

ગુજરાત રાજ્યના શિક્ષણવિભાગના પત્ર-ક્રમાંક  
મશબ/1215/170-179/છ, તા. 23-03-2016—થી મંજૂર

# ENGLISH

(First Language)

## Standard IX



### PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



Gujarat State Board of School Textbooks

'Vidyayan', Sector 10-A, Gandhinagar-382 010

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### Subject Advisor

Dr. Indira Nityanandam

### Writers

Mr. Mithun Khandwala (convenor)

Dr. Pranav Joshipura

Dr. Surendrasinh Gohil

Mr. N. V. Chandibhamar

Mr. Deepak Khanderia

Ms. Sherley Jane

Ms. Shivani Pathak

Ms. Shabnam Lohani

Mr. Ranvirsinh Gohil

### Reviewers

Dr. Anil Kapoor

Mr. Ajit Thosar

Ms. Sneha Patel Moss

Ms. Shailly Sood

Ms. Mahalakshmi Iyengar

Ms. Amita Buch

Ms. Jasmine Christie

Mr. Sumit Thapliyal

### Co-ordinator

Ms. Krishna Dave

(Subject Co-ordinator : English)

### Preparation and Planning

Shri Haresh S. Limbachiya

(Dy. Director : Academic)

### Lay-out and Planning

Shri Haresh S. Limbachiya

(Dy. Director : Production)

## PREFACE

Gujarat State Board of School Textbooks has prepared a new textbook for Standard 9 as per the new curricula developed by the Gujarat State Secondary and Higher Secondary Board and which has been sanctioned by the Education Department of the Government of Gujarat. The textbooks of Standard - 1 to 12 are in accordance with the guidelines of N.C.F. (National Curriculum Framework) and the N.C.E.R.T. A panel of experts from Universities/Colleges, Teachers Training Colleges and Schools have helped in preparing the manuscript of the subject. It is then reviewed by another panel of experts to suggest changes and filter out the mistakes, if any. The suggestions of the reviewers are considered thoroughly and necessary changes are made in the manuscript. Thus, the Textbook Board takes sufficient care in preparing an error free manuscript. The Board is vigilant even while printing the textbooks.

This is the **English (First Language) Textbook for Standard 9**. As per the new guidelines, this textbook provides a wider exposure to the communication skills, use of language and critical thinking skills.

The Textbook Board is thankful to all those who have helped us in preparing this textbook. However, we welcome suggestions in improving the quality of the textbook.

**H. N. Chavda**

Director

Date : 01-03-2016

**Dr. Nitin Pethani**

Executive President

Gandhinagar

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## 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 and 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) to provide opportunities for education by the parent or the guardian, to his child or a ward between the age of 6 and 14 years as the case may be.

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\*Constitution of India : Section 51 A

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## About this textbook...

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The Gujarat State Board of School Textbook, Gandhinagar is delighted to introduce the new textbook of Standard 9, English (First Language) to the students, teachers and the parents. The Board consistently endeavours to provide quality and error free input for learning English Language keeping abreast of the national goals for education set by the National Curriculum Framework (NCF) from time to time and the language teaching approaches that enable the learners to use the language in their day to day life.

The textbooks have a huge responsibility to put the perspective into practice so that the learners are enabled to connect the knowledge to the life outside four walls of the classrooms. For any language textbook, it is essential that the learners get error free examples of appropriate language use. Learning of any subject requires three basic things: 1. quality exposure/input 2. opportunities to practice and 3. the process should be enjoyable.

The new textbook tries to follow all three of the above mentioned conditions. The authentic texts have a variety of themes to address the age group of the students as well as to meet the expectations of the NCF. There is a special emphasis on Indianness in the context and value education along with providing a broader perspective through a variety in the input.

Though the textbook doesn't follow any one approach to the language teaching strictly in its principles, methods and techniques, most of the activities follow the principles of Communicative Language Teaching (CLT). The emphasis is on motivating and encouraging the learners to use the language to learn the language. It is expected that the teachers and parents encourage the efforts to use the language and do selective/collective error correction to support the language learning process. The activities are designed to balance input, practice and enjoyment. They are designed to encourage Collaborative Learning and to help the teachers meet the new assessment challenges. There are many activities in the textbook that may be used in Formative Assessments (after preparing rubrics for assessment) or the Formative Assessments may be given using activity formats.

The textbook has Prose, Poetry and Supplementary Lessons. The Prose Units are divided into VI different activities:

**Activity I** aims at bridging the gap between what is known and what is unknown/new. The objective is to catch the attention of the learners and to lead them to the new lesson. The activities brainstorm the learners and expect oral response in most of the units. The activities are based on theme, vocabulary or grammar of the main texts.

**Activity II** is to provide practice in Reading Comprehension using different formats. A, B and C types of activities help the learners not only comprehend the details in the text but also go beyond it. The questions have been divided into three categories: 1. Factual 2. Inferential and 3. Referential.

**Activity III** aims at giving practice in comprehension and use of vocabulary used in the lesson as well as vocabulary related to the reading text. The activities are offered in such a manner that learning of the new words shifts from rote memorization of the spellings and meanings, to the meaningful ways of comprehending the meaning and use in different forms and context.

**Activity IV** deals with grammar in forms of different language functions. The objective is to enable the learners notice the change in the language use in different contexts and to make them independent learners. The grammar rules are introduced deductively.

**Activity V and VI** deal with productive skills of the language i.e. Speaking and Writing. Following the input in all previous activities, the learners are encouraged to produce the language through related prompts to speak and write. The teachers are expected to encourage the efforts of the learners in speaking and writing against mere error correction while executing the activities.

The Poetry units begin with the introduction to the poet and the poem. The activity at the end of the poem is a mix bag that not only helps the learners comprehend the poem but also goes beyond the poem and appreciates it from the literary or creativity perspective.

The Supplementary Reading Lessons are selected considering the interest levels. To encourage independent reading, 'While Reading Questions' are given in a box at regular intervals. The While Reading questions are not comprehension questions. They are to enable the learners get actively involved in the reading process.

After all efforts from the authors' and the reviewers' end, the textbook is now in the hands of the teachers, students and parents. The success of this textbook, like any other textbook, depends on effective use and execution. We expect that appropriate methods and techniques are used to execute the activities along with required teaching learning materials or teaching aids.

**-Authors**



# Unit 1

## Introduction

**Henry Charles Beeching** (1859–1919) was an English clergyman, author and poet. He was educated at Oxford.

*Going Downhill on a Bicycle* is an exquisite narration of a poet's experience while going down a hill on a bicycle. The poem is remarkable for its rhythmic and rhyming qualities.

## Going Downhill on a Bicycle

With lifted feet, hands still,  
I am poised, and down the hill  
Dart, with heedful mind;  
The air goes by in a wind.  
    Swifter and yet more swift,  
    Till the heart with a mighty lift  
    Makes the lungs laugh the throat cry;-  
    "O bird, see, see, bird, I fly!  
Is this, is this your joy?  
O bird, then I, though a boy,  
For a golden moment share  
Your feathery life in air!"  
    Say, heart, is there aught like this  
    In a world that is full of bliss?  
    'Tis more than skating, bound  
    Steel-shod to the level ground.  
Speed slackens now, I float  
A while in my airy boat;  
Till, when the wheels scarce crawl,  
My feet to the treadles fall.  
    Alas, that the longest hill  
    Must end in a vale; but still,  
    Who climbs with toil, wheresoe'er,  
    Shall find wings waiting there.

## Glossary

**poised**(v) balanced **dart**(v) move along rapidly & lightly **aught**(pron) (old Eng.) anything, whatever  
**steel-shod**(n) (here) firmly **treadles**(n) pedals

## Activity

Read the poem carefully.

### A. Choose the correct option and rewrite the complete sentence :

- Lifting his feet in the air represents \_\_\_\_\_ of the boy.  
(A) challenge (B) courage  
(C) freedom (D) freedom, courage and challenge
- The boy feels \_\_\_\_\_ while comparing his experience of flying with that of a bird.  
(A) angry (B) annoyed  
(C) happy (D) jealous
- Say, heart, is there aught like this  
In a world that is full of bliss?  
'Tis more than skating, bound  
Steel-shod to the level ground. (Identify the rhyme scheme)  
(A) aabb (B) abab  
(C) abba (D) abcd
- O bird, see, see, bird, I fly. (Identify the figure of speech)  
(A) Antithesis (B) Apostrophe  
(C) Paradox (D) Personification
- Make the lungs laugh, the throat cry. (Identify the figure of speech)  
(A) Apostrophe (B) Euphemism  
(C) Simile (D) Synecdoche

### B. Answer the following questions :

- Describe the experience of the boy going down the hill on the bicycle.
- What precaution has the boy to take while going down the hill on the bicycle?
- With whom does the boy compare his thrill of flying in the second and third stanzas?  
How?
- 'Still and Hill' are rhyming words. Give four more words (not from the poem) that rhyme with the following words: fly, lift, boy.
- Explain the following expressions 'mighty lift', 'feathery life' and 'airy boat'.
- Explain the following :  
(A) 'Who climbs with toil, whatsoe'er,  
Shall find wings waiting there'.  
(B) 'Is this, is this your joy?  
O bird, then I, though a boy,  
For a golden moment share  
Your feathery life in air!'





## Unit 2

### Activity I

The astonishing progress that the Indians have made in mathematics is well known and it is recognized that the foundations of modern arithmetic and algebra were laid long ago in India.

Aryabhatta was one of the first Indian mathematicians and astronomers belonging to the classical age. In recent times, you must have heard of Shakuntala Devi, the lady who performed maths calculations faster than a computer. You, too, can do it with just a little bit of practice with Vedic Mathematics.

Let's try it by multiplying 52 by 11.

To multiply 52 and 11, imagine there is a space between 5 and 2.

$52 \times 11 = 5\_2$  (Put an imaginary space in between)

Now, what to do with that space?

