatoes in the first shop I went to, but I \_\_\_\_\_ get some in the next shop.
- (iv) The boy fell into the river but fortunately we \_\_\_\_\_ rescue him.
- (v) He had hurt his leg, so he \_\_\_\_\_ walk very slowly.
- (vi) I looked everywhere for the book but I \_\_\_\_\_ find it.

**J. Let's writing :**

You would like to learn swimming. Fill in the details in the letter to the Thimaiah National Academy of Adventure about one of the courses listed :

In your letter, ask for the following points :

- Who can apply for the course – minimum age, etc.
- What is the duration of the course ?
- How much you have to pay for the course.
- What kind of food and accommodation you will be given.
- Whether you need to give a medical certificate or not.

The Director

Thimaiah National Academy of Adventure  
Bangalore, Karnatak

Sir,

I have read your advertisement about the three courses you offer at your institute.

I am interested in doing the course in adventure. Could you please give me the information about the following ?

I look forward to your kind reply.

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Yours faithfully

(Name)

(Address)





## Road Safety Week

### A. Lead in:

Read the news item below.

In a tragic incident, 12 people were killed and 49 injured after a bus fell into the Mahanadi riverbed from a bridge near Jagatpur on the outskirts of the Cuttack city on 20 November 2018. The accident occurred after the private bus, on its way to Cuttack from Talcher, hit a buffalo on the bridge and crashed into the railing. It fell 30 feet down into the dry riverbed. The driver turned the bus aside to save the animal and thus the accident happened. The animal also died in the accident. All the injured passengers were rescued and taken to Cuttack medical college hospital for treatment. The Government of Odisha announced financial assistance of two lakh rupees each to the kin of the victims along with free treatment to the injured passengers and ordered an official inquiry into the incident.

1. What is this passage about?
2. What happened after the accident occurred?
3. Why did this accident happen? Can you think of some other causes of the accident ?
4. Suggest some ways to avoid such dreadful accidents.

Let's read the text, "Road Safety Week" to know more about our safety on road.

### B. The Text :

1. Many people think that road safety is non-essential, but it is always very necessary. Road safety is of paramount importance as it greatly affects people's lives whether they know it or not. It is the safety of people from roadside injuries and deaths. It involves various methods and measures which must be followed by the road users to prevent these serious injuries and deaths. People such as pedestrians, motorists, cyclists, passengers, etc. run the risk of injury or death on the road. Everyone needs to be well aware of the road traffic rules to avoid such

risks. According to the World Health Organisation, most of the hospitalisation cases and leading causes of death are due to lack of awareness. So everyone should strictly follow all the rules, regulations and signs of road traffic lights. The rise of accidents due to the increase in number of vehicle users demands a greater need of awareness among people about road safety.

2. Road Safety Week is one of the awareness programmes for road safety. It is a national event aimed at raising public awareness about traffic rules, and to reduce road accidents and help people save their lives as well as the lives of other people on the road. Though the government observes Road Safety Weeks, many charitable organisations, non-government agencies and private firms across the country also organise and provide logistic support to the Road Safety Week Campaign. The aim of this campaign is to sensitise people about the outcome of drunken driving, high-speed driving and the importance of wearing a helmet for bikers and a seat-belt for four-wheel drivers. They are instructed not to use cell phones or listen to music while driving.

3. Road Safety Week is organised every year in the month of January by the Ministry of Road Transport and Highways of India. The week is celebrated with great interest and enthusiasm every year in major cities like Delhi, Bangalore, Mumbai, Chennai, Kolkata, Baroda, Pune, Bhubaneswar, Hyderabad and Chandigarh, etc. People are encouraged about how to drive on road by organising a variety of programmes related to the road safety. During the whole week of this campaign, a variety of educational banners, safety posters, safety films, pocket guides and leaflets are distributed to the on-road travellers. In cities, efforts are made to raise public awareness about traffic rules, signs, and cautions which should be taken while on road. Many schools and colleges voluntarily take part in the campaign. The local authorities also organise a thorough check of drivers and motorcyclists to send a strong message of “Zero Tolerance against Drunken Driving” and other safety violations. Commuters are explained about traffic rules and signs as well as the cautions they should take on road. Various painting and drawing competitions, road safety announcements, exhibitions, tests of road rules, debates on selected themes, besides workshops, seminars and other related activities are organised. Free medical check-up camps and driving training workshops are also organised for the drivers.

4. There are various important factors that may cause serious accidents resulting in fatalities. The people should be made aware of these causes of accidents. Firstly, the drunken drivers tend to drive in a rash and negligent way, often over speeding, risking their own lives as well as the lives of others. Secondly, some under-age people drive vehicles when permissible age in India for driving a private vehicle is 18 years. One can apply for a learner's licence when he or she is 16 years old. In this case, age limit is prescribed for driving the private vehicles only. He/she can drive a vehicle of 50cc engine capacity with the consent of his/her parents. For driving a commercial vehicle a person should be of 20 years old. The exercise is aimed at reducing road accidents by making sure that only the qualified people take to the wheel. Thirdly, accident occurs when one resorts to distracted driving which includes speaking on cell phones and texting while driving, talking to the other passengers, and sometimes listening to loud music. A distracted driver risks his own life as well as the life of others. Fourthly, the habit of not using seat belts, jumping signals or driving in a restricted lane causes casualties. Fifthly, sometimes the careless pedestrians also put others into trouble. Finally, many unsafe and poorly kept commercial vehicles run on the roads risking the life of drivers as well as others.

5. Road Safety Week programme also gives importance on how to prevent accidents from these causes. The local authorities should check the drivers of all the vehicles and motorcycles for cases of drunken driving. Strict government orders must be issued to the licence issuing authorities concerned for taking strong steps while issuing licences. Persons caught talking or texting on cell phones must be fined heavily or punished not to repeat such violations. Anyone without a helmet or not wearing a seat belt must be fined. Drivers must be cautioned by road signs and speed limits to avoid mishaps. The fitness certificate should be made compulsory for every vehicle running on road, and no tolerance should be made towards the violation of road safety rules.

6. Road Safety Week is an opportunity for us to recognise the preciousness of life and to make people understand what could be done to save our own life as well as the life of others.

**C. Notes and Glossary:**

|                                 |   |
|---------------------------------|---|
| paramount                       | : more important than anything else   |
| prevent                         | : to check / to put an end to   |
| pedestrian                      | : a person travelling on foot / passerby  |
| World Health Organisation (WHO) | : Established in 1948, and headquartered in Geneva (Switzerland), is a specialised agency of the United Nations. It plays an important role in the field of international health. |
| awareness                       | : knowledge / information   |
| reduce                          | : to make less / decrease   |
| logistic                        | : giving support essential to the proper operation of a campaign.   |
| campaign                        | : a series of planned activities to fulfil social aim   |
| emphasise                       | : to give importance  |
| promote                         | : to help / to improve  |
| measure                         | : step  |
| dissuade                        | : to make/persuade somebody not to do something   |
| enthusiasm                      | : a strong feeling of excitement and interest   |
| organise                        | : to arrange  |
| effort                          | : an attempt / try  |
| voluntarily                     | : willingly / freely with interest  |
| commuter                        | : daily traveller (usually for work)  |
| seminar                         | : a course for a small group of advanced students   |
| factor                          | : cause / point   |
| fatalities                      | : death / loss  |
| drunken                         | : a person after drinking alcohol   |
| resort to                       | : to make use of something bad/take to  |
| distracted                      | : disturbed / absent-minded   |
| texting                         | : writing on cell phone   |
| casualty                        | : accident / death  |
| commercial                      | : related to business / marketing   |
| violation                       | : breaking of law   |
| caution                         | : to warn   |
| tolerance                       | : patience  |
| precious                        | : valuable / costly   |

**D. Let's understand the text :**

1. What is the first paragraph about ?
2. What is road safety ? What does it involve ?
3. What is the finding of the World Health Organisation ?
4. Why is there a greater need of awareness among people about road safety ?
5. What does the second paragraph talk about ?
6. Who observes the Road Safety Week Campaign ?
7. When is it observed ?
8. What is the main aim of Road Safety Week Campaign ?
9. What things should people know about road safety by this campaign ?
10. What does the author say in the third paragraph ?
11. When is the Road Safety Week organised ?
12. Where do people celebrate this week ? Who voluntarily take part in the campaign ?
13. What do the local authorities do during this campaign ?
14. How do drivers get benefit out of this programme ?
15. What activities are organised for school and college children ?
16. Why is the fourth paragraph important for us ?
17. How many important causes of accident have been highlighted in this paragraph ? Can you add some more causes to this list ?
18. Who are eligible to get driving licence from the authorities ?
19. What does 'distracted driving' mean ?
20. Find out the word, in the fourth paragraph, which means 'traveller on foot' ?
21. What can you learn from the fifth paragraph ?
22. How can the drunken driving be checked ?
23. What should the government do for issuing driving licence ?
24. What can be done for old and unused vehicles ?
25. Who does 'us' refer to in the last paragraph ?
26. Can you suggest some more ways to prevent road accidents ?

**E. Let's understand the text better :**

- (a) Match the paragraph numbers under column 'A' with their main ideas given under column 'B'. (Write the number of the paragraph in the box.)

| A | B  |
|---|--|
| 1 | <input type="checkbox"/> organisation of road safety week                  |
| 2 | <input type="checkbox"/> causes of road accidents                          |
| 3 | <input type="checkbox"/> ways or measures for prevention of road accidents |
| 4 | <input type="checkbox"/> road safety and its importance                    |
| 5 | <input type="checkbox"/> conclusion; theme of the text                     |
| 6 | <input type="checkbox"/> aims of Road Safety Week Campaign                 |

- (b) Fill in the blanks choosing the appropriate words from brackets.  
(distracted driving, on-road travellers, drivers, safety, school children, sixteen years, simple rules, awareness )
- (i) According to the statistics of the World Health Organisation, most of the hospitalisation cases and leading causes of deaths are due to lack of \_\_\_\_\_ about road safety.
- (ii) The aim of Road Safety Week Campaign is to emphasise and educate people about safe road travel by applying just \_\_\_\_\_.
- (iii) Pocket guides and leaflets related to road safety are distributed to the \_\_\_\_\_.
- (iv) Free medical check-up camps are organised for the \_\_\_\_\_.
- (v) Traffic safety games including card games, puzzles and board games are organised for \_\_\_\_\_.
- (vi) The permissible age in India for having a driving licence is \_\_\_\_\_ for vehicles up to 50 CC engine capacities without gears with the consent of parents.
- (vii) Texting on cell phones while driving is a kind of \_\_\_\_\_.
- (viii) Everyone should think about \_\_\_\_\_ first then drive.

**F. Let's talk :**

- (a) The teacher reads aloud the following sentences. Listen to him/her and say whether they are "True" or "False". Refer to the text and say the paragraph number and the line number in which the answer is available.
- i. Most of the accidents take place due to lack of awareness among the people.
  - ii. The celebration of Road Safety Week is one of the awareness programmes to be safe on the road.
  - iii. Road Safety campaign discourages people not to drink alcohol, not to use cell phones for talking and texting.
  - iv. Road Safety Week is organised every year in the month of November by the Ministry of Road Transport and Highway.
  - v. During the Road Safety Week training camps are organised for school and college children.
  - vi. The young people at the age of 16 can obtain driving licence.
  - vii. The fitness certificates should be made compulsory for only old and unused vehicles.
  - viii. Talking to other persons while driving comes under drunken driving.
  - ix. Road Safety Week creates an opportunity to make people understand what could be done to save our life as well as the life of others.
  - x. We should think about driving fast then our safety.
- (b) Use the following slogans in a chain-drill.  
[Each student will say one slogan. All the students will go on saying one after another.]
- Follow road safety rules.
  - Don't be careless, follow traffic rules.
  - Be alert to save your life.
  - Follow road culture to save your future.
  - It is wise to be slow while driving.
  - Don't be in a hurry; or you will be in worry.
  - Never drink while driving.

- Drink and drive never go together.
- Roads are made to drive not to fly.
- Alert today to line tomorrow.
- Don't drive in a long lane; it will leave you in pain.
- Drive slowly as your first drive can be your last drive.
- Always use seat belt to avoid accident.
- Be sure to wear helmet before riding your bike.
- Drive slower to live longer.

**G. Let's learn words :**

(a) Solve the following cross-word puzzle and find thirteen words related to Road Safety.

|     |    |   |          |   |    |   |   |     |   |   |    |      |   |      |
|-----|----|---|----------|---|----|---|---|-----|---|---|----|------|---|------|
| 5 H |    |   |          |   | 1T | X | X | X   | X | X | X  | 13 D | X | X    |
| 2 R |    |   | D        | X | 7R |   | D | X   | X | X | X  |      | X | 12 P |
| X   | X  | X | X        | X |    | X | X | X   | X | X | X  |      | X |      |
| X   | X  | X | 3 S<br>6 |   |    |   |   | 9Y  | X | X | 4R |      | X |      |
| X   | X  | X |          | X |    | X | X |     | X | X |    |      | X |      |
| X   | X  | X |          | X |    | X | X |     | X | X |    | R    | X |      |
| X   | X  | X |          | X | C  | X | X | 10L |   |   |    |      |   | E    |
| X   | X  | X |          | X | X  | X | X |     | X | X | S  | X    | X | X    |
| X   | 8G |   |          |   | N  | X | X | W   | X | X | X  | X    | X | X    |
| X   | X  | X |          | X | X  | X | X | X   | X | X | X  | X    | X | X    |
| X   | X  | X | 11T      |   |    | V |   |     |   |   | R  | X    | X | X    |

**Clues:**

**Down:**

1. Coming and going of persons and vehicles. \_\_\_\_\_
4. We obey them. \_\_\_\_\_

6. A car driver uses it while driving. \_\_\_\_\_
9. A colour indicating to 'proceed with caution' \_\_\_\_\_
12. People who control the traffic. \_\_\_\_\_
13. A person who drives a vehicle. \_\_\_\_\_

**Across:**

2. A path on which we travel. \_\_\_\_\_
3. Safeness \_\_\_\_\_
5. We wear it while riding bikes. \_\_\_\_\_
7. A colour indicating to 'stop'. \_\_\_\_\_
8. A colour indicating to 'go'. \_\_\_\_\_
10. Every driver should have this certificate. \_\_\_\_\_
11. A person who goes from one place to another. \_\_\_\_\_

(b) Read and understand the symbols given in the following three charts and match the symbols under 'A' with the instructions under 'B' in the table below. Write the number of each symbol in the box provided for each instruction. One is done for you.





|    | A<br>Symbols | B<br>Instructions                                      |
|----|--------------|--|
| 1  |              | <input checked="" type="checkbox"/> 4 cycle prohibited |
| 2  |              | <input type="checkbox"/> no entry                      |
| 3  |              | <input type="checkbox"/> speed limit                   |
| 4  |              | <input type="checkbox"/> horn prohibited               |
| 5  |              | <input type="checkbox"/> overtaking prohibited         |
| 6  |              | <input type="checkbox"/> school ahead                  |
| 7  |              | <input type="checkbox"/> narrow road                   |
| 8  |              | <input type="checkbox"/> parking both sides            |
| 9  |              | <input type="checkbox"/> pedestrian crossing           |
| 10 |              | <input type="checkbox"/> one way                       |

(c) Mark the words in bold letters in the following sentences.

According to the statistics of the World Health **organisation** , most cases of **hospitalisation** and leading causes of death are due to lack of awareness.

We can break the words in the following way and know how they are formed.

1. hospitalisation = hospitalise + tion
2. organisation = organise + tion

Here 'hospitalise' and 'organise' are verbs, and 'hospitalisation' and 'organisation' are nouns. Now break the following words and find the verbs. You may use a dictionary to get the 'verb forms'.

- (i) regulation = \_\_\_\_\_ + \_\_\_\_\_
- (ii) celebration = \_\_\_\_\_ + \_\_\_\_\_
- (iii) estimation = \_\_\_\_\_ + \_\_\_\_\_
- (iv) promotion = \_\_\_\_\_ + \_\_\_\_\_
- (v) transportation = \_\_\_\_\_ + \_\_\_\_\_
- (vi) observation = \_\_\_\_\_ + \_\_\_\_\_
- (vii) education = \_\_\_\_\_ + \_\_\_\_\_
- (viii) competition = \_\_\_\_\_ + \_\_\_\_\_
- (ix) distribution = \_\_\_\_\_ + \_\_\_\_\_
- (x) motivation = \_\_\_\_\_ + \_\_\_\_\_
- (xi) commutation = \_\_\_\_\_ + \_\_\_\_\_
- (xii) violation = \_\_\_\_\_ + \_\_\_\_\_
- (xiii) prevention = \_\_\_\_\_ + \_\_\_\_\_
- (xiv) provision = \_\_\_\_\_ + \_\_\_\_\_

Now, fill in the blanks in the following sentences with suitable words (verbs/nouns) from the above list in their correct forms.

- (i) The government \_\_\_\_\_ the Road Safety Week every year in the month of January.
- (ii) Many non-government \_\_\_\_\_ provide support to the Road Safety Week Campaign.
- (iii) The aim of the Road Safety Week Campaign is to \_\_\_\_\_ the people.
- (iv) We can \_\_\_\_\_ accidents by making people aware of the road safety rules.
- (v) Road Safety Quiz \_\_\_\_\_ are organised for the young people.
- (vi) Persons caught talking or texting on cell phones should be fined not to repeat such \_\_\_\_\_.
- (vii) The act of coming to the working place and going back home every day is called \_\_\_\_\_.
- (viii) We can \_\_\_\_\_ leaflets to make people aware of the road safety rules.
- (d) Study the following pairs of words and mark their combination.
- important issue
  - educational banners

Here these pairs of words go together and are used in that way. This habitual combination of words sounds natural in English. eg: One says 'strong coffee' but not 'powerful coffee'. This combination is called **Collocation** in English.