Just add 5 and 2 and put the result in the imaginary space

So,  $52 \times 11 = 572$  (which is your answer)

Now, try some more examples:

(1)  $35 \times 11 =$

(2)  $81 \times 11 =$

(3)  $72 \times 11 =$

### Introduction

**Charles Percy Snow, Baron Snow** (1905–1980), English physical chemist and novelist, served in several important positions in the British Civil Service and briefly in the UK government. He is best known for his series of novels known collectively as 'Strangers and Brothers', and for 'The Two Cultures'.

This biography of the genius mathematician is inspirational for the young to work tirelessly even among modest circumstances.

### Ramanujan

One morning early in 1913, Hardy found, among the letters on his breakfast table, a large untidy envelope decorated with Indian stamps. When he opened it, he found sheets of paper by no means clean, on which, in a non-English script, were line after line of symbols. Hardy glanced at them without enthusiasm.

He felt, more than anything, bored. He glanced at the letter, written in halting English, signed by an unknown Indian, asking him to give an opinion of these mathematical discoveries. The script appeared to consist of theorems, most of them, wild or fantastic looking, one or two already well-known, laid out as though they were original. There were no proofs of any kind. Hardy was not only bored, but also irritated. It seemed like a curious kind of fraud. He put the manuscript aside, and went on with his day's routine.

After lunch he loped off for a game of real tennis in the university court. (If it had been summer, he would have walked down to Fenner's to watch cricket.) In the late afternoon, a stroll back to his rooms. That particular day, though, while the timetable wasn't altered, internally things were not going according to plan. At the back of his mind, getting in the way of his complete pleasure in his game, the Indian manuscript nagged away. Wild theorems. Theorems such as he had never seen before, nor imagined. A fraud of genius? A question was forming itself with epigrammatic clarity: is a fraud of genius more probable than an unknown mathematician of genius? Clearly the answer was no. Back in his rooms in Trinity, he had another look at the script. He sent word to Littlewood (probably by messenger, certainly not by telephone, for which, like all mechanical contrivances including fountain pens, he had a deep distrust) that they must have a discussion after hall.

Before midnight they knew, and knew for certain. The writer of these manuscripts was a man of genius. That was as much as they could judge, that night. It was only later that Hardy decided that Ramanujan was, in terms of natural mathematical genius, in the class of Gauss and Euler: but that he could not expect, because of the defects of his education, and because he had come on the scene too late in the line of mathematical history, to make contribution on the same scale.

The following day Hardy went into action. Ramanujan must be brought to England, Hardy decided. Money was not a major problem. Trinity had usually been good at supporting unorthodox talent (the college did the same for Kapitsa a few years later). Once Hardy was determined, no human agency could have stopped Ramanujan, but they needed certain amount of help from a superhuman one.

Ramanujan turned out to be a poor clerk in Madras, living with his wife on twenty pounds a year. But he was also a Brahmin, usually strict about his religious observances, with a mother who was even stricter. It seemed impossible that he could break the ban and cross the water. Fortunately his mother had the highest respect for the goddess of Namakkal. One morning Ramanujan's mother made a startling announcement. She had a dream the previous night in which she saw her son seated in a big hall among a group of Europeans, and the goddess of Namakkal had commanded her not to stand in the way of her son fulfilling his life's purpose. This, say Ramanujan's Indian biographers, was a very agreeable surprise to all concerned.

In 1914, Ramanujan arrived in England. So far as Hardy could detect (though in this respect I should not trust his insight far) Ramanujan, despite the difficulties of breaking the caste laws, did not believe much in theological doctrine, except for a vague pantheistic benevolence, any more than Hardy did himself. But he did certainly believe in ritual. When Trinity put him up in college within four years he became a fellow. There was no "Alan St. Aubyn" self-indulgence for him at all. Hardy used to find him ritually changed into his pyjamas, cooking vegetables rather miserably in a frying pan in his own room.

Their association was a strangely touching one. Hardy did not forget that he was in the

presence of a genius: but genius that was, even in mathematics, almost untrained. Ramanujan had not been able to enter Madras University because he could not matriculate in English. According to Hardy's report, he was always amiable and good-natured, but no doubt he sometimes found Hardy's conversation outside mathematics more than a little baffling. He seems to have listened with a patient smile on his good, friendly, homely face. Even inside mathematics they had to come to terms with the difference in their education. Ramanujan was self-taught: he knew nothing of the modern rigour: in a sense he didn't know what a proof was. In an uncharacteristically sentimental moment, Hardy once wrote that if he had been better educated, he would have been less 'Ramanujan'. Coming back to his ironic senses, Hardy later corrected himself and said that the statement was nonsense. If Ramanujan had been better educated, he would have been even more wonderful than he was. In fact, Hardy was obliged to teach him some formal mathematics as though Ramanujan had been a scholarship candidate at Winchester. Hardy said that this was the most singular experience of his life: what did modern mathematics look like to someone who had the deepest insight, but who had literally never heard of most of it?

It is good to remember that England gave Ramanujan such honors as were possible. The Royal Society elected him a Fellow at the age of thirty (which, even for a mathematician, is very young). Trinity also elected him a Fellow in the same year. He was the first Indian to be given either of these distinctions. He was amiably grateful. But he soon became ill.

Hardy used to visit him, as he lay dying in hospital at Putney. It was on one of those visits that there happened the incident of the taxi-cab number. Hardy had gone out to Putney by taxi as usual his chosen method of conveyance. He went into the room where Ramanujan was lying. Hardy, always clumsy about introducing a conversation, said, probably without a greeting and certainly as his first remark: "The number of my taxi cab was 1729. It seemed to me rather a dull number." To which Ramanujan replied: "No, Hardy! No, Hardy! It is a very interesting number: *It is the smallest number expressible as the sum of two cubes in two different ways*".

It was difficult, in war-time, to move Ramanujan to a kinder climate. He died of tuberculosis, back in Madras, two years after the war. As Hardy wrote in the *Apology*, his roll-call of mathematicians: 'Galois died at twenty-one. Abel at twenty-seven, Ramanujan at thirty-three, Riemann at forty. I do not know an instance of a major mathematical advance initiated by a man past fifty'.

### Glossary

**loped off** moved along with long easy steps **nagged away** annoyed by puzzling **epigrammatic clarity** short and witty expression **contrivances(n)** appliances, gadgets **after hall** after dinner in the dining hall **Gauss** German mathematician **Euler** Swiss mathematician **Kapitsa** Soviet physicist and Nobel Laureate **Namakkal** district in Tamilnadu **pantheistic benevolence** born out of many Gods **Alan St. Aubyn** Fellow of Trinity **the war** World War I (1914-18) **Galois** French mathematician **Abel** Norwegian mathematician **Riemann** German mathematician

## Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence :

1. Ramanujan's mother had great reverence for \_\_\_\_\_.  
(A) Goddess of Madurai (B) Goddess Namakkal  
(C) Lord of Thanjavur (D) Lord of Rameshwaram
2. In 1918, Ramanujan was elected as a Fellow of the\_\_\_\_\_.  
(A) European Mathematical Society (B) Mathematical Optimization Society  
(C) Royal Society (D) Quaternion Society
3. Ramanujan died of \_\_\_\_\_.  
(A) cancer (B) hepatitis  
(C) pneumonia (D) tuberculosis
4. Ramanujan could not enter the University of Madras because he could not matriculate in \_\_\_\_\_.  
(A) English (B) Hindi  
(C) Tamil (D) Telugu
5. "To break the ban" means to overcome the\_\_\_\_\_.  
(A) blind belief (B) disease  
(C) fear (D) taboo

B. Answer the following questions :

1. Describe the packet that Hardy received one morning in 1913. What was his reaction on examining it?
2. What was the dream of Ramanujan's mother and how did it help him?
3. How was Ramanujan honoured in England?
4. What were the difficulties Ramanujan faced while in England?
5. Explain: "I do not know an instance of a major mathematical advance initiated by a man past fifty".

C. Write in detail on :

1. Ramanujan as a Mathematical Genius
2. The Association between Ramanujan and Hardy

**Activity III**

Fill the gaps in the text with suitable words from the box. (There are more words in the box than you need.)

sense	punctual	confident	trust	initiative	miserable
timid	sensible	sensitive	shy	cheerful	reserved

I spent the weekend camping with friends but it wasn't very successful. Krishani is not ..... and we had to wait an hour for her to turn up. Apparently she had a problem with the train, but didn't have the common ..... to ring me on my mobile and warn me that she would be late. Then, when she finally arrived, she had a friend with her, called Ayushi. She was quite nice, but so ..... that she didn't speak to anyone for the first day. She'd got bit more self- ..... by the end of the weekend. However, she didn't seem to have much ..... We were only 400 metres from a farm but Ayushi said she couldn't make tea because we had no water! Dhruv got angry at that, for no real reason, and poor Ayushi almost started crying. Dhruv's problem was that he never wanted to go camping in the first place, so he was pretty ..... most of the time.

**Activity IV**

While describing people, we describe their appearance, talk about their character and nature.

Now, answer the following questions.

- (A) What does your mother/brother/sister/father like?  
 (B) What is your mother/brother/sister/father like?

Do both the questions have the same answer? What is the difference? It's important that we learn to ask and answer appropriately.

To talk about people's general appearance, we may ask some of the following questions:

- (1) What does s/he look like?
- (2) Does s/he wear glasses?
- (3) Does he have a moustache?
- (4) What colour is her/his hair?
- (5) How long is her/his hair?
- (6) How tall is s/he?
- (7) How old is s/he?

Now, work in pairs and frame five questions to ask about people's character or nature. You may ask the questions to your classmates to check whether they make sense or not.

### Activity V

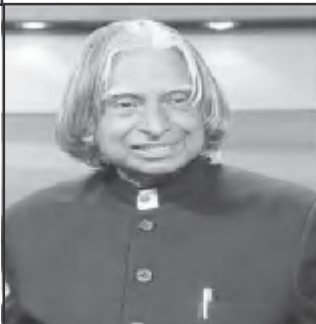
Look at the pictures of following famous personalities. Work in group of six students and prepare a short introduction to any one of them. Speak about that person in the class and let the other groups guess which personality you are talking about.