In the above examples, the first word is an 'Adjective' and the second word is a 'Noun'. These combinations are collocation of nouns and adjectives. We also use 'Nouns' with 'Nouns' in collocation. eg: safety rules.

Now, match the words under 'A' with the words under 'B' and write the pairs of words below. One is done for you.

| A          | B           |
|------------|-------------|
| seat       | training    |
| traffic    | driver      |
| driving    | pedestrians |
| medical    | belt        |
| parking    | rules       |
| prohibited | area        |
| drunken    | gap         |
| careless   | competition |
| distant    | check-up    |
| drawing    | place       |

### 1. Seat belt

#### H. Let's learn language :

Study the following sentences and mark the highlighted words in bold letters.

1. The driver **could** not control the bus.
2. You **must** be careful while crossing the road.
3. We **should** obey the traffic rules to avoid accidents.
4. The traffic police **have to** wear uniform.
5. Everyone **needs to** be well aware of the traffic rules to avoid life risk.

All the highlighted words in the above sentences are 'Modal Auxiliaries' that are used with other verbs to express the mood of the speaker/ user.

The "modals" in English language are : can, could, may, might, shall, should, will, would, must, have to, need to, dare, ought to.

Study the following sentences in the table to know more about the use and meaning of 'Modals'.

| Modals  | Examples/use in sentences   | Meaning  |
|---------|---|--|
| can     | <ul style="list-style-type: none"> <li>• Sonali can ride a scooty.</li> <li>• It can be risky if she rides a motorcycle without knowing traffic rules.</li> <li>• Can I borrow your helmet?</li> <li>• Can I have a driving licence application form?</li> <li>• Can I help you with this luggage?</li> </ul> | <ul style="list-style-type: none"> <li>• ability</li> <li>• possibility / probability</li> <li>• seeking permission</li> <li>• request</li> <li>• offering help</li> </ul> |
| could   | <ul style="list-style-type: none"> <li>• Sagarika could read and understand the traffic signs and symbols.</li> <li>• Sushree, could you please tell me the way to the post office?</li> <li>• Could I ride your bicycle please?</li> </ul>   | <ul style="list-style-type: none"> <li>• past ability</li> <li>• polite request</li> <li>• seeking permission</li> </ul>   |
| will    | <ul style="list-style-type: none"> <li>• The road is very crowded so I will drive my car very carefully.</li> <li>• It will be more crowded in the evening.</li> <li>• I will get you a book about road safety rules.</li> </ul>  | <ul style="list-style-type: none"> <li>• intention</li> <li>• prediction</li> <li>• promise</li> </ul>   |
| shall   | <ul style="list-style-type: none"> <li>• Shall we hold a meeting to make people aware of the rules?</li> <li>• Shall I make you the bed?</li> </ul>   | <ul style="list-style-type: none"> <li>• suggestion</li> <li>• offering help</li> </ul>  |
| would   | <ul style="list-style-type: none"> <li>• Would you like to ride a motorbike or drive a car?</li> <li>• Would you attend the road safety week campaign?</li> <li>• Would you mind if I reach half an hour late?</li> </ul>   | <ul style="list-style-type: none"> <li>• preference</li> <li>• invitation</li> <li>• seeking permission</li> </ul>   |
| should  | <ul style="list-style-type: none"> <li>• We should obey the traffic rules of the road.</li> </ul>   | <ul style="list-style-type: none"> <li>• obligation</li> </ul>   |
| may     | <ul style="list-style-type: none"> <li>• May I help you?</li> <li>• May I use your helmet?</li> <li>• Odisha may become No.1 state to reduce road accidents by 2020.</li> <li>• May God bless you!</li> </ul>   | <ul style="list-style-type: none"> <li>• offering help</li> <li>• request</li> <li>• prediction</li> <li>• wish</li> </ul>   |
| might   | <ul style="list-style-type: none"> <li>• Your life might be unsafe if you do not obey traffic rules.</li> </ul>   | <ul style="list-style-type: none"> <li>• possibility</li> </ul>  |
| must    | <ul style="list-style-type: none"> <li>• You must listen to your elders.</li> </ul>   | <ul style="list-style-type: none"> <li>• obligation</li> </ul>   |
| need to | <ul style="list-style-type: none"> <li>• You need to learn how to drive before you apply for a driving licence.</li> </ul>  | <ul style="list-style-type: none"> <li>• compulsion</li> </ul>   |

Now fill in the blanks choosing the appropriate modals from brackets.

(will, shall, should, can, could, must)

1. This bus \_\_\_\_\_ take 45 passengers safely.
2. Your driving licence has been approved. You \_\_\_\_\_ get it next week from the postman.
3. It is your fault. You \_\_\_\_\_ not drive the car so fast.
4. You \_\_\_\_\_ wear a helmet to save your life.
5. He \_\_\_\_\_ be punished if he does not give up his habit of taking alcohol.
6. \_\_\_\_\_ you drop me at the station?
7. My father suggests that we \_\_\_\_\_ be careful while crossing the road.

### I. Let's write :

- (a) Read the following chart of 'Road Offences and Penalties' to write the answers to the questions given below.

#### ROAD OFFENCES AND PENALTIES

|   | Offences  | Maximum penalty( in rupees)         |
|---|---|-------------------------------------|
| • | Driving by minor                                    | 500                                 |
| • | Driving without helmet                              | 100                                 |
| • | Dangerous or hasty driving                          | 1000 or imprisonment for six months |
| • | Driving without licence                             | 500                                 |
| • | Parking vehicles on footpath                        | 100                                 |
| • | Drunken driving                                     | 2000                                |
| • | Driving unsafe vehicles                             | Court challan                       |
| • | Using vehicles fitted with dark glasses / sun films | 100                                 |
| • | Using horn in silence zone                          | 100                                 |
| • | Parked on pedestrian crossing                       | 100                                 |

**Questions:**

- (i) What is the punishment for driving by a minor?
- (ii) What is the amount of the fine for driving without a helmet?
- (iii) How much is a person punished for dangerous or hasty driving?
- (iv) How are the drunken drivers punished ?
- (v) What happens to a person if he drives a vehicle in unsafe condition?
- (vi) What is the fine amount for the vehicles fitted with dark glasses/ sun films?
- (vii) What will happen to you if you park your motorbike on the footpath ?
- (a) Suppose you are Ashok Kumar, a reporter of 'The Indian Express' for your locality. Write a report on an accident you have witnessed, in about 100 words, following the outlines given below.

(Before writing, fill in the blanks first. You can refer to the text used for lead-in.)

- When ? (Date and time) : \_\_\_\_\_
- Where ? (Place) : \_\_\_\_\_
- Who ? ( Persons/characters present) : \_\_\_\_\_
- Why ? (Causes) : \_\_\_\_\_
- What ? ( Results) : \_\_\_\_\_

- (c) Suppose you are Ashutosh studying in class-IX of R N High School, Odagoan. Your younger brother, Asmit is studying in Class-VII, U G M.E School, Adala in Nayagarh. Write a letter, in about 100 words, advising him to obey the road safety rules while riding his bicycle.



## The Missile Man of India



### Lead in :

1. Think about some great persons of our country who have made our nation proud.
2. How do we remember these great persons like Mahatma Gandhi, Pt. Jawaharlal Nehru, Subhas Chandra Bose, Dr. Sarvepalli Radhakrishnan, etc.?
3. Can you say who we remember as “The Missile Man of India”? What do you know about him?

(The teacher collects ideas from the students through a brainstorming activity and writes them in a Sun-diagram on the blackboard and says, “Let’s read the text, ‘The Missile Man of India’ to know more about him”.)

### The Text:

1. Avul Pakir Jainulabdeen Abdul Kalam, better known as Dr APJ Abdul Kalam, was one of the most distinguished scientists of India. As he was intimately involved in India’s civilian space programme and military missile development efforts, he came to be known as “The Missile Man of India.” In 2002, he was elected as the 11th President of India, and was widely referred to as the “People’s President.”

2. Dr Abdul Kalam was born on 15th October 1931 in a Tamil Muslim family at Rameswaram in the state of Tamil Nadu. His father, Jainulabdeen was a boat owner and the Imam of a local mosque. His mother Ashiamma was a housewife. His father owned a ferry that took Hindu pilgrims back and forth between Rameswaram and Dhanushkodi. Kalam was the youngest of four brothers and one sister in his family. His ancestors had been wealthy traders and land owners. But in course of time the family fell on hard times and lost their properties, even their ancestral home. By his early childhood, the family had already become poor; Kalam had to sell newspapers to supplement his family’s income.

3. Kalam started his elementary education at Ramanathpuram. He had a science teacher named Sivasubramania Iyer who was very loving and affectionate. He always inspired Kalam to develop his skills so that he could compete with highly educated people in big cities. Once he invited the boy home for a meal, which his wife disliked and refused to serve a Muslim child like him. His teacher himself served Kalam while she watched them eat from behind the kitchen door. But his behaviour,

way of taking the meal and cleaning the floor changed her attitude. When the teacher invited Kalam for the second time, his wife welcomed him and served him food herself.

4. Kalam then moved to the Schwartz Higher Secondary School for his secondary education. In his school years, he had average grades but was considered a bright and hardworking student, who had a strong desire to learn. He spent hours on his studies, especially mathematics. After completing his studies here, Kalam was admitted to Saint Joseph's College, Tiruchirappalli where he graduated in physics in 1954. His dream in life was to become a pilot. So he applied for studying engineering at the Madras Institute of Technology. He was selected, but education at such a prestigious institution was not so easy. It was an expensive affair. Around a thousand rupees was required to pay towards the course fee. Asim Zohra, his compassionate elder sister, came to his help. She mortgaged her gold ornaments for his admission fee. And he completed his aerospace engineering in 1960.

5. Kalam began his career as a trainee at the Hindustan Aeronautics Limited (HAL) in Bangalore (now called Bengaluru). Then he joined the Defence Research Development Organisation (DRDO) as a scientist. In 1969, he was transferred to the Indian Space Research Organisation (ISRO), where he worked as the Project Director of India's first Satellite Launch Vehicle (SLV-III). The purpose of the SLV was to develop the technology to launch satellites. It was under Dr Kalam's direct guidance and supervision that the first Rohini satellite was successfully launched into the orbit in 1980.

6. After spending nineteen fruitful years in the ISRO, Kalam returned to the DRDO to head the country's Integrated Missile Development Programme (IGMDP). Here he took a leading role in the development of India's missiles and nuclear weapons programme. The programme was very successful; it led to the development of four missiles namely Prithvi, Trishul, Akash and Nag. The success of the programme made him extremely popular in the country. Hereafter, he was popularly called "The Missile Man of India."

7. In 1998, as the chief of the DRDO, Dr Kalam supervised the Pokhran-II nuclear tests for which he had camped in Rajasthan's Thar Desert for over a fortnight. The test was hugely successful. According to Dr Kalam, it was a "defining moment" in the history of our country. Some years after the test "The Missile Man of India" recollected: "Today, I remember the hot day of 1998 at Pokhran: 53°C. When most of the world was sleeping, India's nuclear era emerged."

8. Dr Kalam was appointed as the Chief Scientific Adviser to the Prime Minister and the Secretary of Defence Research and Development Organisation from July 1992 to December 1999. For his greatest contribution to the field of space, defence and nuclear technology, this eminent scientist was honoured with the Padma Bhushan in 1981, the Padma Vibhushan in 1990 and the nation's highest civilian honour, the Bharat Ratna in 1997 by the Government of India.

9. It was 27th July 2015. Dr Kalam was delivering a lecture in Shillong. During the course of his lecture, he collapsed. He was immediately taken to a hospital. He had suffered a massive cardiac arrest. His death was a great loss for our country. Dr APJ Abdul Kalam will be ever remembered for his dedication, devotion and selfless service to the nation, particularly as "The Missile Man of India."

### **Notes and Glossary :**

|                    |   |
|--------------------|---|
| distinguished      | : very successful and admired by people   |
| intimately         | : closely   |
| involved           | : concerned , taking part   |
| civilian           | : not related to armed force  |
| space              | : empty area in the sky   |
| missile            | : a weapon that is sent through the air and that explodes when it hits the thing it is aimed at             |
| widely referred to | : popularly known /described  |
| Rameswaram         | : a town on the Pamban Island in Tamil Nadu. It is well-known for Ramanathaswamy Temple                     |
| Imam               | : a religious man who leads the prayer in a mosque  |
| mosque             | : a building in which Muslims worship   |
| ferry              | : a boat that carries people  |
| pilgrim            | : a person who travels to a holy place for religious reasons  |
| Dhanushkodi        | : an abandoned town in Tamil Nadu. The town was destroyed in the 1964 cyclone. No one lives over there now. |
| ancestor           | : a person in a family who lived a long time ago  |
| ancestral          | : belonging to people older than grandparents   |
| trader             | : a person who buys and sells things as a job   |
| in course of time  | : over a period of time   |

|                       |   |
|-----------------------|---|
| supplement            | : to add something to something to improve  |
| elementary education  | : primary education   |
| affectionate          | : loving  |
| inspire               | : to give somebody the desire to do something well  |
| refuse                | : to say 'no' / deny  |
| serve                 | : to give food  |
| attitude              | : the way you think and feel about something / somebody   |
| desire                | : strong wish   |
| graduated             | : got the first degree from a university  |
| prestigious           | : respected and admired   |
| expensive affair      | : anything that causes a lot of money to be spent   |
| compassionate         | : kindhearted / sympathetic   |
| mortgage              | : to put/give some goods or property to someone for lending money   |
| aerospace engineering | : study(engineering) of the development of aircraft and spacecraft  |
| launch                | : to start an activity  |
| satellite             | : an object in space used for communication   |
| Rohini                | : the name given to a series of satellites launched by the ISRO. The Rohini series consisted of four satellites launched by the SLV. Of all the four, three were successful.                |
| extremely             | : to a very high degree   |
| Pokhran               | : a city and a municipality located in the Jaisalmer district of Rajasthan. It is situated in the Thar Desert region and served as the test site for India's underground nuclear explosion. |
| camped                | : stayed in a tent/ a temporary building for a certain purpose  |
| desert                | : a large area of land that has very little water and very few plants growing on it.  |
| hugely                | : very much   |
| defining moment       | : an important point in time at which something happens   |
| recollected           | : remembered something  |
| era                   | : an important period of time in history  |
| emerged               | : came out  |

|                |  |
|----------------|--|
| contribution   | : service  |
| eminent        | : very famous/noted  |
| honoured       | : respected (officially)   |
| collapsed      | : became senseless because of illness                                  |
| massive        | : very serious   |
| cardiac arrest | : when someone's heart stops temporarily or permanently                |
| dedication     | : the hard work that somebody puts into a purpose with importance      |
| devotion       | : great love and care  |
| selfless       | : thinking more about the needs and happiness of others than one's own |

**Let's understand the text:**

Read the text silently and understand. While reading, some new words may stand in your way. Don't worry. Refer to the 'Notes and Glossary' provided at the end of the text. You may also consult a dictionary or your teacher. After you have read, your teacher asks you some questions. Answer them orally:

1. Who was Dr APJ Abdul Kalam?
2. Why is Dr Kalam known as "The Missile Man of India"?
3. Where was he born? When?
4. Who were his family members?
5. Who were his father and mother?
6. What was his mother?
7. How did his father earn his living?
8. Were Kalam's ancestors rich or poor? How do you know it?
9. How did he add to his family?
10. What is the third paragraph about?
11. Where did he get his primary education?
12. Who was his science teacher?
13. What was he like?
14. What did he invite Kalam for?

15. How did his wife react to it?
16. What changed her attitude?
17. How did she behave him later?
18. Who does 'He' in the third sentence of para-3 refer to?
19. The fourth paragraph is about his \_\_\_\_\_.  
A. elementary education      B. higher education  
C. secondary education      D. family  
(Say the correct answer.)
20. Was he good at studies at the high school? Read out the sentence in support of your answer.
21. What was Kalam's dream in life ?
22. What did he do to fulfil his dream in life ?
23. Do you have any dream? How can you fulfil your dream in your life ?
24. What problem did he face for his admission into engineering ?
25. Who came to his help ? How ?
26. When did he complete his aerospace engineering ?
27. Name the institution where he got -  
(a) Secondary Education :  
(b) Graduation in Physics :  
(c) Aerospace Engineering :
28. The paragraphs-5 and 6 describe Dr. Kalam's career as \_\_\_\_\_.
  - a marine engineer
  - a plant scientist
  - an aerospace scientist
  - a software engineer
29. How did he begin his career?
30. Where was he appointed as a scientist first ?