**Dr. Homi Bhabha**



**Dr. Jagdish Chandra Bose**



**Dr. A P J Abdul Kalam**



**Shakuntala Devi**



**Ramanujan**

### Activity VI

Collect details about great Indian mathematicians and their contribution and prepare a poster presentation.



## Unit 3

### Introduction

**Francis Ledwidge** (1887–1917), an Irish war poet, was killed during World War I. Ledwidge was a keen poet, writing wherever he could – sometimes even on gates or fence posts. From the age of fourteen, his works were published in local newspapers. He served in Greece during a part of the first World War.

*The Homecoming of the Sheep* is a musical poem. Little imagination is needed to hear the sheep bells on the hillside, especially as bells are mentioned in each stanza. When sheep are returning home in the evening, interweaving their movement with other aspects of nature gives the poem a greater appeal.

### The Homecoming of the Sheep

The sheep are coming home in Greece,  
Hark the bells on every hill!  
Flock by flock, and fleece by fleece,  
Wandering wide a little piece  
Thro' the evening red and still,  
Stopping where the pathways cease,  
Cropping with a hurried will.

Thro' the cotton-bushes low  
Merry boys with shouldered crooks  
Close them in a single row,  
Shout among them as they go  
With one bell-ring o'er the brooks.  
Such delight you never know  
Reading it from gilded books.

Before the early stars are bright  
Cormorants and sea-gulls call,  
And the moon comes large and white  
Filling with a lovely light  
The ferny curtained waterfall.  
Then sleep wraps every bell up tight  
And the climbing moon grows small.

## Glossary

**cropping**(v) (here) grazing **crook**(n) part that is curved or bent like a hook **cormorants**(n) large black sea birds **ferny**(adj) vascular plant

## Activity

Read the poem carefully.

**A. Choose the correct option and rewrite the sentence :**

1. 'Through the evening red and still.' The word 'still' indicates\_\_\_\_\_.  
(A) exciting (B) gloomy  
(C) peaceful (D) sad
2. By 'gilded' books, the poet means \_\_\_\_\_.  
(A) attractive books (B) expensive books  
(C) thick books (D) useful books
3. 'Climbing moon grows small' suggests\_\_\_\_\_.  
(A) the moon has disappeared (B) the moon has grown small  
(C) the night is about to begin (D) the night is about to get over
4. 'Sleep wraps every bell up tight.' The figure of speech used here is \_\_\_\_\_.  
(A) Anastrophe (B) Personification  
(C) Metaphor (D) Simile

**B. Answer the following questions :**

1. "With one bell-ring over the brooks". Explain.
2. Why is the evening described as "red and still"?
3. Explain the significance of the words "ferny curtained".
4. What time of the day is suggested in the poem? Which words in the poem indicate that?
5. The poem creates an effect of lilting music. Which words in the poem suggest that?
6. Write the rhyme scheme of the poem.

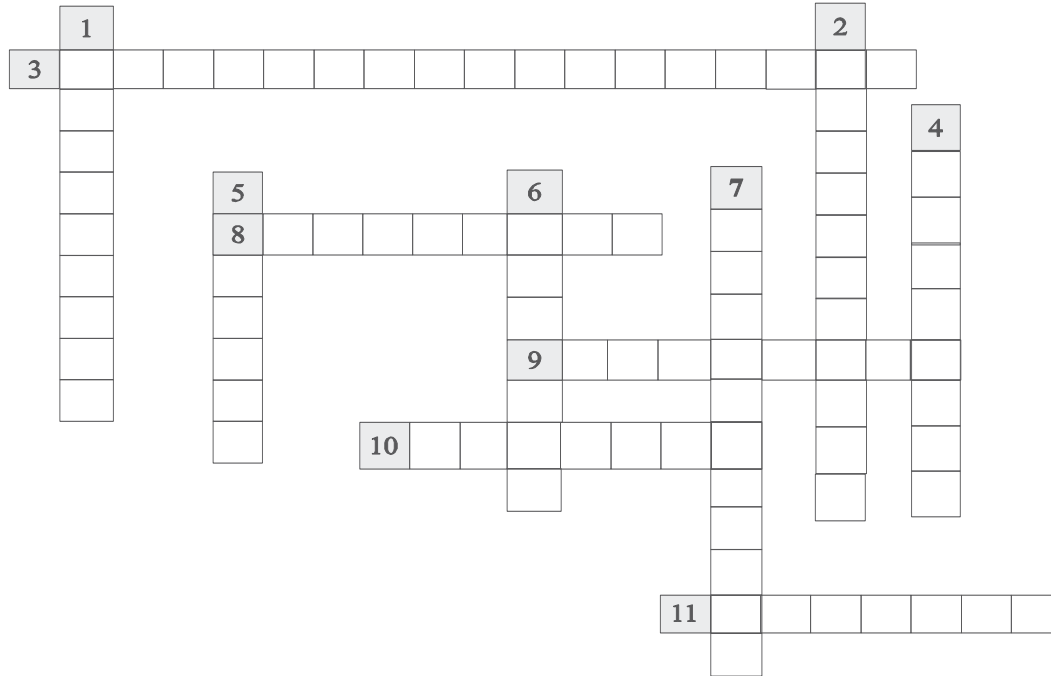




## Unit 4

### Activity I

A. Read the clues carefully and complete the crossword puzzle :



Across	Down
3. I want to be a _____. I will make lots of computer games. 8. An _____ designs buildings. 9. I want to travel to other planets. I want to be an _____. 10. An _____ designs and builds buildings. 11. A _____ interviews people.	1. A _____ writes articles. 2. A _____ plays tennis. 4. When I grow up, I will invent lots of useful things. I want to be a _____. 5. A _____ steers a ship. 6. A _____ repairs machines. 7. A _____ takes photos.

B. Work in groups of four/five and discuss :

1. What are your future plans?
2. What do you think you need to do for achieving them?

### Introduction

**Rabindranath Tagore, ‘Gurudev’** (1861 –1941), is regarded as one of the greatest writers in modern Indian literature. He was a Bengali poet, novelist, educator, painter, composer and singer. He became the first non-European to win the Nobel Prize in Literature in 1913 for *Gitanjali* published in 1910.

Tagore was born in Calcutta (now Kolkata) in a wealthy and prominent family. The Tagores were pioneers of the Bengal Renaissance and tried to combine traditional Indian culture with

western ideas. The youngest child in the family, Rabindranath started to compose poems at the age of eight. He was educated at home. He did not believe in the conventional method of education which led to his founding Shantiniketan where he tried his Upanishadic ideals of education. This institution later on developed into a world renowned centre for learning called Vishwabharti.

The present story is about the insensitive and careless attitude of people towards animals and birds. The author satirises people's vanity and greed.

## The Parrot's Training

Once upon a time there was a bird. It was ignorant. It sang all right, but never recited scriptures. It hopped pretty frequently, but lacked manners.

Said the Raja to himself, "Ignorance is costly in the long run. For fools consume as much food as their betters, and yet give nothing in return."

He called his nephews to his presence and told them that the bird must have a sound schooling.

The pundits were summoned and at once went to the root of the matter.

They decided that the ignorance of birds was due to their natural habit of living in poor nests. Therefore, according to the pundits, the first thing necessary for this bird's education was a suitable cage.

The pundits had their rewards and went home happy.

A golden cage was built with gorgeous decorations. Crowds came to see it from all parts of the world. "Culture, captured and caged!" exclaimed some, in a rapture of ecstasy, and burst into tears. Others remarked, "Even if culture be missed, the cage will remain, to the end, a substantial fact. How fortunate for the bird!"

The goldsmith filled his bag with money and lost no time in sailing homewards.

The pundit sat down to educate the bird. With proper deliberation, he took his pinch of snuff, as he said, "Textbooks can never be too many for our purpose!"

The nephews brought together an enormous crowd of scribes. They copied from books, and copied from copies, till the manuscripts were piled up to an unreachable height. Men murmured in amazement: "Oh, the tower of culture, egregiously high! The end of it lost in the clouds!"

The scribes, with light hearts, hurried home, their pockets heavily laden.

The nephews were furiously busy keeping the cage in proper trim. As their constant scrubbing and polishing went on, the people said with satisfaction: "This is progress indeed!"

Men were employed in large numbers, and supervisors were still more numerous. These, with their cousins of all different degrees of distance, built a palace for themselves and lived there happily ever after.

Whatever may be its other deficiencies, the world is never in want of fault-finders; and they went about saying that every creature remotely connected with the cage flourished beyond words, excepting only the bird.

When this remark reached the Raja's ears, he summoned his nephews before him and said: "My dear nephews, what is this that we hear?"

The nephews said in answer: "Sire, let the testimony of the goldsmiths and the pundits, the scribes and the supervisors be taken, if the truth is to be known. Food is scarce with the fault-finders, and that is why their tongues have gained in sharpness".

The explanation was so luminously satisfactory that the Raja decorated each one of his nephews with his own rare jewels.

The Raja, at length, being desirous of seeing with his own eyes how his Education Department busied itself with the little bird, made his appearance one day at the great Hall of Learning.

From the gate rose the sounds of conch-shells and gongs, horns, bugles and trumpets, cymbals, drums and kettle-drums, tomtoms, tambourines, flutes, fifes, barrel-organs and bagpipes. The pundits began chanting mantras with their topmost voices, while the goldsmiths, scribes, supervisors, and their numberless cousins of all different degrees of distance, loudly raised a round of cheers.

The nephews smiled and said: "Sire, what do you think of it all?"

The Raja said: "It does seem so fearfully like a sound principle of Education!"

Mightily pleased, the Raja was about to remount his elephant, when the fault-finder, from behind some bush, cried out : "Maharaja, have you seen the bird?"