31. When did he start his work in the Indian Space Research Organisation ?
32. What was the purpose of the satellite?
33. When was the first Rohini satellite launched into the orbit ?
34. How many years did Kalam spend in the ISRO ?
35. Where did he take the leading role in the development of India's missiles and nuclear weapons programme?
36. What made him extremely popular in the country?
37. What was he called after the success of the four missiles – Prithvi, Trishul, Akash and Nag ?
38. Why did he camp in Rajasthan's Thar Desert ?
39. What, according to Dr Kalam, was the "defining moment" in the history of our country" ?
40. Why was it very hard to camp in Rajstan's Thar Desert ?
41. What are Kalam's contributions for India's defence programme ?
42. Dr. Kalam was the Chief Scientific Advisor to \_\_\_\_\_ of India.
  - i. the President      ii. the Prime Minister
  - iii. the Field Marshal      iv. the Secretary of Defence(Choose the correct answer.)
43. What awards and honours was Kalam honoured with?
44. What is the highest civilian award of our country?
45. How did Kalam pass away?
46. Why will people of our country remember Kalam forever?
47. What qualities of Dr Kalam do you like very much?
48. Can you say the names of some eminent scientists who have contributed a lot to our country ?

**Let's understand the text :**

- (a) Match the paragraph numbers under column-'A' with their main ideas given under column- 'B'. Write the paragraph number in the box given against each idea.

| A<br>(Paragraph Numbers) | B<br>Main Ideas   |
|--------------------------|---|
| 1                        | <input type="checkbox"/> Elementary education           |
| 2                        | <input type="checkbox"/> Death of Kalam                 |
| 3                        | <input type="checkbox"/> Awards and honours             |
| 4                        | <input type="checkbox"/> Introducing Dr APJ Abdul Kalam |
| 5, 6 and 7               | <input type="checkbox"/> Secondary and higher education |
| 8                        | <input type="checkbox"/> Kalam's childhood              |
| 9                        | <input type="checkbox"/> Career and contribution        |

(b) Fill in the blanks choosing the right answers from brackets.

[elementary education, his science teacher, the People's President, his family income, Chief Scientific Advisor, The Bharat Ratna, development of four missiles, Integrated Missile Development Programme]

- (i) Dr APJ Abdul Kalam is popularly known as \_\_\_\_\_.
- (ii) Kalam had to sell newspapers to supplement \_\_\_\_\_.
- (iii) Kalam started his \_\_\_\_\_ at Ramanathapuram.
- (iv) Kalam's most favourite teacher was \_\_\_\_\_.
- (v) Dr Kalam was popularly called 'The Missile Man of India' after the success of the \_\_\_\_\_.
- (vi) The successful launch of the missiles was possible when Kalam was heading the \_\_\_\_\_.
- (vii) Dr APJ Abdul Kalam was honoured the nation's highest honour, \_\_\_\_\_ in 1997.
- (viii) Dr Kalam was the \_\_\_\_\_ to the Prime Minister and the Secretary of Defence Research and Development Organisation.

(c) Read the text and find out the **situations**:

- i. when Kalam faced challenges on his way to achievements-
- ii. when Kalam felt happy-

**Let's talk :**

(a) Listen to each of the following expressions and say the line(s) and paragraph number in which it occurs.

- Kalam as the 11<sup>th</sup> President of India
- Date and place of birth of Kalam
- Kalam's elementary education
- The Schwartz Higher Secondary School
- He graduated in Physics
- Zohra, his sister helped Kalam for his education.
- He completed aerospace engineering in 1960.
- Joined DRDO.
- Kalam succeeded in launching the first satellite, Rohini.
- Successful launch of the missiles.
- Chief Scientific Advisor to the Prime Minister of India
- Pokharan-II test of nuclear test project
- Honoured with the Padma Bhushan, the Padma Vibhushan and the Bharat Ratna
- Died on July 27, 2015

(b) Say the full forms of the following acronyms/ abbreviations in a chain-drill (one after another).

- (i) HAL : Hindustan Aeronautics Limited
- (ii) DRDO : Defence Research Development Organisation
- (iii) ISRO : Indian Space Research Organisation
- (iv) SLV : Satellite Launch Vehicle
- (v) IGMDP : Integrated Missile Development Programme

**Let's learn words:**

(a) Match the words under 'A' with their opposite meanings under 'B'. One is done to help you.

| A<br>Words   | B<br>Opposite Meanings   |
|--|--|
| complete<br>educated<br>expensive<br>successful<br>popular<br>sufficient | unpopular<br>inexpensive<br>unsuccessful<br>insufficient<br>incomplete<br>uneducated |

(b) Match the words/phrases under 'A' with their meanings under 'B'. Write the number of the word in the box for each.

| A<br>Words                                     | B<br>Meanings   |
|--|---|
| <input type="text" value="1"/> distinguished   | <input type="text"/> important time   |
| <input type="text" value="2"/> referred to     | <input type="text"/> kindhearted  |
| <input type="text" value="3"/> supplement      | <input type="text"/> became senseless because of illness                                |
| <input type="text" value="4"/> compassionate   | <input type="text"/> to start an activity   |
| <input type="text" value="5"/> launch          | <input type="text"/> an weapon sent through the air that explodes when it hits a target |
| <input type="text" value="6"/> defining moment | <input type="text"/> most popular ( known as )  |
| <input type="text" value="7"/> collapsed       | <input type="text"/> very successful and admired by people                              |
| <input type="text" value="8"/> missile         | <input type="text"/> to add to something to improve it                                  |

- (c) Read the following sentence and mark the word in bold letters.

His mother, Ashiamma was a **housewife**.

Here the word- **housewife** in the above sentence is built with two words : **house** + **wife**. This is a compound word.

- (i) Given below are some compound words. Break them as done above.

landowner = \_\_\_\_\_ + \_\_\_\_\_

weekend = \_\_\_\_\_ + \_\_\_\_\_

milestone = \_\_\_\_\_ + \_\_\_\_\_

headline = \_\_\_\_\_ + \_\_\_\_\_

newspaper = \_\_\_\_\_ + \_\_\_\_\_

overtime = \_\_\_\_\_ + \_\_\_\_\_

childhood = \_\_\_\_\_ + \_\_\_\_\_

- (ii) Will you write ten more compound words on your own?

**Let's learn language:**

- (a) Study the following sentence and mark the words in bold letters.

Dr APJ Abdul Kalam **was born** on 15 October 1931.

We use the past form of the 'be' verb – was/were + born (the third form of the verb 'bear') to talk about the event of birth of a person.

Wok in pairs, discuss and fill in the blanks in the table. Then write the sentence below the table. One is done for you.

| Name of the Person             | Place of Birth              | Date of Birth             |
|--------------------------------|-----------------------------|---------------------------|
| • Mahatma Gandhi               | _____                       | _____                     |
| • Dr. Sarvepalli Radhakrishnan | _____                       | _____                     |
| • Gopabandhu Dash              | _____                       | _____                     |
| • Madhusudan Das               | _____                       | _____                     |
| • BijuPattnaik                 | _____                       | _____                     |
| • Jagadish Chandra Bose        | <u>Memynsingh in Bengal</u> | <u>30 November , 1858</u> |

1. Jagadish Chandra Bose was born at Memynsingh in Bengal on 30 November 1858.
- 2.
- 3.
- 4.
- 5.
- 6.

(b) Read the following sentences carefully and mark the verbs in bold letters.

1. Kalam **was** the youngest of four brothers and one sister in his family.
2. Mathematics **was** his favourite subject.
3. Around a thousand rupees **was** required to pay towards the course fee.
4. Bundles of newspapers **were** distributed by Kalam.

Here the verb 'was' agrees with the subjects of the sentences from 1 to 3; Kalam, Mathematics , a thousand rupees , and the verb 'were' in the sentence-4 agrees with the subject ' Bundles of newspapers' .

Let us now know more about 'Subject and Verb Agreement'.

- Nouns like news, physics, mathematics, measles, and ethics look like plural in form but they are singular and take singular verbs.
- Uncountable nouns like furniture, equipment, stationary, luggage, weather, advice and information are singular and used with singular verbs.
- Nouns like compasses, glasses, goods, trousers, police, people, etc take plural verbs.

Fill in the blanks with the correct verb choosing from brackets given against each.

- (i) Gymnastics \_\_\_\_\_ sport .( is/are)
- (ii) Social Studies \_\_\_\_\_ my favourite subject.(is/are)
- (iii) Politics \_\_\_\_\_ here and now. (is/are)
- (iv) The news \_\_\_\_\_ been published in the local daily. (has/have)
- (v) The police \_\_\_\_\_ the traffic.( control / controls)
- (vi) A hundred kilometres \_\_\_\_\_ a long distance.( is /are)
- (vii) Measles \_\_\_\_\_ fever. ( cause / causes)

**Let's write:**

(b) Given below are some important events from the text. They are not in order. Arrange them in order and put the serial number in the box for each. Write the sentences.

(i) He graduated in Physics from Saint Joseph's College, Tiruchirappalli.

(ii) He played a pivotal role in the Pokharan-II nuclear test project.

(iii) Abdul Kalam was born to a Tamil Muslim family in the pilgrimage centre of Rameswaram.

(iv) He got his elementary education at Ramanathapuram.

(v) He went to Schwartz Higher Secondary School for his secondary education.

(vi) He became the Head of the Integrated Missile Development Programme and succeeded in launching Prithvi missile.

(vii) He breathed his last on July 27, 2015.

(viii) He became the Chief Scientific Advisor to the Prime Minister of India in 1992.

(b) Read the text and fill in the bio-data of Dr Kalam given below.

**BIO-DATA**

- Name in full :
- Father's name :
- Mother's name :
- Place of birth :
- Date of birth :
- Brothers and sisters :
- Nationality :
- Religion :
- Education :
- Profession :
- Important post held :
- Achievements :
- Awards/honours :
- Life style :
- Date of passing away :

(c) Use the facts/ information you gathered in the Bio-data Form above and write a composition on Dr Kalam.

- (d) Refer to the text and fill in the blanks in the following table with correct information wherever possible. Then write a paragraph about the events / achievements of Dr APJ Abdul Kalam

| <b>Events / activities</b>          | <b>Place</b>                                 | <b>Year of happening</b> |
|-------------------------------------|--|--------------------------|
| Birth                               |  |                          |
| Completed aerospace engineering     |  | 1960                     |
| Began career as a trainee           |  |                          |
|                                     | Defence Research<br>Development Organisation |                          |
| Project Director, ISRO              |  |                          |
| Launching of Rohini satellite       |  |                          |
| Headed the IGMDP                    |  |                          |
| Supervised Pokhran-II nuclear tests |  |                          |
| Scientist of DRDO                   |  |                          |
| President                           |  |                          |
| Death                               |  |                          |

- e) Write answers to the comprehension questions from qn. no.1 – 48.





## A Hero

### A. Lead-in :

Have you read stories of courage and bravery. Recollect a story and tell to the class. Look at the title of this lesson. What type of action and behaviour do you expect from a hero ? Discuss with your friends and sum up the important qualities of a hero.

Here is a story of courage and bravery.

### B. The text :

#### I

For Swami events look 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 a tree where he stayed for half a day till some people came that way and killed the tiger.

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 at all a boy. 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 ; whereas another may have the strength of a consumptive” but having 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 a lot of courage, what could I do if a tiger attacked me ?”

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

'We'll see about it later," father cut in. "You must sleep alone hereafter." Swami realised that the matter had gone beyond his control : from a challenge it had now become a plain command. "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 at all like the way you are being brought up," he said.

## II

Swami's father sat gazing gloomily at the newspaper on his lap. Swami prayed that his father might lift the newspaper once again to his face so that he might slip away to his bed and fall asleep before he could be called again. As if in answer to his prayer father rustled the newspaper and held it up before his face. And Swami rose silently and tiptoed away 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.

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 I shall perhaps die..." He turned over, curled, and snored under the blanket till he found his blanket pulled away.

Father was standing over him. "Swami, get up," he said. He looked like an apparition in the semi-darkness of the passage, which was dimly lit up by

light reaching there from the hall lamp. Swami stirred and groaned as if in sleep. Father said, "Get up, Swami !

"Granny pleaded, "Why do you disturb him ?"

"Get up, Swami," he said for the fourth time and Swami got up. 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 walked behind him slowly 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 will not roll up your bed and go to your granny's side at night. If you do it, mind you, I will make you the laughing-stock of your school."

Swami felt cut off from humanity. He was pained and angry. He didn't 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 hadn't spared the boy, who didn't appear to be a boy after all, but a monster.

### III

As 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. How

often had his chum, Mani, seen the devil in the banyan tree at the end of the street ? 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, the rustling of leaves, sounds of snoring and the humming of some unknown insects. He covered himself with the blanket as if it were an armour, covered himself so completely that he could hardly breathe. Every moment he expected the devils to come up and clutch at his throat or 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.

Swami hurriedly got up and spread his bed under the bench and crouched there. It seemed to be a much safer place. He shut his eyes tight and encased himself in his blanket once again and unknown to himself fell asleep, and in sleep he saw terrible dreams. A tiger was chasing him. His feet stuck to the ground. He tried hard 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 light thud...Swami tried to open his eyes but his eye-lids would not open and the frightening dream continued. It threatened to continue all his life. Swami groaned in despair.

Using his utmost efforts 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 in the darkness. Something was moving down. He lay gazing at it in horror. His end had come. He became desperate. He knew that the devil would presently pull him out and tear him to shreds, and so why should he

wait ? As it came nearer he crawled out from under the bench and hugged it with all his might, and used his teeth on it like a mortal weapon.

“Aiyo ! something has bitten me” “There was an agonised cry which was followed by a heavy tumbling and falling amidst furniture. In a moment father, cook and a servant came in carrying a light.

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

#### IV

Congratulations came showering on Swami the 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 houses-breakers of the district and the police were grateful to him for it.

The Inspector said, “Why don't you join the police when you grow up ? Swami said for the sake of politeness, “Certainly, I will,” though he had quite made up his mind to be an engine driver, a railway guard, or a bus conductor, later in life.

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 should return home – clever boy !”

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, pamper 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 his father giving him up.

**C. Notes and Glossary :**

- fixedly - (Adj.) - Continuously, without looking away.
- sneer(ed) - (v) - To show that you have no respect for somebody by the expression on your face.
- consumptive - (N) - A person suffering from tuberculosis
- proposition - (N) - An idea or a plan of action that is suggested.
- mumble (d) - (V) - To speak in a quiet voice in a way that is not clear.
- gazing - (V) - Looking steadily at something for a long time.
- gloomily - (Adv.) - depressingly.
- rustled - (V) - Moved or rubbed together.
- tiptoed - (V) - Walked on the front part of the foot with heels off the ground.
- gesticulation - (N) - Movements of hands and arms to express ideas and feelings.
- standing over - To supervise or watch closely.
- apparition - (N) - A strange figure appearing suddenly and thought to be a ghost.
- laughing stock - An object of scornful laughter.
- monster - (N) - An abnormal boy.
- chum - (N) - A friend
- humming - (V) - Making a low continuous sound.

|          |       |   |
|----------|-------|---|
| armour   | - (N) | - Special metal clothing that soldiers wore in the past to protect their bodies while fighting. |
| crouched | - (V) | - Lay on the ground with limbs drawn close to his body in fear.                                 |
| encased  | - (V) | - Covered something completely.   |
| thud     | - (N) | - A sound like the one which is made when a heavy object hits something else.                   |
| shreds   | - (N) | - Very small pieces.  |
| hugged   |       | - Put the arms around and hold tightly to express happiness.                                    |

**D. Let's understand the text :**

1. Swami was very much interested in the newspaper report about the brave village boy. What were Swami's views ?
2. Why did Swami's father want him to sleep alone ?
3. How did Swami react to his father's proposal to sleep alone ?
4. How did Swami feel when he was left alone in his father's office at night ?
5. What kind of dreams did he have while he was sleeping there ?
6. Why did he wake up ?
7. What made Swami desperate ?
8. What made him attack the burglar ?
9. Suppose you were asked to describe Swami in a few words, how would you do it ? Write the most appropriate answer.
  - a) Young, strong and brave.
  - b) Well-behaved and polite.
  - c) Disobedient, disrespectful and naughty.
  - d) Clever but not courageous.

10. What did Swami dream in the office ?
- The devils came up and clutched at his throat.
  - A tiger chased him and he tried hard to escape but couldn't.
  - As a devil came nearer he put his arms around the devil and held tightly.

**E. Let's understand the text better :**

- Discuss how Swamy felt being forced to sleep alone.
- How would you feel if you were made to sleep alone in a room ? Do you share Swami's feelings ?
- How did Swami feel in the darkness ?
- Discuss Swami's response to the movement in the darkness.
- Was Swami really courageous ? What did people think about him ?
- “Courage is everything, strength and age are not important”

**F. Let's learn some new words :**

The words given in the brackets have come from the story “A Hero”. The expression in each sentence is the meaning of the word after that sentence. Rewrite each sentence using the appropriate form of the word in brackets.

**Example :**

The teacher looked at me continuously before asking the question.  
(fixedly)

**Ans.** The teacher looked at me fixedly before asking the question.

- The plan of action suggested by the students was not accepted by the headmaster. (proposition)
- The child spoke in an unclear manner which her mother couldn't hear. (mumble).

3. My friend sleeps in a separate room because he breathes noisily while asleep (snore).
4. The patient's painful condition affected everyone (agonize)
5. The boy was not prepared and so did not want to take the examination. (hesitate)
6. The low continuous sound of the bee adds charm to the garden. (humming)
7. The surface of my car was damaged due to the accident. (scratch)

The following sentences occur in the story you have read in Section-I

1. "How could a boy fight a tiger?"
  2. Any change in this arrangement kept him trembling
- 'Fight' in sentence 1 is a verb.  
'Change' in sentence 2 is a noun.

Now read these sentences :-

1. He got into a fight with a man in the bar.
2. We change our car every two years.

Often in English one comes across words which can function both as nouns and as verbs in different contexts.

Read the story again and pickout ten such words. Then use each word in two different sentences of your own mentioning 'noun use' and 'verb use'.

### **G. Let's Learn Language :**

When we repeat the actual words of a speaker without making any changes, it is called "Direct Speech". When we give the exact meaning of a remark or a speech without necessarily using the Speaker's exact words, it is called "Indirect Speech" or "Reported Speech".

#### **Example :**

He said, "I have lost my pen" – Direct Speech

He said that he had lost his pen – Indirect Speech.

**Notice that :**

- (i) In direct speech the actual words of a speaker are placed within quotation marks (“———”)
- (ii) In indirect speech the reporting verb in the case of a statement (e.g., “said” in the sentence given above) is often followed by “that” and there is no comma after the reporting verb.
- (iii) The pronouns are changed in indirect speech. For example ‘I’ in indirect speech is changed to ‘he’ (referring to the speakers, the subject of the verb ‘said’) in indirect speech.
- (iv) When the reporting verb is in the present simple, present continuous, present perfect there is no change of tense form of the verb in the reported speech.
- (v) When the reported verb is in the past tense the verb in indirect speech is also changed from the present to the past form. (‘am’ changed to ‘was’)

**Here are some more examples :**

- (i) Swami said, “Your office room is very dusty and there may be scorpions behind your law books”. (Direct speech)

Swami told his father that his office room was very dusty and there might be scorpions behind his law books.

Turn the following statements into indirect speech.

- (i) Father said, “I don't at all like the way you are being brought up”.  
“If you do it, mind you, I will make you the laughing stock of your school.”

**2. Questions :**

Look at the following sentence.

Granny pleaded, “why do you disturb him ?”

In Indirect speech the question will be “Granny asked father why he disturbed Swami.

**Notice that**

- (i) The question pattern in direct speech (Question word + auxiliary verb + subject + main verb) is changed to the statement pattern (question word + subject + main verb) in Indirect speech.
- (ii) “Why do you disturb ?” — “Why he disturbed”. “You” in direct speech is changed to ‘he’ in indirect speech.
- (iii) The verb in the simple present (do disturb) is changed to “disturbed” (past simple) as the reporting verb ‘asked’ is in the past tense.

**Now look at this sentence.**

Granny said, “Are you really very sleepy ?”

In Indirect speech, the question will be

– “Granny inquired if he were really very sleepy.

Notice that in Yes – No questions the word ‘if’ (or whether) is introduced at the beginning of the reported question which is then given the statement pattern.

“Are you ----- ?” — “If he were-----”

**Exercise :**

**Report the following dialogue.**

“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 will not roll up your bed and go to your granny's side at night”.

**H. Let's write :**

1. In the story you read Swami was asked by his father to sleep alone in his office room at night.

Imagine that you are Swami and give an account of what followed from your point of view.

Begin : It was a terrible experience. Father told me to sleep in the office room alone to do away with fear. Till then I always used to.....

You may like to end with : My fear for darkness remained unchanged and I still had the habit of sleeping with granny. But the incident made me a hero overnight.

2. Write a citation (a statement about someone's character or brave actions) to be read out on the occasion of the award giving ceremony in honour of a brave young man of your locality who has been selected for the “Bravery Award” by the government.





## Home and Love

### A. Lead-in :

We love our home because we live here and rise up in life. The home attracts us. Our parents and family members love us and nurture us. We grow in the warmth, comfort and care of the family.

Read the poem given below and discuss with your partner about your home.

Now, listen to the teacher reading the poem aloud. As you listen, try to remember a few words / expressions from the poem.

### B. The Text :

Just Home and Love ! the words are small  
Four little letters unto each;  
And yet you will not find in all  
The wide and gracious range of speech  
Two more so tenderly complete :  
When angels talk in Heaven above,  
I'm sure they have no words more sweet  
Than Home and Love.

Just Home and Love! It's hard to guess  
Which of the two were best to gain;  
Home without Love is bitterness;  
Love without Home is often pain.

No! each alone will seldom do;  
Somehow they travel hand and glove :  
If you win one you must have two,  
    Both Home and Love.  
And if you've both, well then I'm sure  
You ought to sing the whole day long;  
It doesn't matter if you're poor  
With these to make divine your song.  
And so I praisefully repeat,  
When angels talk in Heaven above,  
There are no words more simply sweet  
    Than Home and Love.

ROBERT WILLIAM SERVICE

**C. About the poet :**

Robert William Service (1874-1958) was born in Preston, England. During his life-time he published four collections of poetry.

**D. Notes and glossary :**

gracious : pleasant and sweet.  
tenderly : gentle and caring feeling.  
bitterness : feels angry and resentful.  
seldom : hardly / rarely.  
hand and glove : close to each other.  
divine : result from the action of God or goddess.  
angels : one of the spiritual beings that some people believe, live with God in heaven and act as God's messengers.

**E. Let's understand the Poem :**

- (i) Which words are important in the first line of the poem ?
- (ii) Which two words are the sweetest, according to the poet ?
- (iii) Do you think that meanings of 'Home' and 'Love' are very wide and gracious ? Discuss.
- (iv) How many times does the poet repeat 'Home and Love' ?
- (v) How does the sweetness of home link up with love ?
- (vi) Love without home is \_\_\_\_\_.
  - (a) agony
  - (b) suffering
  - (c) pain.
- (vii) Can we separate Home and Love ?
- (viii) When do you sing the whole day long ?
- (ix) When angels talk in Heaven above.... What do they lack ?

**F. Let's appreciate the Poem :**

- (i) The poet compares home with love. Does he find one better than the other ? Why / not ?
- (ii) What does the line 'The wide and gracious range of speech' convey ?
- (iii) Which ideas do the angels discuss in Heaven ?
- (iv) Why does bitterness arise ?
- (v) When does one have a winning position ?
- (vi) What are the three important words in the last two lines which convey the poet's ideas ?
- (vii) What message does the poet have for those who have both home and love ?

**G. Let's do some activities :**

**Activity - 1**

- (a) Read the poem aloud. Then read it silently over and over again and remember the lines.
- (b) Given below are a few lines from the second stanza of the poem. But some words are missing there. Supply the missing words without looking at the stanza.

Home without love is \_\_\_\_\_.

Love without Home is often \_\_\_\_\_.

Some how they travel \_\_\_\_\_.

**Activity - 2**

Fill in the blanks with suitable words or phrases given below.

- (a) \_\_\_\_\_ is a place where angels talk ?
- (b) Love can seldom exist without \_\_\_\_\_ .
- (c) Home and Love are sweet because they contain \_\_\_\_\_ .  
(home, the wide and gracious range of speech)

**Activity - 3**

Home is more important than love. Do you agree or disagree with the statement ? Form two groups. Select your leader for each group. The first group will give arguments to show that the statement is true. The second group will argue that the statement is false. Cooperate with each other and note down all the useful points that can be made to support your point of view.

**H. Let's do some activities :**

“A short description ”

Use the following words and expressions to describe a happy home :

Sweetness, Parents and relations, happy memories, friends, childhood games and sports, love and affection.





## Nine Gold Medals

### A. Lead-in:

What kinds of people usually take part in various sports events- strong or weak ? What do you think about the differently abled people ? Can they take part in such events? When, where and how ?

What do the athletes hope for when they take part in the events ? What should be the sportsman spirit- only to win a medal or something else? Let's read the poem to know what the sportsman spirit of the athletes should be, and what should be the motto of such organisations.

### B. The Text:

1. The athletes had come from all over the country  
To run for the gold, for the silver and bronze  
Many weeks and months of training  
All coming down to these games.
2. The spectators gathered around the old field  
To cheer on all the young women and men  
The final event of the day was approaching  
Excitement grew high to begin.
3. The blocks were all lined up for those who would use them  
The hundred-yard dash and the race to be run  
These were nine resolved athletes in back of the starting line  
Poised for the sound of the gun.
4. The signal was given, the pistol exploded  
And so did the runners all charging ahead  
But the smallest among them, he stumbled and staggered  
And fell to the asphalt instead.

5. He gave out a cry in frustration and anguish  
His dreams and his efforts all dashed in the dirt  
But as sure as I'm standing here telling this story  
The same goes for what next occurred.
  
6. The eight other runners pulled up on their heels  
The ones who had trained for so long to compete  
One by one they all turned around and went back to help him  
And brought the young boy to his feet.
  
7. Then all the nine runners joined hands and continued  
The hundred-yard dash now reduced to a walk  
And a banner above that said (Special Olympics)  
Could not have been more on the mark.
  
8. That's how the race ended, with nine gold medals  
They came to the finish line holding hands still  
And a standing ovation and nine beaming faces  
Said more than these words ever will.

**David Roth**

### **C. About the Poet:**

David Roth was born on 10 October, 1954 in Bloomington, Indiana. He is an American rock vocalist, song composer, author, actor and radio personality.

The present poem is based on an inspiring event of a race in which nine differently abled athletes took part in a "Special Olympic" event. In the race when one runner fell to the ground, all others stopped and returned to help him stand on his feet, and they walked hand-in-hand to finish the race. All of them won and were awarded gold medals for their empathy for each other.

The poem is highly educative in terms of value education in this competitive world. The poet highlights humanity which is high above the personal achievements. It conveys a great message to the humanity that the world now needs no more competition but more love, affection, fellow feeling, cooperation and collaboration.

**D. Notes and glossary:**

|             |   |
|-------------|---|
| athlete     | : a participant in a group of sports activities   |
| spectators  | : persons watching an event   |
| approaching | : drawing nearer ( coming nearer)   |
| excitement  | : a state of being excited  |
| resolved    | : determined  |
| poised      | : here ready  |
| blocks      | : two starting blocks on the ground that runners push their feet against at the beginning of a race |
| signal      | : a sign to start   |
| pistol      | : a starting pistol used to signal the start of a race  |
| exploded    | : sounded   |
| stumbled    | : hit his foot against something when he began to run and fell                                      |
| straggled   | : lost balance  |
| frustration | : here hopelessness   |
| anguish     | : terrible pain   |
| ovation     | : expression of popular appreciation for their masterly performance.                                |

**E. Let's understand the poem :**

Read the poem silently and answer the following questions:

1. What is this poem about ?
2. Who came from all over the country ?
3. Why did they come there ?
4. Who are usually awarded the three medals – gold, silver and bronze ?
5. What was the event for which they had come ?
6. What had they done before they came down to these games ?
7. What did the spectators do around the old field ?
8. Why did they gather around the old field ?
9. Why did their excitement grow high ?
10. What were all lined up? For whom ?
11. What was the event ? (second line, third stanza)
12. How many athletes were there ?
13. Which word (in the third line, third stanza) says that the athletes had taken firm decision to win a medal ?

14. Where were those nine athletes ?
15. What were they poised for ?
16. Why was the pistol exploded ?
17. What did the runners do ?
18. Who among the nine runners was unable to run ?
19. Why was he unable to run ?
20. Where did he fall ?
21. Why did he fall ?
22. Who does “he” in the fifth stanza stand for ?
23. Why did the boy cry out in frustration and anguish ?
24. What dashed in the dirt? What makes the poet say so ?
25. What did the other runners do ?
26. How do you feel about their stopping here ? Should athletes do like this ?
27. Who does “him” stand for in the sixth stanza ?
28. What had they done for the boy to complete the race ?
29. Why did they go back to him ?
30. What did they do first ?
31. What did they do next ?
32. What happened to the hundred-yard dash ?
33. What did they carry with them ?
34. What did the banner say ?
35. What did the race end with ?
36. How did they come to the finish line ?
37. What do you mean by “a standing ovation” ?
38. How were their faces then ? Were they all happy ? Why ?
39. What do you learn from such type of help of the athletes ?

**F. Let's appreciate the poem:**

1. What message does the poet convey in “Nine Gold Medals ?”
2. What is important – winning a medal or helping a fellow brother in trouble ?
3. What is necessary for a person – to understand the emotions of others or to become self-centred ?
4. Explain –” He gave out a cry in frustration and anguish  
His dreams and efforts all dashed in the dirt.”
5. What do you mean by “nine beaming faces said more than these words ever will ?”

**G. Let's do the activities:**

1. Let's recite the poem :
  - The teacher divides the class into five groups.
  - S/he reads aloud the poem two times with proper word stress and intonation.
  - S/he reads the poem aloud line by line and students repeat after him/her.
  - Students read the first line and the teacher reads aloud the second line and so on till the whole poem is complete.
  - Each group reads a stanza and the rest of the groups repeat after them and so on.
  - Finally each group reads a stanza and other groups listen to them.
  - The teacher invites some students to recite the poem individually.
2. Let's match the stanzas with their themes.

Match column “A” with column “B”. “A” contains the stanza numbers and “B” contains the themes. Write the stanza numbers in the last column. One is done for you.

| Stanza Numbers | Themes of the stanzas  |          |
|----------------|--|----------|
| 1              | nine resolved athletes at the back of the starting line– ready for the event             |          |
| 2              | athletes from all over the country – to run for the medals– attended long trainings      |          |
| 3              | pistol exploded – signal given – running ahead- the smallest one lost control- fell down |          |
| 4              | spectators gathered- cheer – final event- highly excited                                 | <b>2</b> |
| 5              | the other runners – came back – helped him stand   |          |
| 6              | nine runners – joined hands – walked instead of running– banner–Special Olympic          |          |
| 7              | end of the race- nine gold medals – faces- looked happy                                  |          |
| 8              | cried in frustration and terrible pain – thought his dream shattered                     |          |

3. Let's arrange the jumbled sentences to get the summary of the poem. The first and the last sentences are already in order. Write the number of the sentence in the box provided for each.

- Nine athletes came from all over the country to take part in a running race.
- The pistol was exploded to signal a start.
- All of them were running ahead.
- They had already received training before coming there.
- But the youngest of them lost control and fell down.
- The blocks were all lined up for the running race and they were in back of the starting line.
- Being frustrated, he cried in severe pain.
- They all joined hands and walked together to the end line holding a banner.
- The other runners, instead of running, came to him and helped him stand.
- They were all happy to help the youngest runner and all were awarded gold medals.

**H. Let's write :**

Write a paragraph for each stanza of the poem. Go through the above matching activity before you begin to write. One paragraph is written to help you.

The poem "Nine Gold Medals" has eight stanzas. The first stanza is about how athletes from all over the country came to take part in a running race. They had to run for medals. There were three kinds of medals- gold, silver and bronze. They had attended long trainings before this event.





## The Noble Nature

### A. Lead-in :

We love beautiful things around us. The hills and trees attract us. Good and noble persons also impress us. All noble things influence us. In this context, let's read the poem 'The Noble Nature' given below :

Before we do that discuss the following :

- Name three flower-bearing plants to your partner.
- Ask your partner to name three big, tall trees and then tell the class which of these trees look like an oak (a type of large European tree which lives for hundreds of years).
- Listen to your teacher reading the poem aloud. Now find out what a noble man is compared to.

### B. The text :

It is not growing like a tree  
 In bulk, doth make Man better be;  
 Or standing long an oak, three hundred year,  
 To fall a log at last, dry, bald, and *sere* :  
 A lily of a day  
 Is fairer far in May,  
 Although it fall and die that night -  
 It was the plant and flower of Light  
 In small proportions we just beauties see;  
 And in short measures life may perfect be

**C. About the poet :**

Ben Jonson (1572-1637) was an English Renaissance dramatist, poet and actor. A contemporary of William Shakespeare, he is best known for his 'comedy of humour' with a tone of satire. Jonson's poetry, like his drama is informed by his classical learning. In the poem, The Noble Nature, he talks about the qualities that make a man noble. He compares man to a sturdy oak and to a delicate lily, in support of his views.

**D. Notes and glossary :**

Oak : a large tree with tough, hard wood

(a large European tree that lives for hundreds of years)

sere : dried and withered

proportions : quantities

measures : units in which we express size

[Your teacher will read the poem aloud again. See if you found out what a noble man is compared to. Share your answer with the class.]

**E. Let's understand the poem :**

Read the poem silently and try to find out the answer to the following.

Discuss the answers with your partner.

1. What is noteworthy in an oak ?
2. Who is fairer: an oak or a lily? How ?
3. What ultimately happens to an oak ?
4. Is a man blessed with a long life and material prosperity ?
5. What are your impressions about the lily ? (Clue: Ref. To L7 & 8.)
6. Can a short life be perfect? Which lines suggest this and how ?
7. Choose the best possible meaning of 'Just' in line of from the following : (a) Only a short time ago (b) really (c) morally fair.

**F. Let's appreciate the poem :**

(a) Comprehension questions :

1. Why is a lily far fairer than an Oak ?
2. Which qualities make a man noble ?
3. Is long life a yardstick to judge the worth of a human being ?
4. Do you agree with the idea that in short measures life may perfect be ?
5. Of a day, that night, smell, short- what do these suggest ?

(b) Read the last four lines of the poem and answer the following by choosing the most appropriate option given for each.

1. We see beauty in lily because.
  - (i) it is short lived
  - (ii) it is the flower of light
  - (iii) small is beautiful
  - (iv) it is not like an oak
2. The poet's philosophy of life is that
  - (i) one must enjoy life to the fullest extent
  - (ii) one must make others happy
  - (iii) small things can make life beautiful
  - (iv) longevity should be the good of our life.
3. In a phrase of the poem the poet suggests that 'short life' is
  - (i) tie that night.
  - (ii) flower of light
  - (iii) small proportions
  - (iv) short measures

4. If you were asked to describe lily in a few words, how would you do it in the context of the poem ?
- (i) a flower bearing plant
  - (ii) beautiful but short lived
  - (iii) a water plant
  - (iv) sweet smelling flower

**G. Let's do the activities :**

- (a) Now, read the poem aloud with your friends.
- (b) Do you want to be a noble human being ? Discuss it in groups.
- (c) Have you read the Odia poem, Sefali Prati by Kuntala Kumari Sabat ? If not, read the poem and find out the similarities.