"Indeed, I have not!" exclaimed the Raja, "I completely forgot about the bird".

Turning back, he asked the pundits about the method they followed in instructing the bird. It was shown to him. He was immensely impressed. The method was so stupendous that the bird looked ridiculously unimportant in comparison. The Raja was satisfied that there was no flaw in the arrangements. As for any complaint from the bird itself, that simply could not be expected. Its throat was so completely choked with the leaves from the books that it could neither whistle nor whisper. It sent a thrill through one's body to watch the process.

This time, while remounting his elephant, the Raja ordered his State ear-puller to give a thorough good pull at both the ears of the fault-finder.

The bird thus crawled on, duly and properly, to the safest verge of inanity. In fact, its progress was satisfactory in the extreme. Nevertheless, nature occasionally triumphed over training, and when the morning light peeped into the bird's cage it sometimes fluttered its wings in a reprehensible manner. And, though it is hard to believe, it pitifully pecked at its bars with its feeble beak.

"What impertinence!" growled the kotwal.

The blacksmith, with his forge and hammer, took his place in the Raja's Department of Education. Oh, what resounding blows! The iron chain was soon completed, and the bird's wings were clipped.

The Raja's brothers-in-law looked back, and shook their heads, saying: "These birds not only lack good sense, but also gratitude!"

With text-book in one hand and baton in the other, the pundits gave the poor bird what may fitly be called lessons!

The kotwal was honoured with a title for his watchfulness, and the blacksmith for his skill in forging chains.

The bird died.

Nobody had the least notion how long ago this had happened. The fault-finder was the first man to spread the rumour.

The Raja called his nephews and asked them. "My dear nephews, what is this that we hear?"

The nephews said: "Sire, the bird's education has been completed."

"Does it hop?" the Raja enquired.

"Never!" said the nephews.

"Does it fly?"

"No."

"Bring me the bird", said the Raja.

The bird was brought to him, guarded by the kotwal and the sepoy and the sowars. The Raja poked its body with his finger. Only its inner stuffing of book-leaves rustled.

Outside the window, the murmur of the spring breeze amongst the newly budded asoka leaves made the April morning wistful.

### Glossary

**scriptures**(n) sacred texts **rapture of ecstasy** feeling of extreme joy **substantial**(adj) meaningful  
**proper deliberation** careful consideration **scribes**(n) penmen / persons employed to make written copies of documents & manuscripts **egregiously**(adv) (here) outstandingly **luminously**(adv) (here) clearly  
**conch-shells...bag pipes** various musical instruments **stupendous**(adj) towering **inanity**(n) mindlessness  
**reprehensible**(adj) condemnable **impertinence**(n) disrespect **sowars**(n) mounted soldiers  
**wistful**(adj) lost in thoughtful sadness

### Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence :

1. The problem with the parrot was that it lacked \_\_\_\_\_ .

- |                  |                |
|------------------|----------------|
| (A) emotions     | (B) good looks |
| (C) intelligence | (D) manners    |

2. The Pundits decided that the bird should be \_\_\_\_\_ .

- |              |                    |
|--------------|--------------------|
| (A) educated | (B) freed          |
| (C) ignored  | (D) made to starve |

3. The \_\_\_\_\_ made the crowds gather at the Hall in great ecstasy.
- (A) death of the bird                      (B) magic that the bird did  
(C) reward given to the bird              (D) training of the bird
4. The hall where the bird was kept was called Hall of \_\_\_\_\_.
- (A) culture                                      (B) education  
(C) learning                                    (D) training
5. Towards the end of the story, the bird \_\_\_\_\_ .
- (A) dies    (B) escapes  
(C) faints                                        (D) recites scriptures

**B. Answer the following questions :**

1. What did the Raja observe about the bird and what orders did he give to his nephews?
2. State the steps taken by the nephews to educate the bird?
3. What did the Pundits announce when they observed the bird?
4. Why did the fault-finders comment “Every creature remotely connected with the cage flourished beyond words, excepting only the bird”?
5. What is the author trying to convey through the story ‘The Parrot’s Training’?

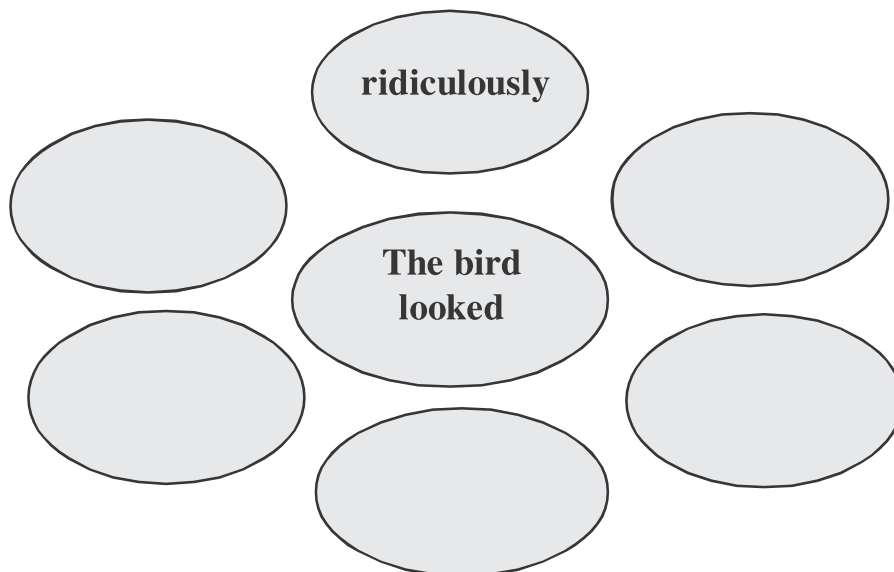
**C. Write in detail on :**

1. The Treatment meted out to the Parrot
2. The Ending of the Story

**Activity III**

**A. Complete the web following the example given below :**

**Example :** The bird looked ridiculously at the king.



**B. Choose the appropriate word from the bracket :**

1. The King went inside ..... . (furious, furiously)
2. He started visiting the sports club ..... . (frequent, frequently)
3. The party had become so ..... loud that the neighbours were forced to call the police. (egregiously, egregious)
4. The ..... colours of the building attracted the people. (luminous, luminously)
5. We ..... visit the orphanage near our house. (occasionally, occasional)

**Activity IV**

**A. Here are two students talking about their future plans after 10th. Read the cues carefully and arrange them to make a meaningful dialogue :**

- (A) So what are you going to do after 10th?  
(B) I will join 11th Science.  
(A) .....  
(B) .....

**Cues**

As I know, he needs to support his family.  
Which group would you like to choose: Mathematics or Biology?  
I am not sure. I will decide later.  
What about your friend?  
But why? Is he not interested in completing graduation and getting a degree?  
Then Diploma is a good choice. He will finish it in two years and get a job.  
How about you?  
I want to become an Electrical Engineer.  
That means you will go for Mathematics group in 11th.  
I think he will go for some Diploma course.

**B. Work in pairs and make a list of questions that you may ask to know the future plans of a person.**

**Example :** What kind of job do you want?  
Where would you like to travel this summer?

**Activity V**

Dogs and cats are common pets. Can you think of any other animals as pets? Should these animals be trained? Share your views with the class.

## Activity VI

(A) Write an email to your grandparents about your visit to a zoo. Describe what you saw there, especially how animals and birds are treated in the zoo.

(B) You have read the story which is narrated by a third person (narrator).

Now, rewrite the story in brief as if the Parrot is telling it to the readers.  
You may drop some events from the story.

**For example :** “I am a bird. I sing alright but my master thinks I am ignorant and lack manners!”



### Anagram Puzzles

The letters in each phrase below can be rearranged to spell a word. The words all have something in common. Challenge is to figure out the four words *and* what the words have in common.

- REPRINT - *printer*
- PROM RAG -
- BAKED ROY -
- AS FEW ROT-

## Unit 5

### Introduction

**Edward Lear** (1812-1888) was primarily a landscape painter who travelled far and wide in pursuit of his art. Later he took to writing verses which are remarkable for their jingle and bounce. They reveal Lear as a relaxed, happy and lovable man. His first publication, *A Book of Nonsense* (1846) became famous because of its clever and humorous use of limericks.

*By Way of Preface*, though not in the limerick style, is a good example of light, funny and rhythmic verse. Each of these stanzas can be read independently without loss of meaning. The poet draws his own caricature in a light manner and laughs at himself.

### By Way of Preface

How pleasant to know Mr. Lear,  
Who has written such volumes of stuff;  
Some think him ill-tempered and queer,  
But a few find him pleasant enough.

His mind is concrete and fastidious,  
His nose is remarkably big;  
His visage is more or less hideous,  
His beard it resembles a wig.

He has ears, and two eyes, and ten fingers,  
(Leastways if you reckon two thumbs);  
He used to be one of the singers,  
But now he is one of the dumbs.

He sits in a beautiful parlour,  
With hundreds of books on the wall;  
He drinks a great deal of marsala,  
But never gets tipsy at all.

He has many friends, laymen and clerical,  
Old Foss is the name of his cat;  
His body is perfectly spherical,  
He weareth a runcible hat.



When he walks in waterproof white,  
 The children run after him so!  
 Calling out, "He's gone out in his night-gown,  
 crazy old Englishman, oh!"

He weeps by the side of the ocean,  
 He weeps on the top of the hill;  
 He purchases pancakes and lotion,  
 And chocolate shrimps from the mill.

He reads, but he does not speak Spanish,  
 He cannot abide ginger beer;  
 Ere the days of his pilgrimage vanish,  
 How pleasant to know Mr. Lear!

### Glossary

**queer**(adj) somewhat old fashioned, strange **fastidious**(adj) very hard to please **visage**(n) face  
**hideous**(adj) extremely ugly **reckon**(v) consider **weareth**(v) (archaic)wears **runcible**(adj) broad-  
 rimmed **shrimps**(n) (here) sweets **ere** (prep and conj) (archaic) before

### Activity

**Read the poem carefully.**

**A. Choose the correct option and rewrite the complete sentence :**

1. Mr. Lear cannot speak \_\_\_\_\_ .  
 (A) English (B) French  
 (C) German (D) Spanish
2. Old Foss is the name of his \_\_\_\_\_ .  
 (A) cat (B) dog  
 (C) horse (D) parrot
3. Mr. Lear purchased \_\_\_\_\_ from the mill.  
 (A) bed sheets and pillow covers (B) cakes and cookies  
 (C) chocolate shrimps (D) pancakes and lotions
4. 'When he walks in a waterproof white,' is an example of\_\_\_\_\_.  
 (A) Alliteration (B) Metaphor  
 (C) Personification (D) Simile
5. 'Ere the days of his pilgrimage vanish...'is an example of\_\_\_\_\_.  
 (A) Alliteration (B) Hyperbole  
 (C) Metaphor (D) Repetition

**B. Answer the following questions :**

- (1) Describe Mr. Lear's appearance.
- (2) What do you learn about the habits of Mr. Lear?
- (3) Find out the lines and expressions in the poem where Edward Lear laughs at himself and creates humour.

**C. Explain the Lines :**

- (1) 'Some think him ill-tempered and queer  
And a few think him pleasant enough.'
- (2) 'Ere the days of his pilgrimage vanish,  
How pleasant to know Mr. Lear!'



From the following puzzle identity the words related to 'beautiful'.

**Words meaning "Beautiful"**

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

## Unit 6

### Activity I

Letter writing is an art which not only helps in developing various skills but it also develops one's ability to express various human emotions. Do you agree?

Discuss with your partner.

### Introduction

**Charles Lutwidge Dodgson** (1832 –1898), better known by his pen name Lewis Carroll, was an English writer, mathematician, logician and photographer. At the age of twenty, he received a studentship at Christ Church and was appointed a lecturer in mathematics. Dodgson was shy but enjoyed creating stories for children. His most famous writings are *Alice's Adventures in Wonderland* and its sequel *Through the Looking-Glass*. He is noted for his felicity at word play, logic, and fantasy. There are societies in many parts of the world dedicated to the enjoyment and promotion of his works and the investigation of his life.

Lewis Carroll's mock-serious fanciful letter explains the excessive weight of the letter.

### Letter to Gertrude

**Christ Church, Oxford,  
December 9, 1875**

My Dear Gertrude,

This really will not do, you know, sending one more kiss every time by post: the parcel gets so heavy, it is quite expensive. When the postman brought in the last letter, he looked quite grave. "Two pounds to pay, sir!" he said. "Extra weight, sir!" (I think he cheats a little, by the way. He often makes me pay two pounds, when I think it should be pence). "Oh, if you please, Mr. Postman!" I said, going down gracefully on one knee (I wish you could see me go down on one knee to a postman - it's a very pretty sight), "do excuse me just this once! It's only from a little girl!"

"Only from a little girl!" he growled. "What are little girls made of?" "Sugar and spice", I began to say, "and all that's ni-" but he interrupted me. "No! I don't mean that. I mean, what's the good of little girls, when they send such heavy letters?" "Well, they're not much good, certainly," I said, rather sadly.

"Mind you don't get any more such letters," he said, "at least, not from that particular little girl. I know her well, and she's a regular bad one!" That's not true, is it? I don't believe he ever saw you, and you're not a bad one, are you? However, I promised him we would send each other very few more letters - "Only two thousand four hundred and seventy, or so", I said. "Oh!" he said, "a little number like that doesn't signify. What I meant is, you mustn't send many."

So, you see, we must keep count now, and when we get to two thousand four hundred and seventy, we mustn't write any more, unless the postman gives us leave.

I sometimes wish I was back on the shore at Sandown: don't you!

**Your loving friend,**

Lewis Carroll

Why is a pig that has lost its tail like a little girl on the seashore? Because it says, "I should like another tale, please!"

### Glossary

**gracefully**(adv) in a fine manner **growled**(v) made low, angry sound from the throat **signify**(v) (here) matter, be of importance

## Activity II

**Read the lesson carefully.**

**A. Choose the correct option and rewrite the complete sentence :**

- The letter became heavy because of \_\_\_\_\_.  
(A) heavy paper used                      (B) one more kiss every time  
(C) pompous words used                  (D) too much content
- \_\_\_\_\_ is the name of the shore the writer mentions in the letter.  
(A) Sunup                                      (B) Sandown  
(C) Sunsky                                      (D) Sunray
- The letter is written to a \_\_\_\_\_.  
(A) brother                                      (B) friend  
(C) sister                                        (D) wife
- The emotion of \_\_\_\_\_ gets highlighted in the letter.  
(A) anger                                        (B) frustration  
(C) jealousy                                      (D) love
- For the postman, Gertrude appeared to be \_\_\_\_\_.  
(A) a bad one                                      (B) an innocent one  
(C) an intelligent one                        (D) a stupid one

**B. Answer the following questions :**

- How did the postman cheat Lewis Carroll?
- What did Lewis Carroll instruct Gertrude about writing letters?
- What did the postman growl about the girl?
- Why did Lewis Carroll suggest that they should keep a count on the letters?

**C. Write in detail on :**

- Gertrude
- The Postman

### Activity III

Read the words in the box. Select appropriate words to match each of the descriptions given below :

possessive	malicious	cold	sympathetic	secretive
independent	meek	quiet	bossy	popular

1. You never really know what she’s thinking. ....
2. He’s always saying nasty things about people. ....
3. He’s a really nice guy, he won’t stand up for himself. ....
4. She gets invited to lots of parties. ....
5. He’s quite old now, but he still likes to do everything for himself. ....
6. She’s always telling people what to do. ....
7. She understands people really well and sees things from their point of view. ....
8. She gets really annoyed if another girl talks to him at the party. ....
9. He just sits there and doesn’t say anything. ....
10. He’s not a warm, affectionate person. ....

### Activity IV

Work in pairs. Read the excerpt from the letter aloud. The first one is without or misplaced punctuations. The second one is with proper punctuations. Ask your partner to listen to it and try to understand. What difficulties do you face in reading aloud? What difficulties does your partner face in comprehending your reading?

My Dear Gertrude

This really will not do you know sending one more kiss every time by post the parcel gets so heavy it is quite expensive When the postman brought in the last letter. he looked quite grave, two pounds to pay sir he said Extra weight sir (I think he cheats a little by the way He often makes me pay two pounds when I think it should be pence).

My Dear Gertrude,

This really will not do, you know, sending one more kiss every time by post: the parcel gets so heavy it is quite expensive. When the postman brought in the last letter, he looked quite grave. “Two pounds to pay, sir!” he said. “Extra weight, sir!” (I think he cheats a little, by the way. He often makes me pay two pounds, when I think it should be pence).

**Punctuations play an important role in any discourse. Therefore, it is important to learn using them. Read the following sentences and put appropriate punctuations ( , / . / ! ) .**

1. I like to go hiking fishing swimming and camping during summer
2. The tree is very tall old and green
3. I just won the lottery
4. Ouch I hurt my knee
5. If we don't get some milk we will not be able to make tea

### **Activity V**

**Work in groups of four and discuss.**

Letter writing was once considered an important art in everyday life. After the arrival of e-mails only few of us write letters these days. But letters can unfold sweet memories anytime. Do you agree with this? If yes, give your reason. If no, explain how email can replace the purpose of letters.

### **Activity VI**

**You are Gertrude. Write a letter in reply to Lewis Carroll's letter.**



#### **Limerick**

- There was a young fellow who thought  
Very little, but thought it a lot.  
Then at long last he knew  
What he wanted to do,  
But before he could start, he forgot
- There once was a pelican named Lizzie  
Who ate fishes until she was dizzy.  
But the fishes didn't mind,  
To be treated so unkind.  
They were just glad to keep her so busy.

## Unit 7

### Introduction

**Dilip Purushottam Chitre** (1938–2009) was one of the foremost Indian writers and critics to emerge in post-Independent India. Apart from being a very important bilingual writer, writing in Marathi and English, he was also a painter and filmmaker.

*Felling of the Banyan Tree* is a powerful plea to protect trees. The poem also integrates ecological and cultural sensitivities.

### Felling of the Banyan Tree

My father told the tenants to leave  
Who lived on the houses surrounding our house on the hill  
One by one the structures were demolished  
Only our own house remained and the trees  
Trees are sacred my grandmother used to say  
Felling them is a crime but he massacred them all  
The sheoga, the oudumber, the neem were all cut down  
But the huge banyan tree stood like a problem  
Whose roots lay deeper than all our lives  
My father ordered it to be removed.

The banyan tree was three times as tall as our house  
Its trunk had a circumference of fifty feet  
Its scraggy aerial roots fell to the ground  
From thirty feet or more so first they cut the branches  
Sawing them off for seven days and the heap was huge  
Insects and birds began to leave the tree  
And then they came to its massive trunk.  
Fifty men with axes chopped and chopped  
The great tree revealed its rings of two hundred years  
We watched in terror and fascination this slaughter  
As a raw mythology revealed to us its age  
Soon afterwards we left Baroda for Bombay  
Where there are no trees except the one  
Which grows and seethes in one's dreams, its aerial roots  
Looking for the ground to strike.

**Glossary**

**massacred**(v) murdered **sheoga-oudumber**(n) names of trees **scraggy**(adj) rough **seethes**(v) boils

**Activity**

**Read the poem carefully.**

**A. Choose the correct option and rewrite the complete sentence :**

1. Felling of the tree is a/an \_\_\_\_\_.  
(A) crime (B) compulsion  
(C) duty (D) honour
2. The rings in the trunk of a tree reveal its \_\_\_\_\_.  
(A) age (B) beauty  
(C) quality (D) variety
3. The figure of speech in “we watched in terror and fascination this slaughter” is \_\_\_\_\_.  
(A) Anastrophe (B) Metaphor  
(C) Oxymoron (D) Tautology
4. The hidden message conveyed by the poet is \_\_\_\_\_.  
(A) advantages of city life. (B) his shifting from Baroda to Bombay.  
(C) the importance of Banyan tree (D) to control deforestation

**B. Answer the following questions :**

1. What was the grandmother’s belief about trees?
2. “Whose roots lay deeper than all our lives.” Explain.
3. Draw a pen-portrait of the Banyan tree.
4. Does the tree grow any longer in the poet’s mind? How?
5. Describe the pain of felling a tree.
6. The poem reflects the poet’s concern for ecology. Comment.