## No Men Are Foreign

### A. Lead- in:

Some people think they are different from others on the basis of their caste, colour, country and religion etc. Do you think people from other countries like China, Russia or Sri Lanka are different from us. What could be other possible reasons? Make a list of them.

All men are similar and the part of the same brotherhood. There is an essential unity of human race despite all differences we can think of. We are the children of the same God; He has made us equal, and the same blood flows in every human body. We feel pain or pleasure; tears and smiles in the same way.

Let's read the following poem to learn more about how people are the same everywhere, and why they belong to one humanity.

### B. The Text:

1. Remember, no men are strange, no countries foreign  
Beneath all uniforms, a single body breathes  
Like ours: the land our brothers walk upon  
Is earth like this, in which we all shall lie.
2. They, too, aware of sun and air and water,  
Are fed by peaceful harvests, by war's long winter starved.  
Their hands are ours, and in their lines we read  
A labour not different from our own.
3. Remember they have eyes like ours that wake  
Or sleep, and strength that can be won  
By love. In every land is common life  
That all can recognise and understand.

4. Let us remember, whatever we are told  
To hate our brothers, it is ourselves  
That we shall dispossess, betray, condemn,  
Remember, we who take arms against each other.
  
5. It is the human earth that we defile.  
Our hells of fire and dust outrage the innocence  
Of air that is everywhere our own,  
Remember, no men are foreign, and no countries strange.

**James Kirkup**

**C. About the Poet :**

James Kirkup was born at Robertson Street, South Shields, co-Durham on 23 April 1918. He is a very well-known poet, translator and a travel writer. He won the Atlantic Award for Literature in 1950. He worked as Professor of English at Stockholm and at Tohoku University, Sendai, Japan. He died on 10 May 2009.

The present poem “No Men Are Foreign” is based on the idea that no man is foreign or strange. The theme that Kirkup presents is all men are equal. Though they are separated by boundaries, languages and attires, there is no difference among men of different nations. Thus, we should not hate people from other nations as we all belong to one brotherhood.

**D. Notes and glossary:**

|         |   |                                   |
|---------|---|-----------------------------------|
| strange | : | unfamiliar / unknown              |
| foreign | : | located outside one’s own country |
| beneath | : | below or in a lower place         |

|   |   |  |
|---|---|--|
| a single body breathes<br>like ours                       | : | All people live and breathe in the similar fashion/way as we breathe.  |
| our brothers  | : | The people who live in countries other than ours.  |
| in which we all shall lie                                 | : | We all shall lie buried in the same earth when we die.   |
| war's long winter<br>starved                              | : | It is a war time trouble caused by people which robs away the peace  |
| their hands are ours                                      | : | The people outside our country work hard using their hands for their livelihood as we do.                                |
| A labour not different<br>from our own                    | : | The hard work done by the people in other countries is not different from ours. All people work hard for their survival. |
| strength can be won<br>by love                            | : | The strength of other people can be won by love and kindness, not by force or war.                                       |
| Whenever we are told<br>to hate our brothers              | : | to hate people of other countries as commanded by power- hungry people   |
| dispossess  | : | to deprive someone of the possession   |
| betray  | : | to be false to/not to be loyal or faithful   |
| condemn   | : | to strongly criticise  |
| defile  | : | to make dirty / pollute  |
| hells of fire and dust<br>outrage the innocence<br>of air | : | the freshness and purity of air the nature has blessed us with is polluted due to war                                    |

**E. Let's understand the poem:**

(a) Read the poem above silently and answer the following questions.

1. What is this poem about ?
2. What should we remember ?

3. What do you mean by 'uniform' as mentioned by the poet ?
4. Why are the uniforms different ?
5. What is there beneath all uniforms ?
6. Do all the people on the earth breathe the same way ?
7. Who does "our brothers" stand for ?
8. How do they walk ? Do we walk like them?
9. What does the phrase "in which" stand for ? ( fourth line , first stanza)
10. Where are people buried when they die ? Is it common everywhere ?
11. All people in the world are our brothers and sisters. How should we treat them ?
12. Who does "They" refer to in the first line of the second stanza ?
13. What do we get from the sun? Do people in other countries get it ?
14. How is air essential to us ? Is it essential for the people in other countries ?
15. Can we live without water ? What about the people in other countries ?
16. What are the people in other countries aware of ? Do we also realise it in the same way ?
17. Who are benefitted if there are peaceful harvests ? How ?
18. Can there be peaceful harvests if there is a war ? What happens to people when there is a war or after a war ?
19. What does "their hands are ours" mean ?
20. Who do the words "they" and "ours" refer to in the first line of the third stanza ?
21. How can we win other people ?
22. What does common life mean ? (birth, death, joyfulness, etc. Add more.)
23. Who tells us to hate our brothers ?
24. What does "to hate our brothers" mean ? (stanza-4)
25. How do we dispossess our brothers in other part of the world ?

26. What is “human earth” ?
27. How do we defile the human earth ?
28. To whom do we harm by going to war ?
29. What does “our hells of fire” mean ?
30. What do you mean by “Innocence of air ?”

(b) Choose the right option.

1. A single body breathes beneath all \_\_\_\_\_.  
A. souls            B. bodies            C. uniforms            D. heads
2. What are all people aware of ?  
A. water            B. air            C. sun            D. all of the above
3. What are we doing to the human earth according to the poet?  
A. decorating    B. defiling            C. saving            D. recreating
4. How can strength be won?  
A. By war            B. By love and kindness  
C. By betraying            D. By taking arms against each other
5. We should remember that \_\_\_\_\_.  
A. no men are foreign            B. no men are strange  
C. no men are our enemies            D. all of the above

**F. Let's appreciate the poem:**

1. What message does the poet convey in the poem “No Men Are Foreign ?”
2. How do we defile the human earth ? Apart from war, what other things do we do to defile the earth ?
3. The poet uses the word “remember” four times in this poem. What does he want to convey ?

4. The poet repeats the line “Remember, no men are strange, no countries foreign” in the last line with some changes? What are those small changes? Do both the lines mean the same ?
5. How does the poet suggest that all people in the world are equal ?
6. One of the greatest philosophers of the world, Socrates wrote the following sentence. “I am a citizen, not of Athens or Greece, but of the world.” Does this sentence match with the theme of the poem ? How ?

**G. Let's do the activities:**

**1. Let's recite the poem :**

- The teacher divides the class into five groups.
- S/he reads aloud the poem two times with proper word stress and intonation.
- S/he reads the poem aloud line by line and students repeat after him/her.
- Students read the first line and the teacher reads aloud the second line and so on till the whole poem is complete.
- Each group reads a stanza and the rest of the groups repeat after them and so on.
- Finally each group reads a stanza.
- The teacher invites some students to recite the poem individually.

**2. Let's say the following dialogue.**

Imagine that David is a person, who works for a reputed telecasting organisation. He interviews the poet, James Kirkup on his poem “No Men Are Foreign”. See, how the poet interacts with David.

David : Good evening, Sir!

The Poet : Good evening David!

David : Could you share some information on your poem ‘No Men Are Foreign’, Sir ?

The Poet : I’d welcome any questions.

David : “No Men Are Foreign’ is a wonderful piece of poetry. What made you pen the poem ?

- The Poet : The sharp distinction between man and man.
- David : How's that, Sir?
- The Poet : You see, all men are born, live and die. This is common to all. They feel pain or pleasure in one and the same way. But, you see, it's the boundary, attires, languages and beliefs which create differences among men on the earth.
- David : Will you add something more, please?
- The Poet : Well, here you're. All men belong to one earth. They enjoy benefits from the sun, air, and water equally well. Every one works hard for bread. I can't just believe how the walls of castes, creed and colour divide humanity.
- David : Thank you, Sir! Your thoughts are really great!
- The Poet : You're welcome.
- David : Good night, Sir!
- The Poet : Good-bye David, see you !

**3. Let's match the stanzas with their themes.**

Draw lines to match column "A" with column "B". "A" contains the stanza numbers and "B" contains the themes. One is done for you.

| Stanza Numbers | Themes of the stanzas  |
|----------------|--|
| 1              | aware of sun , air and water- hands alike –work hard for livelihood  |
| 2              | power –hungry leaders – motivate negatively – hate our brothers- go for a war – think brothers to be foreign       |
| 3              | different kinds of people -different uniforms –walk in the same way on the earth – lie in the earth when die       |
| 4              | human earth-all countries , races and culture – war causes death and destruction – pollute the air and environment |
| 5              | have eyes like ours –wake and sleep alike – be won by love and kindness- not by force                              |

**4. Let's write :**

Write a paragraph for each stanza of the poem. Go through the above matching activity before you begin to write. One paragraph is written to help you.

The poem "No Men Are Foreign" has five stanzas. The first stanza is about how people in different countries wear different uniforms. They walk on the same earth using their legs. We also walk so using our legs. They are buried in the earth when they die. We are also buried in the earth when we die. So we are equal.





## Alexander Selkirk

### A. Lead-in :

How would you like to remain in loneliness, without any friends ?

How would you pass your time in a lonely place which is far far away from human habitation ?

Discuss with a friend your feeling of loneliness.

Now read the poem. Find out what the poem is about.

### B. The Text :

I AM monarch of all I survey,  
My right there is none to dispute,  
From the centre all round to the sea  
I am lord of the fowl and the brute.  
O Solitude ! where are the charms  
That sages have seen in thy face ?  
Better dwell in the midst of alarms  
Than reign in this horrible place.

I am out of humanity's reach,  
I must finish my journey alone,  
Never hear the sweet music of speech;  
I start at the sound of my own.  
The beasts that roam over the plain  
My form with indifference see;  
They are so unacquainted with man,  
Their tameness is shocking to me.

Society, friendship, and love

Divinely bestow'd upon man,

O had I the wings of a dove

How soon would I taste you again !

My sorrows I then might assuage

In the ways of religion and truth,

Might learn from the wisdom of age,

And be cheer'd by the sallies of youth.

Ye winds that have made me your sport,

Convey to this desolate shore

Some cordial endearing report

Of a land I shall visit no more;

My friends, do they now and then send

A wish or a thought after me ?

O tell me I yet have a friend,

Though a friend I am never to see.

How fleet is a glance of the mind !

Compared with the speed of its flight,

The tempest itself lags behind,

And the swift-winged arrows of light.

When I think of my own native land

In a moment I seem to be there;

But, alas ! recollection at hand

Soon hurries me back to despair.

But the seafowl is gone to her nest  
     The beast is laid down in his lair;  
 Even here is a season of rest,  
     And I to my cabin repair.  
 There is mercy in every place,  
     And mercy, encouraging thought !  
 Gives even affliction a grace  
     And reconciles man to his lot.

**C. About the poet :**

William Cowper (1731 AD to 1800 AD) was born at Great Berkhamstead, in Hertfordshire, where his father was a rector. His poems were published late in life. At the very end of his volume of poems a few miscellaneous short poems were also included. One of them is the well-known poem containing the reflections of Alexander Selkirk. The poem reflects the freedom of his spirit in a lonely island.

**D. Glossary and Notes :**

|              |   |   |
|--------------|---|---|
| I AM         | : | Here 'AM' is written in capital letters to emphasize the poet's feeling of confidence in his new role as the sole monarch of the lonely island. |
| monarch (N)  | : | Supreme ruler   |
| dispute (V)  | : | argue or quarrel  |
| brute (N)    | : | animal or a beast.  |
| solitude (N) | : | being without companion<br>(here) – a lonely place.   |
| thy          | : | an old-fashioned, poetic or religious word for 'your'.  |
| bestow (V)   | : | give as an offering   |
| assuage (V)  | : | make suffering less painful   |
| sallies (N)  | : | Lively or humorous remarks  |

- desolate (Adj) : barren land, ruined or isolated.  
 sea Fowl (N) : sea bird, one of the larger water birds.  
 lair (N) : wild animals' resting place or den.  
 affliction (N) : suffering or distress.  
 reconcile (V) : bring into harmony.  
 after : (here) refers to the thought about the poet

**E. Let's understand the poem :**

**(a) Comprehension Questions for discussion**

1. Who does 'I' refer to ?
2. Who is the monarch here ?
3. Who did find charm in solitude ?
4. Why were the beasts unfamiliar with Selkirk ?
5. What did Selkirk appeal to the wind ?
6. Which lines in the poem suggest that the island is a no man's island ?
7. What is the meaning of the line – “They are so unacquainted with man” in stanza – 2 ?
8. What hurried Selkirk back to despair ?
9. What did Selkirk want to do when evening approached ?
10. Can you choose an alternative title for the poem ?

**(b) Choosing the appropriate answers :**

1. The poem is about the plight of a person named \_\_\_\_\_.  
 (a) Shakespeare (b) William Cowper  
 (c) Alexander Selkirk (d) William Wordsworth
2. I am \_\_\_\_\_ of all I survey.  
 (a) King (b) Emperor (c) Landlord (d) Monarch.

3. The beasts \_\_\_\_\_ over the plain.  
 (a) run            (b) walk            (c) move            (d) roam
4. O had I the wings of a \_\_\_\_\_, How soon would I taste you again.  
 (a) crow            (b) dove            (c) owl            (d) fowl
5. The \_\_\_\_\_ itself lags behind, And the swift winged arrows of light.  
 (a) tempest        (b) cyclone            (c) blizzard        (d) wind
6. But the \_\_\_\_\_ is gone to her nest.  
 (a) sea horse      (b) sea fowl            (c) sea fish        (d) Sea snake

**F. Let's appreciate the poem :**

1. What did the poet survey ?
2. Why did the poet remember the sages ?
3. How does the poet describe the island in the second stanza ?
4. What are the divine qualities bestowed upon man ?
5. Why does the poet like the wisdom of age ?
6. What is the poet's prayer to the 'winds' ?
7. Why does the poet say that "the tempest itself lags behind" ?

**G. Let's Speak :**

**(a) Role-play the following a dialogue.**

- Selkirk – Why are you so indifferent to me ?
- Beast – Because you are a man.
- Selkirk – So what ? I am quite friendly.
- Beast – Sorry, I am not acquainted with man.

Selkirk – Oh wind ! Please listen to me.

Wind – What can I do for you ?

Selkirk – Please convey my message to my friends as I am far away in this lonely island.

Wind – It's not possible. I can't cross my limit.

**H. Let's Write :**

Words having sameness of sound of the endings of two or more words are rhyming words. In this poem the words like '*face*' and '*place*' are rhyming words. Find out at least six pairs of such words from the poem.

**Writing task**

This poem is about a sailor named Alexander Selkirk. He swam to a lonely island after a ship wreck. That was a no man's island. Only beasts and birds lived there.

Think yourself as Selkirk and write in about ten lines describing your feeling of loneliness.





## Project

### What is a project?

The **Oxford English Dictionary** defines “project” as “An individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim”.

Let us discuss the idea through an example. Imagine that your villagers decide they need planting of trees for improving their environment. Therefore, they want to take up a project of planting 2000 trees in and around the village in two years (*What?*) The villagers decide to plant trees because the trees will bring a number of benefits for all (*Why?*). Then the villagers decide how this project of planting trees will be conducted (*How?*).

The first thing to start a project is to ask three questions: *what, why, how*. What does your village need the most? Why? How are the villagers going to do this?

This project involves teamwork in which all the villagers will participate. A plan will be prepared to help in conducting the project:

- where to plant the trees
- where to get the saplings from
- the time when the plantation will be done
- number of saplings to be planted each day
- how the saplings will be looked after

If any funding is required, it the sources for it will be slanned.

The last stage of a project is *evaluation*.

**Let's plan out, 'learning by doing' :**

It was the American thinker, John Dewey (1859-1952), author of the famous "learning by doing" theory, who did most to develop the concept of projects in education.

We may note that a project

- is a method, which enables us to move from idea to action, through the various stages in that process.
- is the product of collective activity.
- necessarily involves evaluation, which establishes a link between idea and action.

***Steps for conducting a project***

**Step 1**

The whole team of project participants should think about the theme of the project and discuss. Your teacher will help you in the process.

Write the background of the project (60-70 words)

**Step 2**

Write the project 'statement' Then explain in a maximum of five sentences what you mean by your project statement. (in about 50 words)

**Step 3**

State why (*objective/s*) you want to conduct this project. (50 words)

**Step 4**

State the *procedure* of conducting the project. In addition, the *materials* that you would need to complete your project, (about 50 words)

**Step 5**

Collect the materials. Follow the procedure to write your project report, (about 450 words)

### Step 6

Complete the report with a conclusion that includes your assessment of the project, (about 50 words)

### Step 7

Give your completed project a catchy *title*. (10 -15 words)

Your title must match with your work

**(Total words for the project: 700-800) A sample project in outlines**

#### **1. The background of this project**

In a class discussion, we tried to find out our problems in learning English. We sat in teams of five to discuss our problems. We found that we face a number of problems in learning English but the most important one for us was the problems with words. We decided to take up a project on how to handle words better

#### **2. The project statement**

Methods to handle words better

#### **3. The objectives of the project**

Our project was to find out

- i. what our problems are with words, and
- ii. how we can learn and use words better

#### **4. Procedure for the project**

- i. Finding out the problems class 9 students have with English words
  - a. *through questioning our classmates*
  - b. *through asking our teachers*
  - c. *through asking some parents*
  - d. *through our team discussion*

#### **ii. Listing the problems**

#### **iii. Finding out how we can overcome the problems with words**

## 5. Findings and solutions

- i. Team discussion to find out the problems
- ii. Questionnaire and discussion.