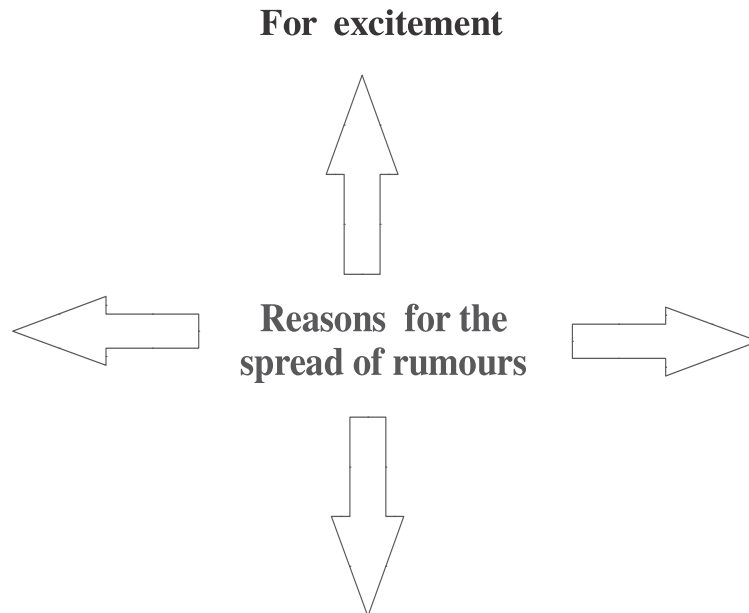




## Unit 8

### Activity I

Why do people spread rumours? Complete the web chart giving various reasons for the same.



### Introduction

**Ruskin Bond** (1934) was born in Kasauli, Himachal Pradesh. Born to a first generation British migrant, Bond spent most of his childhood amidst the Himalayas. He was brought up at different places like Jamnagar, Dehradun and Shimla. As was customary in that period, he went to England for his primary education. Although Bond was studying in England, his mind resided in India. He returned to India and later became a prolific writer. The Indian Council for Child Education recognised his pioneering role in the growth of children’s literature in India. He was honoured with the Sahitya Academy Award in 1992 for ‘Our Trees Still Grow in Dehra’ followed by Padma Shri in 1999 and Padma Bhushan in 2014. He now lives with his adopted family in Landour, in Mussoorie.

Ruskin Bond uses humour to unravel fear and insecurity which lies buried within the hearts and minds of people. The story very lightly exposes the human tendency of creating chaos even in apparently normal situations.

### The Boy who Broke the Bank

Nathu grumbled to himself as he swept the steps of the Pipalnagar Bank, owned by Seth Govind Ram. He used the small broom hurriedly and carelessly, and the dust, after rising in a- cloud above his head, settled down again on the steps. As Nathu was banging his pan against a dustbin, Sitaram, the washerman’s son passed by.

Sitaram was on his delivery round. He had a bundle of freshly pressed clothes balanced on his head.

“Don’t raise such dust!” he called out to Nathu “Are you annoyed because they are still refusing to pay you an extra two rupees a month?”

“I don’t wish to talk about it”, complained the sweeper boy. “I haven’t even received my regular pay. And this is the twentieth of the month. Who would think a bank would hold up a poor man’s salary? As soon as I get my money, I’m off! Not another week I work in this place.” And Nathu banged the pan against the dustbin several times just to emphasize his point and giving himself confidence.

“Well, I wish you luck,” said Sitaram. “I’ll keep a lookout for any jobs that might suit you.” And he plodded barefoot along the road, the big bundle of clothes hiding most of his head and shoulders.

At the fourth home he visited. Sitaram heard the lady of the house mention that she was in need of a sweeper. Tying his bundle together, he said: “I know of a sweeper boy who’s looking for work. He can start from next month. He’s with the bank just now but they aren’t giving him his pay, and he wants to leave”.

“Is that so?” said Mrs. Srivastava. “Well, tell him to come and see me tomorrow”.

And Sitaram, glad that he had been of service to both a customer and his friend, hoisted his bag on his shoulders and went his way.

Mrs. Srivastava had to do some shopping. She gave instructions to the ayah about looking after the baby, and told the cook not to be late with the mid-day meal. Then she set out for the Pipalnagar market place, to make her customary tour of the cloth shops.

A large shady tamarind tree grew at one end of the bazaar, and it was here that Mrs. Srivastava found her friend Mrs. Bhushan sheltering from the heat. Mrs. Bhushan was fanning herself with a large handkerchief. She complained of the summer, which she affirmed, was definitely the hottest in the history of Pipalnagar. She then showed Mrs. Srivastava sample of the cloth she was going to buy, and for five minutes they discussed its shade, texture and design. Having exhausted this topic, Mrs. Srivastava said, “Do you know, my dear, that Seth Govind Ram’s bank can’t even pay its employees. Only this morning I heard a complaint from their sweeper, who hasn’t received his wages for over a month!”

“Shocking!” remarked Mrs. Bhushan. “If they can’t pay the sweeper they must be in a bad way. None of the others could getting paid either.”

She left Mrs. Srivastava at the tamarind tree and went in search of her husband, who was sitting in front of Kamal Kishor’s photograph-shop talking with the owner.

“So there you are!” cried Mrs. Bhushan. “I’ve been looking for you for almost an hour. Where did you disappear?”

“Nowhere”, replied Mr. Bhushan. “Had you remained stationary in one shop. I might have found you. But you go from one shop to another, like a bee in a flower garden.”

“Don’t start grumbling. The heat is trying enough. I don’t know what’s happening to Pipalnar. Even the bank is about to go bankrupt.”

“What’s that?” asked Kamal Kishore, sitting up suddenly. “Which bank?”

“Why, the Pipalnar Bank of course. I hear they have stopped paying employees. Don’t tell me you have an account there, Mr. Kishore?”

“No, but my neighbour has!” he exclaimed. And he called: “Deep Chand, have you heard the latest? The Pipalnar Bank is about to collapse. You’d better get your money out as soon as you can!”

Deep Chand, who was cutting the hair of an elderly gentleman, was so startled that his hand shook and he nicked his customer’s right ear. The customer yelped with pain and distress: pain, because of the cut and distress because of the awful news he had just heard. With one side of his neck still unshaven, he sped across the road to the general merchant’s store where there was a telephone. He dialled Seth Govind Ram’s number. The Seth was not at home. Where was he then? The Seth was holidaying in Kashmir. Oh, was that so? The elderly gentleman did not believe it. He hurried back to the barber’s shop and told Deep Chand, “The bird has flown! Seth Govind Ram has left town. Definitely, it means a collapse.” And then he dashed out of the shop, making a beeline for his office and cheque book.

The news spread through the bazaar with the rapidity of forest fire. From the general merchant’s, it travelled to the shop, circulated amongst the customers, and then spread with them in various directions, to the betel-seller, the tailor, the free vendor, the jeweller, the beggar sitting on the pavement.

Old Ganpat, the beggar, had a crooked leg. He had been squatting on the pavement for years, calling for alms. In the evening, someone would come with a barrow and take him away. He had never been known to walk. But now, on learning that the bank was about to collapse. Ganpat astonished everyone by leaping to his feet and actually running at top speed in the direction of the bank. It soon became known that he had a thousand rupees in savings!

Men stood in groups at street corners discussing the situation. Pipalnar seldom had a crisis, seldom or never had floods, earthquakes or drought; and the imminent crash of the Pipalnar Bank set everyone talking and speculating and rushing about in a frenzy. Some boasted of their farsightedness congratulating themselves on having already taken out their money, or on never having put any: and others speculated on the reasons for the crash, putting it all down to excesses indulged in by Seth Govind Ram. “The Seth had fled the state” said one. He had fled the country, said another. “He was hiding in Pipalnar”, said a third. “He had hanged himself from the tamarind tree”, said a fourth, “and had been found that morning by the sweeper-boy.”

By noon the small bank had gone through all its ready cash, and the harassed manager was in a dilemma. Emergency funds could only be obtained from another bank some thirty miles distant; and he wasn’t sure he could persuade the crowd to wait until then. And there was no way of

contacting Seth Govind Ram on his houseboat in Kashmir.

People were turned back from the counters and told to return the following day. They did not like the sound of that. And so they gathered outside, on the steps of the bank shouting “Give us our money or we’ll break in!” and “Fetch the Seth. We know he’s hiding in a safe deposit locker!” Mischief makers who didn’t have a paisa in the bank, joined the crowd and aggravated their mood. The manager stood at the door and tried to placate them. He declared that the bank had plenty of money but no immediate means of collecting it, he urged them to go home and come back the next day.

“We want it now!” chanted some of the crowd. “Now, now, now!”

And a brick hurtled through the air and crushed through the plate glass window of the Pipalnagar Bank.

Nathu arrived next morning to sweep the steps of the bank. He saw the refuse and the broken glass and the stones cluttering the steps. Raising his hands in a gesture of horror and disgust he cried: “Hooligans! Sons of donkeys! As though it isn’t bad enough to be paid late, it seems my work has also to be increased!” He smote the steps with his broom scattering the refuse.

“Good morning, Nathu”, said the washerman’s boy, getting down from his bicycle. “Are you ready to take up a new job from the first of next month?” “You’ll have to I suppose, now that the bank is going out of business”.

“How’s that?” said-Nathu.