A list of 5-8 questions to ask our classmates, teachers, parents to find out the problems which class 9 students have with words

- iii. Discussion of the findings from i. and ii.

Specify the problems :

- a. spelling
  - b. meaning
  - c. part/s of speech to which a word belongs)
- iv. Some solutions to the problems with words
    - a. for spelling: using a dictionary, and spelling games
    - b. for meaning: guessing meaning from the context; using the *gloss* in the text
    - c. for part/s of speech to which a word belongs: from different texts; from a dictionary

## 6. Conclusion

(A write-up in point form)

- i. What you did
- ii. Why
- iii. How
- iv. Findings
- v. What more can be done in this area

## 7. The title of the project

Discuss in your team for a catchy title for the project and use that on your project write-up. A sample title for this project: *English Words: Some of our Problems and some Solutions*



# NON-DETAILED TEXT

## The Trunk of Ganesha



### A. Before you read :

- What do you know about superstitions ? The class will be divided into 4 groups. Group one will collect two stories that talk about superstitions. Group two will observe people around them and mark the incidents / events that bring good or bad luck. (For example, crossing the road in front of you). Third group will talk to the parents/grandparents / elders to know about the certain superstitions in our society. Group four will talk to some doctors, teachers, bankers etc. to know about their attitude to superstitions.
- Now the group leaders will read all their findings and the discussion will follow.
  - ❖ Do you believe in supernatural powers ?
  - ❖ Can this be scientifically proved ?

We will now read the story “The Trunk of Ganesha”. It tells us how the trunk of Ganesha breaks every night. Is it because of God's anger or is it the doing of some supernatural being ?

### B. The Text :

#### I

It was just one of those days when nothing seemed to go right for Gobinda Maharana. Once again there was this unhappy incident which kept bothering him.

At sunrise he finished his bath in the courtyard and took a glass of tea from his wife's hand. His fingers suddenly slackened and the glass slipped from his hand. It was his first conscious knowledge of the fear he carried. The superstition haunted him throughout his life.

This day there was a special reason for his gloomy, tense manner, for it was the third day in succession that such a thing had happened.

Gobinda had learnt the trade from his father, as had his father from his father's father: the substance of the art of idol-making, the Durgas and the Ganeshas and the Sivas.

"Perhaps I have no right," he told his wife, "to meddle with the private lives of gods. That is why they are angry. Perhaps I have been, of late, using my powers too carelessly, and the icons I have been making are not exactly those my father would have made in his time."

Sulochana looked at her husband with frightened eyes. Perhaps he was right, she thought. But may be he was growing older, and his hands and eyesight were not as strong as before.

"You must be tired working without a break." she said, her words betraying her simplicity.

"You know what day it is." He studied her for a moment and continued. "And I am already late on the large Ganesha".

What had gone wrong ? He could not understand. Making an image was child's play for him: only in this case the idol was somewhat larger than most, the trunk a little heavier, a trifle longer. That was all.

Perhaps the clay he had been using was just that measure short of its adhesive quality which makes for a smooth, tight binding. But it was the same

clay he had been using for years, for innumerable images he had perfected and sold. Then why the sudden tear at the point where the elephant trunk took a turn and swung gently downward ? Was the weight too heavy for the clay mould of the image's face to support it ? Sulochana didn't want to question him about his work, for she knew that he was one of the best image makers in the whole valley. "Gobinda Maharana's images; it's hard to find better work than his!" she had heard the townsfolk often say. He was one of the few excellent craftsmen left. And she nursed her pride in secret.

And yet some inner voice hammered at her, was it because he had asked for a better price, a rather exorbitant one, than what was considered reasonable for an image of that size? She was convinced that her husband was a righteous man, but wasn't it possible that his seeming greed (provided her surmise was correct) had angered the Unknown.

**Answer the following questions :**

1. Soon after his bath, what did Gobinda Maharana do ?
2. Why was he anxious in the morning ?
3. What was Gobinda Maharana trade ?
4. What was bothering him since last three days ?
5. Worried Gobinda Maharana gave reasons for the breaking of the trunk. What are they ?
6. Sulochana did not want to question him for his work. What is the reason behind this ?
7. What thoughts did come to Sulochana's mind when the trunk broke again on the third day ?
8. Do you think Gobinda Maharana had become old and his hands and eyes were not strong enough to prepare the day for the idol ? Is there some supernatural power playing the trick ? Let's read to findout.

## II

The sixty-one-year-old Gobinda had a large family to support; this included a son who had a wife and two children. He had turned out to be an irresponsible drifter who spent his days away from the house fishing idly for shrimp and carp in the Mahanadi. The second son had been taken in as an apprentice in a paper mill. There remained only the youngest, a mere thirteen-year-old. Out of the three he alone showed promise of taking up the ancestral profession, thus restoring a measure of calm to the father's mind.

In all these years this experience of his was a new one, a feeling of being alone in a ravenous darkness. All his thinking brought Gobinda to the inescapable conclusion that there was an element of the supernatural in the mysterious breaking of the image; but what had he done to deserve this? His life was ordered, restrained; so where could he have gone wrong? True, that a subtle change had come about in the designing of the clay figures, in the eye-catching new apparel, and in the shades of luminous paint he was using these days. But he hadn't gone about making the changes on his own; they had wanted their gods to be more in tune with the times, Gradually. therefore, he had endowed the goddesses with slim and curved bodies.

But there was nothing flashy about this image of Ganesha he was at work on. Then why should this happen now?

Or was it because the price of two hundred and fifty rupees he had asked for was a large and unreasonable sum for a six-foot-high image of Ganesha? He saw his youngest son, Ranju, come into the workroom and stare at the unfinished Ganesha.

"There, it's happened again," the boy mumbled bitterly, and flinched at the pain he saw in the old man's eyes.

The image stood, incomplete, to one side of the room facing the grilled window set into the northern wall. Cracks had started appearing at several places where the clay had dried. The straw skeleton of the image showed its forks through the mud where the trunk had torn.

Quickly Ranju cleared the debris surrounding the image. He brought a fresh mass of clay and placed it before his father to knead. Gobinda looked closely at his son. No, there was no trace of ridicule evident on the young face, no harshness of youth; merely a mute acceptance of the moment. His glance turned to the image again.

And before he realised what he was doing, his hands were once again kneading the clay, warmly, professionally; making it into the right stickiness as he began carefully filling the tear.

Gobinda had nearly finished mending the broken trunk when Ranju interrupted him, "Father, the draught from the window. May be it should be closed."

The image now appeared as clean and smooth as a mannequin. There were no traces of the recurring disaster.

The possibility of a gust of wind breaking the image was too remote. Gobinda thought. But the image had been placed very close to the open window, only a metre away. He had shifted the image himself, deliberately, in order that more light would be available for his work. And the wet clay would dry up sooner, facing the draught of wind. But that the wind could be a destroyer had never entered his mind. He decided, "Not the wind. It seems impossible."

**Answer the following questions :**

1. How old was Gobinda Maharana ? Who were there in his family ?
2. Was Gobinda happy with his eldest son ? How did he spend his day ?

3. List the changes that had come in the designing of the day figures ?
4. Who was Ranju ? What was his contribution to Gobinda's family ?
5. Where was the idol placed ? Why did Gobinda keep the idol there ?
6. Why did Ranju request Gobinda to close the window ?
7. Did Gobinda think that the wind was responsible for the breaking of the trunk ?
8. Who could be the destroyer the wind, or the anger of the God ? or the hands of the supernatural element ? Setion-I will solve the mystery.

### III

“We’ll sit up tonight,” he told his son with an air of finality. “That is the only way we will ever learn what’s happening.”

“Here?”

“Yes, here,” Which way would the intruder come? He looked round the room and pointed to a dark corner further away, about three metres from the window. “That would be just the right spot for us to keep watch, unnoticed. You can observe the door, the window and the image at the same time from there.”

“Right, Father, I suppose it’s the only way for us.”

So the plan was agreed upon for the night. Gobinda, who usually had his evening meal quite late, decided to have it early, along with his youngest son. The hours passed. A light drizzle came, which lasted only for a couple of minutes.

The night appeared darker to both father and son, the darkness denser as they took up their prearranged positions in the corner of the workroom,

At first they found it difficult to distinguish one object from another, but soon the darkness emptied itself. The image of Ganesha stood as they had left it earlier in the afternoon — apparently unperturbed and dominant. Somehow the idol appeared to have grown in size in the dark.

Huddled close to his father, Ranju's initial excitement had given way to a cold weariness as the night progressed. Perhaps the boy should be sent to bed, Gobinda thought. He heard him yawning in the dark.

The workroom remained still and quiet. The air was heavy, as though bound by invisible ropes to Gobinda's guilt. Nothing appeared to disturb the silence; a few mosquitoes buzzed about them. Where was the intruder they had imagined? Wasn't it more likely an act of the supernatural?

Soon the boy dozed off and slumped to the floor. Gobinda was awake, keen to the sound filtering into the room, his eyes glued to the dark, and to the silence. He put an arm around the boy. Time went by.

Then there was a sound — a soft, distinct sound. The intruder! Gobinda's heart thudded. His eyes met the unfinished eyes of the idol. His gaze swept across to the open window. There, between two vertical bars, was the unmistakable shape of a cat crouched, ready to jump. Unable to move, he watched the animal lithely leap across and land on top of Ganesha's trunk.

A smile beamed across his exhausted face. He gently began shaking the boy awake. (Jayant Mohapatra)

**C. Glossary :**

exorbitant : much bigger or much more expensive

shards : pieces

surmise : guess

drifter: a person who leads an aimless life.

carp : a large freshwater fish

flinched : moved back

draught : current of air in an enclosed place

mannequin : life-size dummy of a human body used in shop windows to display clothes.

**Answer the following questions :**

1. Why did Govinda tell his son to sit in the workroom ?
2. Why did he choose that particular place to sit ?
3. Was Ranju awake all through the night ?
4. What was Gobinda thinking in darkness ?
5. Who was the intruder ? How was it coming into the room ?
6. Why did Govinda Maharana smile at the end ?

**D. Let's write :**

**Answer the following questions in about 50 words each.**

1. Why was Govinda Maharana worried ? What thought came to his mind ?
2. What were Sulochana's reaction to the breaking of the trunk ?
3. Why was she proud of her husband ? How did she value her husband's work ?
4. Was Govinda Maharana superstitious ? What proof do you get from the story ?
5. Who helped Govinda in repairing the trunk ? How did they differ in their point of view regarding the breaking of the trunk ?
6. Govinda Maharana thought of many reasons for the broken trunk. What are they ?
7. How did Govinda solve the mystery ? What did he find ?

**E. Activity :**

1. Discuss how the superstitions created problems in Govinda Maharana's life ?
2. The traditional art of idol-making is dying. Discuss in the class and note down the reasons for the near extinction of this art.





## The Lost Child

### A. Before you read :

Have you ever visited any fair? Did you go alone with someone ?

What things did you see there? Which things attracted you a lot ?

Did you buy anything in the fair ? Do you remember any incident which you cannot forget ?

You are going to read a story. The title of the story is “The Lost Child”.

### B. The Text :

#### I

It was the festival of spring. From the wintry shades of narrow lanes and streets appeared a colourfully dressed humanity. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his father’s legs, brimming over with life and laughter.

“Come, child, come” called his parents, as he lagged behind, fascinated by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he well knew the old, cold stare of refusal in their eyes.

“I want that toy,” he pleaded.

His father looked at him red-eyed, in his familiar tyrant’s way. His mother, melted by the free spirit of the day was tender and, giving him her finger to hold, said, “Look, child, what is before you!”

It was a flowering mustard-field, pale like melting gold as it swept across miles and miles of even land.

A group of dragon-flies were moving noisily on their bright purple wings in search of sweetness from the flowers. The child followed them in the air with his gaze, till one of them would still its wings and rest, and he would try to catch it. But his mother gave a cautionary call: “Come, child, come, on to the footpath.”

He cheerfully ran towards his parents and walked by their side for a while, being, however, soon left behind, attracted by the little insects and worms along the footpath that were coming out of their hiding places to enjoy the sunshine.

“Come, child, come!” his parents called from the shade of a grove where they had seated themselves on the edge of a well. He ran towards them.

A shower of young flowers fell upon the child as he entered the grove, and, forgetting his parents, he began to gather the raining petals in his hands. But lot He heard the cooing of doves and ran towards his parents, shouting, “The dove! The dove!” The raining petals dropped from his forgotten hands.

“Come, child, come!” they called to the child, who had now gone running in fear round the banyan tree, and gathering him up they took the narrow, curved footpath which led to the fair through the mustard fields.

**Now answer the following questions :**

1. Find out the persons described in the story. Where are they going?
2. Why did the child lag behind ?

3. What things did the child see on his way to the fair ? What attracted him most ?
4. Did the child gather any thing on the way ? What was it ? What happened to it ?
5. What were his father and mother like ?
6. “Come, child, come” who said this ? How many times and why ?
7. What do you think the next part of the story will be about ?

## II

He went towards the basket where the flowers lay heaped. As they neared the village, the child could see footpaths full of people. He felt at both repelled and fascinated by the confusion of the world he was entering.

A sweetmeat seller hawked, “gulab-jaman, rasagulla, burfi, jalebi,” at the corner of the entrance. The child stared open eyed and his mouth watered for the burfi that was his favourite sweet. “I want that burfi,” he slowly murmured. But he half knew, as he begged, that his plea would not be heeded because his parents would say he was greedy. So, without waiting for an answer he moved on.

A flower-seller hawked, “A garland of gulmohur, a garland of gulmohur!” The child murmured. “I want that garland.” But he well knew his parents would refuse to buy him those flowers because they would say that they were cheap. So, without waiting for an answer, he moved on.

A man stood holding a pole with yellow, red, green and purple balloons flying from it. Seeing the colourful pole, the child desired to possess them all.

But he well knew his parents would never buy him the balloons, because they would say he was too old to play with such toys. So he walked on farther.

A snake-charmer stood playing a flute to a snake which coiled itself in a basket, its head raised in a graceful bend like the neck of a swan, while the music stole into its invisible ears. The child went towards the snake-charmer. But, knowing his parents had forbidden him to hear such coarse music as the snake-charmer played, he proceeded farther.

There was a roundabout in full swing. Men, women and children, carried away in a whirling motion, shrieked and cried with dizzy laughter.

**Now answer the following questions :**

1. Who did the child see at the fair ?
2. Did the child want to buy anything in the fair ? What are they ? Why did he move on without waiting for his father's reply ?
3. Did his parents buy him anything ? Why ?
4. Did he like the music played by the snake charmer ? How do you know this ?
5. What was it that attracted the child most ?
6. The child made a bold request to his parents to go on the round-about. Will the parents allow him ?

### III

The child watched them intently and then he made a bold request: "I want to go on the roundabout, please, Father, Mother."

There was no reply. He turned to look at his parents. They were not there ahead of him. He turned to look on either side. They were not there. He looked behind. There was no sign of them.

A full, deep cry rose within his dry throat and with a sudden jerk of his body he ran from where he stood, crying in real fear, "Mother, Father." Tears rolled down from his eyes. Out of fear he ran to one side first, then to the other, hither and thither in all directions, knowing not where to go. "Mother, Father," he cried. His yellow turban came untied and his clothes became muddy.

Having run to and fro for a while, he stood helpless, his cries changed into sobs. At little distances on the green grass he could see, through his filmy eyes, men and women talking. He tried to look intently, but there was no sign of his father and mother among these people.

He ran quickly again, this time to a temple to which people seemed to be crowding. Every little inch of space here was congested with men, but he ran through people's legs, his little sob lingering: "Mother, Father!" Near the entrance to the temple, however, the crowd became very thick: men jostled with each other. The poor child struggled to find a way between their feet, but finally failed and raised his voice with the highest pitch "Father, Mother!" A man in the rushing crowd heard his cry and, stooping with great difficulty, lifted him up in his arms.

**Answer the following questions :**

1. What is section III about ?
2. What was the most attractive thing for the child? How do you know this ?

3. What made the child cry ? How did he try to look for his parents ?
4. Who lifted the child up and how ?
5. Do you think the child will find his parents ?

#### IV

“How did you get here, child? Whose baby are you?” the man asked worriedly. The child wept more bitterly than ever now and only cried, “I want my mother, I want my father!”

The man tried to soothe him by taking him to the roundabout. “Will you have a ride on the horse?”, he gently asked as he approached the ring. The child did not look at it, but he only shouted, “I want my mother, I want my father!”

The man headed towards the place where the snake-charmer still played on the flute to the swaying cobra. “Listen to that nice music, child!” he pleaded. But the child shut his ears with his fingers and shouted his double-pitched strain: “I want my mother, I want my father!” The man took him near the balloons, thinking the bright colours of the balloons would distract the child’s attention and quieten him. “Would you like a rainbow coloured balloon?”, he very lovingly asked. The child turned his eyes from the flying balloons and just sobbed, “I want my mother, I want my father !”

The man, still trying to make the child happy, bore him to the gate where the flower-seller sat. “Look! Can you smell those nice flowers, child! Would you like a garland to put round your neck?” The child turned his nose away from the basket and repeated his sob, “I want my mother, I want my father !”

Thinking he could change the child's mind and make him happy by a gift of sweets, the man took him to the counter of the sweet shop. "What sweets would you like, child?" he asked. The child turned his face from the sweet shop and only sobbed, "I want my mother, I want my father !"

(Mulk Raj Anand)

**C. Glossary :**

|            |   |   |
|------------|---|---|
| humanity   | : | people in general   |
| brimming   | : | to be full of something   |
| lag behind | : | to move more slowly than other people                                     |
| fascinated | : | very interested   |
| suppress   | : | to prevent from expressing feeling or emotion                             |
| stare      | : | act of looking at   |
| plead      | : | to ask for something in a strong and serious way                          |
| tyrant     | : | who has complete power in a country and uses it in a cruel and unfair way |
| cautionary | : | giving advice or warning  |
| petal      | : | the delicate (light and pleasant) coloured part of a flower               |
| cooing     | : | soft low sound of doves / pigeons   |
| heap       | : | to put a lot of something in a pile on something                          |
| whirlpool  | : | a swimming pool in which water moves in circles                           |

- repel : to make somebody feel horror or disgust
- sweet meat : a sweet / candy; any food preserved in sugar
- hawk : to try to sell things by going from place to place asking people to buy them
- burfi : a kind of sweet
- murmur : to say something in a soft quiet voice that is difficult to hear and understand
- plea : an urgent emotional request for something
- heed : to pay careful attention to somebody's advice or warning.
- coil : to wind into a series of circles
- shriek: to give a loud high shout (when excited, frightened or in pain)
- dizzy : feeling as if everything is spinning around
- intently : with strong interest and attention
- hither and thither : in many different directions.
- congested : crowded
- jostle : to push roughly against somebody in a crowd
- stoop : to bend the body forwards and downwards
- soothe : to make somebody feel calmer / better

|          |   |  |
|----------|---|--|
| approach | : | to come near   |
| swaying  | : | moving slowly from side to side                      |
| distract | : | to take somebody's attention away from that he wants |
| quieten  | : | to make someone calmer / less noise / silent         |

**Answer the following questions :**

1. What did the man want to know from the child?
2. Did the man try to make the child happy? How?
3. How did the child react to the man's offerings ?
4. What impression do you have on the man who helped the child ?
5. Will the man be able to find the child's parents ? What will happen to the lost child ?

**ACTIVITY - I :**

**(A) The following is the summary of the story 'The Lost Child'. Fill in the blanks of the summary with the suitable words from the bracket.**

(interest, happy, flowerseller, roundabout, balloons, toys, village fair, snake charmer, sweetmeat seller, dragon flies, parents, beautiful groove, temple gate, ran, cried, father and mother)

Once a child went to a \_\_\_\_\_ with his parents. Fascinated by the \_\_\_\_\_ he lagged behind. On his way to the fair he saw the \_\_\_\_\_, a \_\_\_\_\_ etc. The child with his parents arrived the village square and saw a \_\_\_\_\_ with various sweets, a \_\_\_\_\_ with garlands of gulmohur, a man holding with

\_\_\_\_\_, a \_\_\_\_\_ playing a flute to a snake and a \_\_\_\_\_ in full swing. He wanted to go on the round about and couldn't find his \_\_\_\_\_ in the crowd. Then he \_\_\_\_\_, \_\_\_\_\_ here and there in the crowd to find his parents. At the \_\_\_\_\_ a man lifted him up in his arms and asked him about his \_\_\_\_\_. The man wanted to make the child \_\_\_\_\_ but the child lost \_\_\_\_\_ in the things that he had wanted earlier.

**WRITING**

1. What were the things the child saw on his way to the fair? Why did he lag behind his parents ?
2. What things in the fair attracted the child? Why did he move on without waiting for an answer from his parents?
3. When did he realize that he had lost his way? How is it described in the story ?
4. Why did the lost child lose interest in the things that he had wanted earlier ?
5. What do you think happens in the end ? Does the child find his parents ?

**(B) Read the following sentences and order them as they are used in the story and then fill in the blanks of the table. One is done for you.**

- (a) I want that burfi.
- (b) I want that toy.

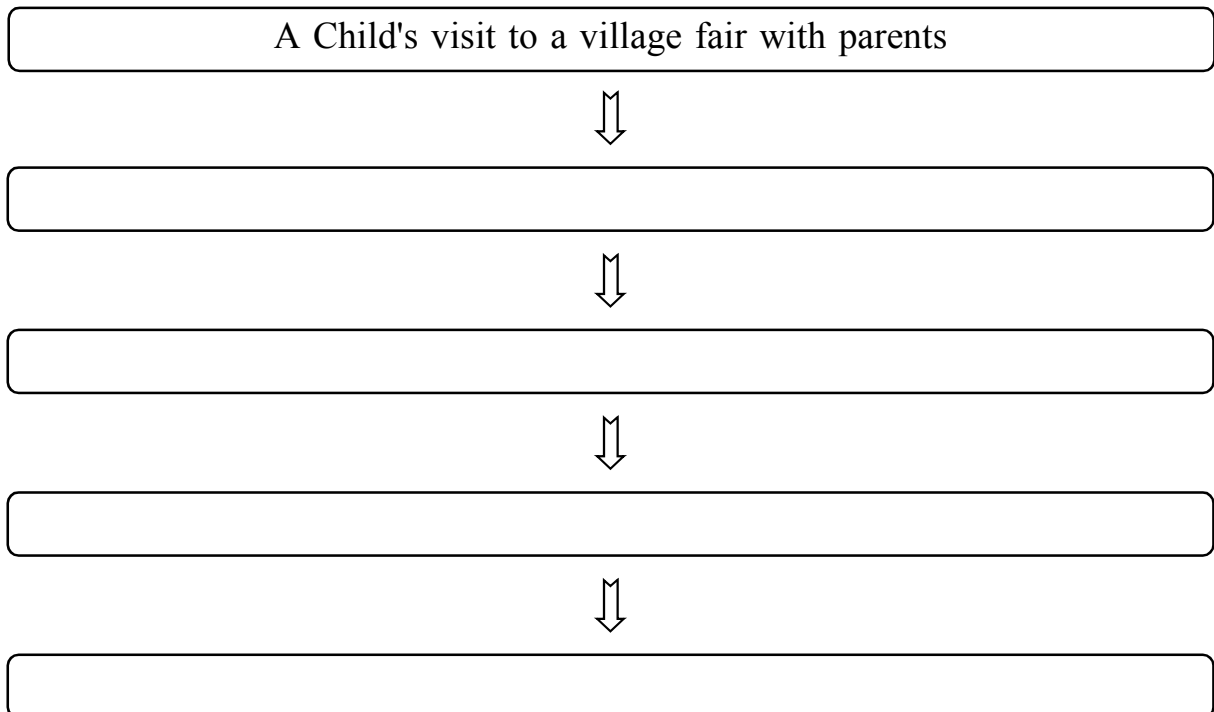
- (c) I want that garland.
- (d) Come, child, come, on to the footpath.
- (e) I want to go on the round about, please, father, mother.
- (f) Come child come.
- (g) Listen to that nice music, child.
- (h) Look child what is before you !
- (i) I want my mother, I want my fathers !
- (j) Father, mother !
- (k) Whose baby are you /
- (l) What streets would you like.

| Section (Part) | (What) Statements     | Who said ? | To whom ? |
|----------------|-----------------------|------------|-----------|
| I              | (f) come, child, come | parents    | child     |
| II             |                       |            |           |
| III            |                       |            |           |
| IV             |                       |            |           |

(C) The main ideas of the story, “The Lost Child” are given below. Read and put them in the appropriate boxes of the Flow Chart. One has been done for you.

- The child's cry out of fear without seeing his parents in the crowd.
- The child's hesitation towards the attracted things in the fair and his sobbing to see his father and mother.
- His eagerness to have different things from a sweetmeat seller with sweets, a flower seller with garlands, a snake charmer with a snake, a roundabout with fullswing in the fair.
- Attraction of the toys, a flowering mustard field, a group of dragon flies, the little insects and worms, a beautiful grove, the banyan tree etc. on the way to village fair.
- A child's visit to a village fair with parents.

**FLOW CHART**





## The First Step

### A. Before you read :

“Education for all” is the slogan of the day. Do you think all the parents are very conscious about sending their girl-children to schools ? Discuss this with your friend.

Now read the story “The First Step” to know the writer's views on girls' education.

### B. The Text :

#### I

“Ammu! Wake up and make tea for me!” a hand roughly shook the ten-year-old girl awake.

Ammu yawned and rubbed off the sleep from her eyes. She rose with a sigh and took the vessel of milk her father held out. Her eyes watered from the smoke that came out as she blew on the flames.

“Come outside, I want to talk to you,” he ordered.

Ammu carried the glass of tea and followed her father. “Yesterday evening, I learnt that the new owner will be coming any day to occupy the house,” he began. “I was asked if a reliable maid would work there and I suggested your name at once.”

Ammu’s father, Chellappa, was the watchman at the big house on the hill. The owner had died a couple of months ago, and they had heard that he had

left the house to his sister's daughter. The people in the neighborhood wondered when the new owner would come to live there.

“The money will be useful,” Chellappa said thoughtfully as he sipped his tea.

“Why?” Ammu asked curiously.

“Because I need money to send Chinni to school,” her father replied curtly. Chinni is Ammu's little brother.

“What about me? I would like to go to school too!” Ammu said.

“You are only a girl. Of what use will education be to you? You will get married even before you finish the third grade! Chinni will get a good job if he is educated,” her father retorted.

Ammu turned away to hide her tears. She wished that her mother was alive. She would not have allowed Chellappa to speak so uncaringly. Her mother would have let Ammu go to school at least to learn the alphabet.

“Ammu, I will be busy all day at the big house. Come there at 9 o'clock to clean the house. I want the new owner to get a good impression. But before that you clean our house,” Chellappa said.”

Ammu cleaned their home which was a room in the servant's quarters of the big house. She washed all the clothes before having her own bath. She packed her father's lunch and walked to the big house.

**Now answer the following :**

1. Who are the characters in this part of the story ?
2. Describe Ammu's house and family.

3. Who was Chelleppa? What did he tell Ammu?
4. Did Ammu want to go to school? How did her father react to Ammu's wish to go to school ?
5. Do you think Ammu's father would send her to school?

## II

The new owner arrived. She was a slim, grey-haired lady, dressed in a spotless white saree.

“Madam, my daughter, Ammu, will work for you. She has already cleaned your house before your coming”, Chellappa smiled.

“Then I don't need your help today, Ammu. Will you come tomorrow morning?” she asked. Ammu nodded.

“You can go home now. Come at nine in the morning,” the woman said and asked Chellappa to carry in the suitcases.

The new owner's name was Mrs. Mohan, and she was a widow. She had a daughter who was married and lived in Bombay.

The next morning Ammu went to Mrs. Mohan's house. “Good morning, Ammu,” Mrs. Mohan greeted her. “Come and have a glass of tea before beginning work. Since you cleaned the house thoroughly only yesterday, it will be enough if you just dust everything. I will be busy unpacking in the bedroom if you want anything.”

Ammu washed the few vessels she found in the sink. She took up the duster and went to the drawing-room. The bookcase drew her like a magnet.

She fingered the books lovingly and gazed at the pictures in a book. Ammu turned as she heard footsteps approach.

“I will have to sort out all the books. There is quite a vast collection here, and my own books will be coming soon,” said Mrs. Mohan pretending not to have noticed the book in Ammu’s hand. “Now, sit down and tell me about yourself. Do you have any brothers and sisters?”

“I have a younger brother, Chinni. He is five years old,” said Ammu.

“What does he do?”

“Appa is sending Chinni to school from next week,” Ammu’s voice held a tremor.

“Don’t you also want to go to school?” Mrs. Mohan asked gently.

“Appa says it will be of no use to me as I am a girl. If Chinni is educated, it will help him to get a job,” Ammu replied without emotion, “Shall I go and wash the clothes?”

**Now answer the following :**

1. Who was the new owner of the house ? What was she like ?
2. What did Ammu do at Mrs. Mohan's house the next morning?
3. What drew Ammu like a magnet ? What did she do then ? Why ?
4. Mrs. Mohan asked Ammu if she wanted to go to school. Did she say anything about her brother ?
5. What did Amu say to Mrs. Mohan ?
6. Will Mrs. Mohan help her to go to school ?

III

Mrs. Mohan realized that she had to get through to Ammu somehow. Perhaps she could start a small school for unfortunate girls like Ammu, she mused. Then the big house would resound with children's laughter. Mrs. Mohan went to the kitchen and set aside food for Ammu. She then ate the simple lunch she had cooked.

“Have your lunch first and then do these dishes. Come to the drawing-room after you finish,” she said.

Ammu was taken aback by her employer's kind ways. It had been quite some time since someone had spoken kindly to her.

“Ammu, you must go to school. Ask your father not to worry about money. Girls should also go to school. Tell your father that I shall pay your fees,” Mrs. Mohan said gently.

“No, no!” Ammu began crying. “My father will never agree.”

“He will. I spoke to him yesterday about it.” Mrs. Mohan said wiping Ammu's tears.

“But then who will work for you? Who will cook for my father and brother?” Ammu asked seriously.

“Then I have another plan. I am a retired headmistress. I shall teach you every day. You come here after finishing your chores and I shall teach you as long as you want. How do you like that?” Mrs. Mohan asked.

“Fine.” Ammu's eyes shone. “Well, shall we begin today itself?” she begged.

“Of course” Mrs. Mohan laughed and began with the alphabet.

An hour later, Ammu went home in a happy daze. She had taken the first step towards her goal.

**Answer the following questions :**

1. What important event took place in the last part of the story ?
2. What did Mrs. Mohan plan to help Ammu ?
3. Why was Ammu not ready to accept Mrs. Mohan's help to begin with ?
4. What was the next plan that Mrs. Mohan had ?
5. What made Ammu happy at the end ?
6. What was Ammu's first step towards her goal ?

**Glossary :**

|           |  |
|-----------|--|
| yawn      | : open the mouth wide and breathe in deeply due to tiredness     |
| maid      | : a female servant   |
| curiously | : eagerly (to know something )                                   |
| retort    | : make a sharp or immediate reply                                |
| pretend   | : make it seem that something is the case when in fact it is not |
| muse      | : to think carefully   |
| curtly    | : rudely   |
| chores    | : a routine or boring task                                       |
| daze      | : unable to think due to confusion                               |

**E. ACTIVITY :**

**I. Read the following jumbled sentences and arrange them in proper order to get the story.**

- 1) Mrs Mohan, the new owner knew about Ammu’s desire to study.

- 2) Mrs Mohan realized the cause of Ammu's unhappiness and thought of starting a small school for unfortunate girls.
- 3) Ammu, a ten-year-old motherless girl, lived with her father and little brother, Chini.
- 4) Mrs Mohan told Ammu that she will help Ammu go to school
- 5) In the end Mrs. Mohan taught her the alphabet and Ammu went home happily.
- 6) Ammu was very eager to go to school like her brother.
- 7) Chellappa, her father wanted her to work as a maid in the new owner's house to get money for Chini's study.

**II. Arrange the statements in Column A in order as they appear in the story. Next match those with the characters in column B.**

| A   | B             |
|---|---------------|
| a) I have a younger brother. ^__            | a) Chellapa   |
| b) I do not need your help today.           |               |
| c) The money will be useful.                |               |
| d) My father will never agree.              | b) Ammu       |
| e) I shall teach you everyday.              |               |
| f) I want to talk to you.                   |               |
| g) I will be busy all day at the big house. |               |
| h) It will help him to get a job.           | c) Mrs. Mohan |

**III. Read the following main ideas of the story, “The first step” and put them, in the appropriate boxes of the ‘Flow Chart’.**

- Chellapa's decision to send Chinnu to school and Ammu to be a maid.
- Mrs Mohan's interest and thought to open a school for unfortunate girls like Ammu.
- Ammu's wish to go to school like his brother, Chinni.
- Mrs Mohan's final decision to teach Ammu and beginning of Amu's ‘Alphabet learning’.
- Mrs Mohan's realisation about Ammu's interest for study.
- A man's help to life the child in the crowd and to make the child happy.

**FLOW CHART**

Chellap's decision to send Chinni to school and Ammu to be a maid



Empty rectangular box for the second step in the flow chart.



Empty rectangular box for the third step in the flow chart.



Empty rectangular box for the fourth step in the flow chart.



Empty rectangular box for the fifth step in the flow chart.

**IV. Column 'A' below names the important characters in the story. And column 'B' lists some words and phrases which describe them. Will you match each character with the words/phrases that describe it. One is done for you.**

| 'A'          | 'B'             |
|--------------|-----------------|
| 1. Chellappa | poor            |
|              | polite          |
|              | widow           |
|              | motherless girl |
| 2. Ammu      | old             |
|              | watchman        |
|              | owner           |
|              | kind            |
|              | helping         |
|              | uncaring        |
|              | maid            |
| 3. Mrs Mohan | slim            |
|              | love for books  |
|              | a young girl    |
|              | educated        |
|              | illiterate      |
|              | servant         |
|              | grey haired     |

**D. WRITING :**

Answer the following questions in about fifty words each.