“Haven’t you heard? Well, you’d better wait here until half the population of Pipalnagar arrives to claim their money”. And he waved cheerfully-he did not have bank account and sped away on his cycle.

Nathu went back to sweeping the steps, muttering to himself. When he had finished his work, he sat down on the highest step, to await the arrival of the manager. He was determined to get his pay.

“Who would have thought the bank would collapse!” he said to himself, and looked thoughtfully into the distance. “I wonder how it could have happened”.

### Glossary

**annoyed**(v) irritated **plodded**(v) walked with difficulty **hoisted**(v) (here) lifted **go bankrupt** unable to repay **nicked**(v) cut slightly **yelped**(v) screamed **awful**(adj) terrible, dreadful **squatting**(v) sitting (with the knees bent and the heels close) **imminent**(adj) approaching (about to happen) **speculating**(v) guessing (without firm evidence) **frenzy**(n) violent excitement **in a dilemma** confusion between two or more choices/alternatives **aggravated**(v) worsened **placate**(v) calm, pacify **refuse**(n) (here) rubble **hooligans**(n) troublemakers **smote**(v) struck hard

## Activity II

Read the lesson carefully.

### A. Choose the correct option and rewrite the complete sentence :

- In the beginning of the story, Nathu was annoyed because \_\_\_\_\_.  
(A) he had not received his salary from the bank  
(B) he had to work too much  
(C) he was asked to leave the job  
(D) the bank owner always scolded him for being lazy
- Sitaram tried to console Nathu by saying that \_\_\_\_\_.  
(A) he would look for another job for him  
(B) he would give him money for his expenses  
(C) he would talk to the owner of the bank  
(D) he would fight with the owner of the bank on his behalf
- Sitaram was the son of a \_\_\_\_\_.  
(A) cook  
(B) driver  
(C) sweeper  
(D) washerman
- Sitaram recommends Nathu for the job of a sweeper to \_\_\_\_\_.  
(A) Deep Chand  
(B) Mrs. Srivastava  
(C) Mr. Kishore  
(D) Mrs. Bhushan
- Mr. Srivastava compares Mrs. Srivastava to a \_\_\_\_\_ in a flower garden.  
(A) bee  
(B) butterfly  
(C) snail  
(D) sparrow

### B. Answer the following questions :

- What was Nathu's problem?
- How did Sitaram try to extend his helping hand towards Nathu?
- What happened to Deep Chand when he heard about the collapse of Pipalnagar Bank?
- What rumours were spreading around when Seth Govind Ram was out of town?
- How did old Ganpat, the beggar, react when he heard the news about the bank going bankrupt?

### C. Write in detail on :

- The Ending of the Story
- Role of Mrs. Srivastava in spreading the Rumour about the Collapse of the Bank

### Activity III

**A. Match the ways of paying with the following statements. Write the letters in the box below.**

- |                                |   |
|--------------------------------|---|
| (i) You can pay by cash        | (a) The money will be deducted from your account. |
| (ii) You can pay by cheque     | (b) Purchase now, pay later.                      |
| (iii) You can pay online       | (c) There is an ATM across the road.              |
| (iv) You can pay by debit card | (d) Just write your name and amount.              |
| (v) You can pay by credit card | (e) You need an internet connection.              |

(i) _____ (ii) _____ (iii) _____ (iv) _____ (v) _____
---

**B. Write appropriate banking terms for the following :**

- |   |       |
|---|-------|
| (i) The amount of money in your bank account      | _____ |
| (ii) Money in the form of notes and coins         | _____ |
| (iii) The paying of money into a bank account     | _____ |
| (iv) Record of credit and debit in a bank account | _____ |
| (v) Machine from which you can withdraw money     | _____ |
| (vi) The document which you sign to pay           | _____ |

### Activity IV

**Read the following sentences carefully :**

- (1) "I don't wish to talk about it", complained the boy.  
A. The boy complained that he didn't wish to talk about it.
- (2) Mrs. Srivastava said, "Do you know, my dear, that Seth Govind Ram's bank can't even pay its employees?"  
A. Mrs. Srivastava enquired if she knew that Seth Govind Ram's bank couldn't even pay its employees.

**(1)A and (2)A are examples of indirect narration.**

**Now rewrite the following sentences in a similar manner :**

1. "I'll keep a look out for any jobs that might suit you," said Sitaram.
2. "Is that so?" said Mrs. Srivastava. "Well, tell him to come and see me tomorrow."
3. "Don't raise such dust," he called out to Nathu.
4. "Don't tell me you have an account there, Mr. Kishore," said Mr. Bhushan.
5. "I have been looking for you for almost an hour. Where did you disappear?" cried Mrs. Bhushan.
6. "Deep Chand, have you heard the latest? The Pipalnagar Bank is about to collapse," said Mr. Kishore.

### Activity V

The class should be divided into two groups. Group A will select an object like a chair, a fan, a bird etc. One representative from group B will draw the picture of that object following the instructions given by a member of group A, on how to draw the object. Group B will have to guess the object being drawn on the board. Then team B will take its turn.

### Activity VI

Mr. Kishore Sharma has to pay an amount of ₹ 1000/- to Ms. Rajvi Shah. He writes a cheque for her. Ms. Rajvi Shah has to fill the pay-in-slip to deposit it in her bank account. Fill in the details in the given cheque and the pay-in-slip.

## Unit 9

### Activity I

Indian culture, often labelled as an amalgamation of several cultures, spans across the Indian subcontinent and has been influenced by a history that is several millennia old.

The social fabric of our country has been made strong over the centuries through our varied cultures.

**Discuss the following questions with your partner:**

1. Why has Indian Culture been labelled as ‘amalgamation of different cultures’?
2. How are newer generations able to retain the basics of their own culture?
3. What is your opinion about the influence of Western Culture?

### Introduction

**Nagavara Ramarav Narayana Murthy** (1946) is an IT industrialist and co-founder of Infosys. Murthy has been listed among the greatest entrepreneurs of our time by Fortune magazine. He has been described as ‘Father of Indian IT Sector’ by Time magazine for encouraging outsourcing into India. He has also been honoured with Padma Shri and Padma Vibhushan awards.

The present speech, delivered by N. R. Narayana Murthy, guides the young generation of Indians to emulate lessons from the west for better development of the individual and the country.

### Learning from the West

A Speech - N. R. Narayana Murthy

Ladies and Gentlemen,

It is a pleasure to be here at the Lal Bahadur Shastri Institute of Management. Lal Bahadur Shastri was a man of strong values and he epitomized simple living.

When I got the invitation to speak here, I decided to speak on an important topic on which I have pondered for years - the role of Western values in contemporary Indian society. Coming from a company that is built on strong values, the topic is close to my heart. Moreover, an organization is representative of society, and some of the lessons that I have learnt are applicable in the national context. In fact, values drive progress and define quality of life in society.

The word community joins two Latin words ‘**com**’ (“together” or “with”) and ‘**unus**’ (“one”). A community, then, is both one and many. It is a unified multitude and not a mere group of people. As it is said in the Vedas: Man can live individually, but can survive only collectively. Hence, the challenge is to form a progressive community by balancing the interests of the individual and that of the society. To meet this, we need to develop a value system where people accept modest sacrifices for the common good.

What is a value system? It is the protocol for behaviour that enhances the trust, confidence



and commitment of members of the community. It goes beyond the domain of legality, it is about decent and desirable behaviour.

Further, it includes putting the community interests ahead of your own. Thus, our collective survival and progress is predicated on sound values.

There are two pillars of the cultural value system loyalty to family and loyalty to community. One should not be in isolation to the other, because successful societies are those which combine both harmoniously. It is in this context that I will discuss the role of Western values in contemporary Indian society.

Some of you here might say that most of what I am going to discuss are actually Indian values in old ages, and not Western values. I live in the present, not in the bygone era. Therefore, I have seen these values practised primarily in the West and not in India. Hence, the title of the topic. I am happy as long as we practice these values whether we call it Western or old Indian values.

As an Indian, I am proud to be part of a culture, which has deep-rooted family values. We have tremendous loyalty to the family. For instance, parents make enormous sacrifices for their children. They support them until they can stand on their own feet. On the other side, children consider it their duty to take care of aged parents. We believe: 'मातृ देवो भव' (mother is God), and 'पितृ देवो भव' (father is God).

Further, brothers and sisters sacrifice for each other. In fact, the eldest brother or sister is respected by all the other siblings.

As for marriage, it is held to be a sacred union - husband and wife are bonded, most often, for life. In joint families, the entire family works towards the welfare of the family. There is so much love and affection in our family life.

This is the essence of Indian values and one of our key strengths. Our families act as a critical support mechanism for us. In fact, the credit to the success of Infosys goes, as much to the founders as to their families, for supporting them through tough times.

Unfortunately, our attitude towards family life is not reflected in our attitude towards community behaviour. From littering the streets to corruption to breaking of contractual obligations, we are apathetic to the common good. In the West-the U.S., Canada, Europe, Australia, New Zealand-individuals understand that they have to be responsible towards their community.

The primary difference between the West and us is that, there, people have a much better societal orientation. They care more for the society than we do. Further, they generally sacrifice more for the society than us. Quality of life is enhanced because of this. This is where we need to learn from the West.

I will talk about some of the lessons that we, Indians, can learn from the West.

In the West, there is respect for the public good. For instance, parks free of litter, clean streets, public toilets free of graffiti - all these are instances of care for the public good.

On the contrary, in India, we keep our houses clean and water our gardens everyday - but, when we go to a park, we do not think twice before littering the place.

Apathy in solving community matters has held us back from making progress, which is

otherwise within our reach. We see serious problems around us but do not try to solve them. We behave as if the problems do not exist or are somebody else's. On the other hand, in the West, people solve societal problems proactively.

There are several examples of our apathetic attitude. For instance, all of us are aware of the problem of drought in India. More than 40 years ago, Dr. K. L. Rao - an irrigation expert, suggested creation of a water grid connecting all the rivers in North and South India, to solve this problem. Unfortunately, nothing has been done about this.