- 1) Who was Chellepa ? What did he want Ammu to do ?
- 2) Why was Ammu unhappy? Who made her happy ?
- 3) Collect information about Mrs. Mohan from the story and write a paragraph about her.
- 4) Which character do you like the most ? Why ?
- 5) Write a paragraph on Ammu's future.
- 6) How did the writer indicate the serious social problem and suggest solution to it ?





## The Magic Flute

### A. Before you read :

Have you heard anyone play the flute ? Did you enjoy listening to it ?

Can a flute be magical ? How ?

Here in the story a boy played the flute. What made him play the flute ?

Read the story and know about it.

### B. The text :

#### I

The sun was setting as Sukumar walked up the dirt path and into the small village. He was a boy of about eleven or so. In the distance lay the majestic Himalayas. Sukumar was alone and knew no one in the village, but he hoped to find someone who would put him up for the night. In the distance a girl was calling her mother, and he was reminded of his own mother, who was dead. He was filled with memories of her and took out his flute to play.

As he stood there playing, a middle- aged woman carrying a heavy load of grass on her back came up the path behind him. She was the wife of the village headman. She stopped and listened silently to the boy's tune. Sensing her presence, Sukumar looked at her. When their eyes met, it seemed to both of them that they had always known each other.

The woman asked, "My son, where are you going ?"

“ I’m a stranger here, mother, looking for a place to spend the night,” he replied.

“Come with me, my son,” she said. “That’s your sister calling me. When I heard your flute, I felt in my heart that you too were calling me with your tune. Come along, we must go home.”

Tucking away his flute, the boy followed the woman to her house.

Now answer the following questions :

1. What was the name of the boy? Why was he going to the village?
2. Why did he play the flute?
3. Who was the middle-aged woman? When she met Sukumar, how did both of them feel?
4. What did she ask Sukumar to do?

Do you think Sukumar will stay in the elderly woman’s house? Why? / Why not?

## II

At the age of five Sukumar had lost his own mother. But he believed that she still lived within his heart. The flute he carried had been a gift from his father. After the death of his mother, his father would play his own flute every evening before going to bed. One night Sukumar asked him, “Where is Mama ? Why can’t we see her anymore ?”

Putting down the flute, the man said, “Your mother now lives in the house of the Gods. Although she is far beyond the sky, she is with us in our hearts.”

Sukumar then asked, “Are you ever able to meet her in your heart?”

Gazing down at the boy, he answered, “Yes my son, when I play the flute.”

“Oh, how I want to see her! Please make me a flute too so that I’ll know she’s with me when I play it.”

Soon afterwards, Sukumar’s father carefully fashioned a flute for the boy and taught him how to play it. A few days after this, Sukumar’s father died. Sukumar took his flute, and set out on a journey when he met the village headman’s wife who had called him ‘son’. In her, he felt he had found his own true mother once again.

As Sukumar entered the yard with the woman, he saw her young daughter, Sayapatri. The woman nodded toward Sukumar and said, “Daughter, I’ve brought home a nice boy to stay with us - no, I mean I’ve brought home your brother.” Both were happy. Sayapatri, who had no brothers, now had Sukumar, and he in turn now had a sister.

Soon the village headman came home. The woman said to her husband, “I met this boy on the road today. He plays the flute very well.”

During dinner, the man said nothing to the boy. This made Sukumar sad and uncomfortable. After dinner, Sukumar took out his flute and began to play softly. The family sat there silently, enraptured by the boy’s music.

The next morning Sukumar got up early and prepared to leave. But the woman stopped him saying, “We’re mother and son. I won’t let you leave your home.” And so Sukumar stayed with the family.

**Now answer the following questions :**

1. Which part of the story takes place earlier- the part in section A or the part in section B ?

2. Sukumar had lost his mother as a child. He wanted to know where she was. What did his father tell him ?
3. Why did Sukumar want his father to make a flute for him ?
4. What happened when Sukumar lost his father ? Why do you think he left his home ?
5. Who was Sayapatri ? How did the middle-aged woman introduce Sukumar to her ?
6. How did Sukumar feel in Sayapatri's house ? Why ?
7. Sukumar wanted to leave the next morning. What happened ?

### III

One day, the two children walked down to a nearby stream. Sukumar sat silently on a boulder, staring at the water. Unable to control her curiosity, Sayapatri asked, "What are you thinking about, my brother?"

"Dear sister, you have your own mother, and she loves you because you're her daughter. But my mother's gone. And the only way I can ever meet her is by playing my flute."

Sayapatri was shocked by his answer. "But, my brother, isn't my mother also your mother ? Am I not your sister ?", she asked.

Hesitating, he replied, "Yes, you're my sister, and she's my mother, but....."

"But, what, my brother?"

"You have the love of your father, but I've lost mine."

"But isn't my father also yours?"

"No, for I haven't yet won his heart. I'll win his heart by playing my flute."

That evening after the two children had gone to sleep, the father said, “Orphans aren’t very dependable. Sukumar will be like that too. One day he’ll get up and leave. In the meantime, he’ll probably just sit around here loafing and living off our kindness. And he’ll end up being a bad influence on our Sayapatri.”

The woman was shocked by her husband’s words. “But my dear, of course he’s an orphan, which is why we must become his parents,” She said.

**Now answer the following questions :**

1. What reason did Sukumar give Sayapatri for being sad ?
2. How did he plan to win Sayapatri’s father’s heart ?
3. Why did Sayapatri’s father not like Sukumar ?
4. What do you think Sukumar will do now ?

#### IV

One spring evening, Sukumar sat by the window, gazing out at the full moon. He was filled with sadness. Despite all his efforts, he was still unable to win the love of Sayapatri’s father.

In the pre dawn hours of the next morning, he quietly left the house while the rest of the family lay sleeping. All day he climbed over hills and down through the valleys. At sunset, he found himself on the summit of a mountain. A shrine to a goddess stood there, and he decided that he would take shelter in it for the night. Once inside, he felt very lonely and sad. He felt that by leaving Sayapatri and her mother, he had once again lost his family.

The next night he again slept in the shrine, dreaming of Sayapatri. In his dream she was standing in front of him, asking him to follow her. When he awoke from his sleep, he knew that he would return home. But when he reached

Sayapatri's house, many villagers were around the yard and all wore gloomy looks on their faces.

Silently Sukumar entered the house. Inside, Sayapatri lay on her mother's lap. Looking up and seeing him, the woman cried out, "My son, look what's happened to your dear sister! People say she'll recover, but oh, I don't know."

Sukumar approached them slowly, tears streaming down his face. Stretching out his hand, he softly stroked his sister's cheek.

"On the night you left, she suddenly came down with a very high fever. Since yesterday she's been like this- in a coma. I think her spirit's left her body and gone off in search of you. Please, my son, do something to revive her."

Sukumar brought out his flute and began to play it very quietly. As the tune floated across the room, Sayapatri's eyelids began to flutter. Slowly her eyes opened. Seeing Sukumar, she murmured, "My brother, oh my brother! You've returned."

Putting down his flute, Sukumar replied, "Yes, my dear sister, I'm here. It's me, your brother."

Suddenly the father moved next to Sukumar and, with tears in his eyes, hugged the boy to his chest. "Truly you're my own dear son. Never, never will I let you go again."

The mother sat there, shedding tears of joy. Sayapatri and Sukumar looked at each other and smiled.

*Translated by Abhi Subedi (Adapted)*

1. Why did Sukumar leave Sayapatri's house ?
2. Why did Sukumar feel sad in the temple ?
3. Why did Sukumar decide to return to Sayapatri's house ?
4. When Sukumar entered the house, what did he see ?
5. According to her mother, what was wrong with Sayapatri ?

6. What did Sukumar do when he heard Sayapriti's mother ? What happened to Sayapriti then?
7. Sayapriti's father did something unexpected. What was it ?
8. Do you think this is a happy story or a sad story? Why ?
9. Why is the story entitled "The Magic Flute" ? How was the flute magical ?

**C. Glossary :**

- majestic : beautiful or impressive  
tuck away : to hide something  
set out : began  
gaze : to look someone steadily  
nodded : answered 'yes'.  
enraptured : filled with joy  
staring at : looking at something for a long time with wide open eyes.  
loafing : spending time carelessly  
summit : the highest point / top (of a mountain)  
stroked : touched in a gentle, loving way  
flutter : to move in excitement  
hugged : held someone tightly putting arms around.  
gloomy : unhappy : having no hope.

**D. Let's Write :**

Write the answers to the following questions in about 50 words each :

1. Why and how did Sukumar learn to play the flute ?
2. How did he come to Sayapatri's house ?
3. Why did Sayapriti's father not want Sukumar in his house ?
4. Why did Sukumar go back to Sayapriti's house ?
5. How did Sayapriti recover ?

**E. Activity :**

The following is the summary of the story. But there are eight mistakes in the summary. Underline the mistakes. Rewrite the summary after correcting the mistakes.

Sukumar was an orphan who was 11 years old. His mother had made a guitar for him and he played it very well. One day, he came to a village and the Headman's daughter took him to her house. She introduced him to her son, Sayapatri. But Sukumar was sad because Sayapatri's mother did not love him. So, one day he left their house and went to live in a shrine on a mountain. One, night he had a dream. He saw Sayapatri's mother calling him. He went back to Sayapatri's. He found that Sayapatrai's mother was very sick. He played his flute and slowly she opened her eyes. Sayapatri hugged him and the story ended happily.





## The Portrait of a Lady

### A. Before you read :

- Grandparents are the most lovable people in this world. They pray selflessly and continuously for our well being.
- Do you have grandparents ? What do they do ? Do you spend time with them ?
- Interview your friend's grandparents about the following :
  - their likes and dislikes,
  - how they like to spend their time, and
  - some important events that they remember.

Share this with others in your class.

- A portrait is a painting, picture or any other artistic representation of a person. Whose portrait do you think will be presented in this story ?

Now read the story.

### B. The text :

#### I

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe. My grandfather's portrait hung above the mantelpiece in the drawing room. He wore a big turbun and loose-fitting clothes. His long white beard covered the best part of his chest and he looked at least

a hundred years old. He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren. As for my grandmother being young and pretty, the thought was almost revolting. She often told us of the games she used to play as a child. That seemed quite absurd and undignified on her part and we treated it like the tales of the prophets she used to tell us.

She had always been short and fat and slightly bent. Her face was a crisscross of wrinkles running from everywhere to everywhere. No, we were certain she had always been as we had known her. Old, so terribly old that she could not have grown older, and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful. She hobbled about the house in spotless white with one hand resting on her waist to balance her stoop and the other telling the beads of her rosary. Her silver locks were scattered untidily over her pale face, and her lips constantly moved in inaudible prayer. Yes, she was beautiful. She was like the winter landscape in the mountains.

My grandmother and I were good friends. My parents left me with her when they went to live in the city and we were constantly together. She used to wake me up in the morning and get me ready for school. She said her morning prayer in a monotonous sing-song while she bathed and dressed me in the hope that I would listen and get to know it by heart. I listened because I loved her voice but never bothered to learn it. Then she would fetch my wooden slate which she had already washed and plastered with yellow chalk, a tiny earthen ink pot and a reed pen, tie them all in a bundle and hand it to me. After a breakfast of a thick, stale chapatti with a little butter and sugar spread on it, we went to school. She carried several stale chapattis with her for the village dogs.

**Now answer the following questions :**

1. How has the author described his grandmother ?
2. What impression did the author get looking at his grandfather's photograph ?
3. Do you think the author's mother was a religious person ? Why do you think so ?
4. The author says that he and his grandmother were good friends. Did they do anything together ?
5. Why did his grandmother carry chapattis when they went to school ? What does this tell you about her ?

Life was comfortable for the author and his grand mother. Do you think it will continue to be so ?

## II

My grandmother always went to school with me because the school was attached to the temple. The priest taught us the alphabet and the morning prayer. While the children sat in rows on either side of the veranda singing the alphabet or the prayer in a chorus, my grandmother sat inside reading the scriptures. When we had both finished, we would walk back together. This time the village dogs would meet us at the temple door. They followed us home, growling and fighting each other for the chapattis we threw them.

When my parents were comfortably settled in the city, they sent for us. That was a turning point in our friendship. Although we shared the same room, my grandmother no longer came to school with me. I used to go to an English school in a motor bus. There were no dogs in the streets and she took to feeding sparrows in the courtyard of our city house.

As the years rolled by we saw less of each other. For some time she continued to wake me up and get me ready for school. When I came back

she would ask me what the teacher had taught me. I would tell her English words and little things of western science and learning, the law of gravity, Archimedes' principle, the world being round etc. This made her unhappy. She could not help me with my lessons. She did not believe in the things they taught at the English school and was distressed that there was no teaching about God and the scriptures. One day I announced that we were being given music lessons. She was very disturbed. To her, music had lewd associations. It was not meant for gentle folk. She rarely talked to me after that.

When I went up to University, I was given a room of my own. The common link of friendship was snapped. My grandmother accepted her it with resignation. She rarely left her spinning wheel to talk to anyone. From sunrise to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the veranda breaking the bread into little bits, hundreds of little birds collected around her. Some came and perched on her legs, others on her shoulders. Some even sat on her head. She smiled but never shooed them away. It used to be the happiest half-hour of the day for her.

**Now answer the following questions :**

1. The author and his grandmother were very close to one another. How do you know this ?
2. When did their relationship change ? Why ?
3. There were some things about the author's school that his grandmother did not like ? What were these ?
4. What happened to their relationship when the author went to the university ?
5. What did his grandmother do with her time ?

The distance between the author and his grandmother grew wider ? What do you think will happen next ?

III

When I decided to go abroad for further studies, I was sure my grandmother would be upset. I would be away for five years, and at her age one could never tell. But my grandmother could. She was not even sentimental. She came to see me off at the railway station but did not talk or show any emotion. Her lips moved in prayer, her mind was lost in prayer. Her fingers were busy telling the beads of her rosary. Silently she kissed my forehead, and when I left I cherished the moist imprint as perhaps the last sign of physical contact between us.

But that was not so. After five years I came back home and was met by her at the station. She did not look a day older. She still had no time for words, and while she clasped me in her arms I could hear her reciting her prayer. Even on the first day of my arrival, her happiest moments were with her sparrows whom she fed longer and with frivolous rebukes.

In the evening a change came over her. She did not pray. She collected the women of the neighbourhood, got an old drum and started to sing. For several hours she thumped the sagging skins of the dilapidated drum and sang of the homecoming of warriors. We had to persuade her to stop, to avoid overstraining. That was the first time since I had known her that she did not pray.

The next morning she was taken ill. It was a mild fever and the doctor told us that it would go. But my grandmother thought differently. She told us that her end was near. She said that since only a few hours before the close of the last chapter of her life she had omitted to pray, she was not going to waste any more time talking to us.

We protested. But she ignored our protests. She lay peacefully in bed praying and telling her beads. Even before we could suspect, her lips stopped

moving and the rosary fell from her lifeless fingers. A peaceful pallor spread on her face and we knew that she was dead.

We lifted her off the bed and, as is customary, laid her on the ground and covered her with a red shroud. After a few hours of mourning, we left her alone to make arrangements for her funeral.

In the evening we went to her room with a crude stretcher to take her to be cremated. The sun was setting and had lit her room and veranda with a blaze of golden light. We stopped halfway in the courtyard. All over the veranda and in her room right up to where she lay dead and stiff wrapped in the red shroud, thousands of sparrows sat scattered on the floor. There was no chirping. We felt sorry for the birds and my mother fetched some bread for them. She broke it into little crumbs, the way my grandmother used to, and threw it to them. The sparrows took no notice of the bread. When we carried my grandmother's corpse off, they flew away quietly. Next morning the sweeper swept the bread crumbs into the dustbin. (Khushbant Singh)

**Now answer the following questions :**

1. The author decided to go abroad. Why did he think that his grandmother would be upset ?
2. How did his grandmother behave when she saw him on his return at the station ?
3. What changes came over her in the evening ?
4. Was her illness of a serious nature ?
5. Why did she refuse to talk to her family members ?
6. What did the author and his family see when they went to take her for cremation ?
7. What was strange about the behaviour of the sparrows ?

**C. Glossary :**

- mantel piece : shelf projecting from the wall above the fireplace
- revolting : expressing protest.
- criss-cross : crossed lines forming a kind of pattern
- hobble : walk as when lame
- stoop : bent forward
- rosary : a string of beads used for prayer.
- lewd : indecent
- monotonous : unchanging, with no change of pitch.
- scriptures : sacred book (here, the Guru Granth Saheb, the holy book of the Sikhs)
- shroud : a piece of cloth or a sheet wrapped round a dead body

**D. Let's write :**

**Write the answers to the following questions in about 50 words each :**

1. How does the author describe his grandmother ?
2. The author and his grandmother were good friends. Give examples to support this statement.
3. How did the author's grandmother behave when he was going abroad ?
4. The author's grandmother was a religious lady. Do you agree ? Why ?
5. How did the sparrows behave when grandmother died ?
6. The author and his grandmother shares a very close relationship. This changed when they moved to the city. Why did this happen ?

**E. Activity :**

- I. There was a change in the relationship between the author and his grandmother. Some of the following are the reasons for this change. Tick all the correct answers.**
- (a) The author went to an English school.

- (b) He went to school by bus.
- (c) There were sparrows in the city.
- (d) His grandmother could not help him with his lessons.
- (e) The school did not teach anything about God.
- (f) She didn't like western science.
- (g) She liked music.
- (h) When he went to the university they had separate rooms.

**II. Grand mothers are the pillars of the family. They create bonds that hold the family together. Discuss.**