What could be the reason for all this? We were ruled by foreigners for over thousand years. Thus, we have always believed that public issues belonged to some foreign ruler and that we have no role in solving them. Moreover, we have lost the will to proactively solve our own problems. Thus, we have got used to just executing someone else's orders.

Borrowing Aristotle's words: We are what we repeatedly do. Thus, having done this over the years, the decision-makers in our society are not trained for solving problems. Our decision-makers look to somebody else to take decisions.

Unfortunately, there is nobody to look up to, and this is the tragedy.

The most important attribute of a progressive society is respect for others who have accomplished more than they themselves have, and learn from them. Contrary to this, it is believed that other societies do not know anything! At the same time, every day, in the newspapers, you will find numerous claims, that ours is the greatest nation. These people would do well to remember Thomas Carlyle's words: The greatest of faults is to be conscious of none.

Infosys is a good example of such an attitude.

We continue to rationalize our failures. No other society has mastered this art as well as we have. Obviously, this is an excuse to justify our incompetence, corruption, and apathy. This attitude has to change. As Sir Josiah Staphas said: It is easy to dodge our responsibilities, but we cannot dodge the consequences of dodging our responsibilities.

Dignity of labour is an integral part of the Western value system. In the West, each person is proud about his or her labour that raises honest sweat. On the other hand, in India, we tend to overlook the significance of those who are not in professional jobs.

Yet another lesson to be learnt from the West is about their professionalism in dealings. The common good being more important than personal equations, people do not let personal relations interfere with their professional dealings. For instance, they don't hesitate to chastise a colleague, even if he is a personal friend, for incompetent work. In India, I have seen that we tend to view even work interactions from a personal perspective. Further, we are the most 'thin-skinned' society in the world - we see insults where none is meant. This may be because we were not free for most of the last thousand years.

Further, we seem to extend this lack of professionalism to our sense of punctuality. We do not seem to respect the other person's time. The Indian Standard Time somehow seems to be always running late. Moreover, deadlines are typically not met. How many public projects are completed

on time? The disheartening aspect is that we have accepted this as the norm rather than the exception.

In the West, they show professionalism by embracing meritocracy. Meritocracy by definition means that we cannot let personal prejudices affect our evaluation of an individual's performance. As we increasingly start to benchmark ourselves with global standards, we have to embrace meritocracy.

In the West, right from a very young age, parents teach their children to be independent in thinking. Thus, they grow up to be strong, confident individuals. In India, we still suffer from feudal thinking. I have seen people, who are otherwise bright, refusing to show independence and preferring to be told what to do by their boss. We need to overcome this attitude if we have to succeed globally.

The Western value system teaches respect to contractual obligation. In the West, contractual obligations are seldom dishonoured. This is important-enforceability of legal rights and contracts is the most important factor in the enhancement of credibility of our people and nation. In India, we consider our marriage vows as sacred. We are willing to sacrifice in order to respect our marriage vows. However, we do not extend this to the public domain.

In fact, according to a professor at a reputed US university, the maximum default rate for student loans is among Indians all of these students pass out in flying colors and land lucrative jobs, yet they refuse to pay back their loans. Thus, their action has made it difficult for the students after them, from India, to obtain loans. We have to change this attitude.

We are all aware of our rights as citizens. Nevertheless, we often fail to acknowledge the duty that accompanies every right. To borrow Dwight Eisenhower's words: People who value privileges above principles soon lose both. Our duty is towards the community as a whole, as much as it is towards our families.

We have to remember that fundamental social problems grow out of a lack of commitment to the common good. To quote Henry Beecher: Culture is that which helps us to work for the betterment of all. Hence, friends, I do believe that we can make our society even better by assimilating these Western values into our own culture-we will be stronger for it.

Most of our behaviour comes from greed, lack of self-confidence, lack of confidence in the nation, and lack of respect for the society. To borrow Gandhi's words: There is enough in this world for everyone's need, but not enough for everyone's greed. Let us work towards a society where we would do unto others what we would have others do unto us. Let us all be responsible citizens who make our country a great place to live. In the words of Churchill: Responsibility is the price of greatness. We have to extend our family values beyond the boundaries of our home.

Finally, let us work towards maximum welfare of the maximum people 'समस्ता जनानाम सुखिनो भवन्तु'. Thus, let us, people of this generation, conduct ourselves as great citizens rather than just good people so that we can serve as good examples for our younger generation.

## Glossary

**epitomized**(v) exemplified, symbolized **protocol for behaviour** code of behaviour **apathetic**(adj) uninterested **graffiti**(n)(here) rude writing **proactively**(adv) not waiting for things to happen **chastise**(v) rebuke, criticize **feudal thinking** thinking enforced by hierarchical social structure **credibility**(n) believability, trustworthiness **public domain** public life **lucrative**(adj) profitable **assimilating**(v) absorbing

## Activity II

Read the lesson carefully.

### A. Choose the correct option and rewrite the complete sentence :

1. According to the speaker, \_\_\_\_\_ is most important for the development of a progressive society.  
 (A) a modern outlook (B) a strong value system  
 (C) ignoring the tradition (D) law
2. According to the speaker, the primary difference between the West and India is that the West has better \_\_\_\_\_.  
 (A) familial orientation (B) financial orientation  
 (C) individual orientation (D) societal orientation
3. “We are what we repeatedly do”, was said by \_\_\_\_\_.  
 (A) Aristotle (B) Carlyle  
 (C) Narayana Murthy (D) Sir Josiah Stamp
4. According to Narayan Murthy, Indians should learn how to be \_\_\_\_\_ from the West.  
 (A) punctual, professional and have independent thinking  
 (B) self-reliant, professional and hardworking  
 (C) punctual, self-reliant and have independent thinking  
 (D) punctual, professional and hardworking
5. \_\_\_\_\_ makes us behave as if problems do not exist or are someone else’s.  
 (A) Antipathy (B) Apathy  
 (C) Empathy (D) Sympathy

### B. Answer the following questions :

- (1) Why did Narayana Murthy decide to talk on the topic ‘The role of Western Values in Contemporary Indian Society?’
- (2) How does Narayana Murthy define the word ‘Community’? How does it help in developing a progressive community?
- (3) State the values that are core to the Indian family system as highlighted in the speech.
- (4) Why does the speaker say that Indians have an apathetic attitude towards society?
- (5) What, according to the speaker, do Indians need to learn from the West?

### C. Write in detail on :

- (1) Essence of Indian Values
- (2) Difference between Indian and Western Societies

**Activity III****Read the sentence**

“The word community joins two Latin words *com* (‘together’ or ‘with’) and *unus* (‘one’).

Here, Narayana Murthy talks about the origin of the word “community”. Do you know what this is called? It is called Etymology which means the study of the origin of words and the way in which their meanings have changed over a period of time.

**Here is a list of words from the lesson, with their origins in A. In B the meanings are given. Work in pairs. Match A with appropriate meaning in B.**

Words	A	Answer	B
1. Value	Valere (Latin), Valoir (French)		A) Polyphony
2. Contemporary	Contemporaneus (Latin)		B) Dishonesty
3. Harmony	Harmous (Greek), Harmonia (Latin)		C) Worth
4. Sacrifice	Sacrificium (Latin)		D) Modern
5. Marriage	Marier (French)		E) Reasoned
6. Rational	Ratio (Latin)		F) Point of view
7. Corruption	Corrumpere (Latin)		G) Offering
8. Attitude	Aptus (Latin), Attitudine (Italian)		H) Wedding

**Activity IV****Read the following sentences carefully :**

1. You are not well. Perhaps you *should* see a doctor.
2. He was very kind to me. I *ought to* write him a letter of thanks.
3. You look tired. You *ought to* relax. You *should* take a break.

‘*Should*’ and ‘*Ought to*’ are used to say, what is the best or right thing to do.

Now let’s read some examples with the use of *be supposed to*. We use *be supposed to* when talking about the routine or correct way of doing something.

1. What time *are we supposed to* reach the school on International Yoga Day?
2. The senior students *are supposed to* help the juniors.
3. You *are not supposed to* park here. Please use parking space.

**Now, read the lesson carefully. There are many instances where Mr. Narayana Murthy talks about the best/right things to do as Indians. Directly or indirectly, he also talks about correct ways of doing things. Identify such contexts and write five sentences using *should/shouldn’t, ought/ oughtn’t* or *be supposed to*.**

**Example :** We *should* develop a value system where people accept modest sacrifices for the common good.

### Activity V

People in different countries have different customs and manners of dressing, greeting etc. Each nation has its cultural heritage. Discuss cultural habits/behaviour of Indians. Try to find out why Indians have some particular habits like eating with hands, removing the shoes outside the house etc.



### Activity VI

- (A) Prepare a poster presentation on "My Ideal India".
- (B) Write in detail about how you would accomplish the ideals mentioned in your poster.



## Unit 10

### Introduction

**Sarojini Naidu** (1879-1949), the Nightingale of India, was a child prodigy, freedom fighter and poet. Her collections of poems attracted huge Indian and British readership. Her poems present events of her time with musicality and can be sung.

*Palanquin Bearers* generates images of royal wives being carried on a palanquin to their husband's house. This beautiful song is sung by palanquin bearers while carrying them. It is remarkable for its lyricism, cadence and rhythm.

### Palanquin Bearers

Lightly, O lightly we bear her along,

She sways like a flower in the wind of our song;

She skims like a bird on the foam of a stream,

She floats like a laugh from the lips of a dream.

Gaily, O gaily we glide and we sing,

We bear her along like a pearl on a string.

Softly, O softly we bear her along,

She hangs like a star in the dew of our song;

She springs like a beam on the brow of the tide,

She falls like a tear from the eyes of a bride.

Lightly, O lightly we glide and we sing,

We bear her along like a pearl on a string.

### Glossary

**palanquin(n)** *Palkhi* covered litter for one person **bear(v)** carry **skims(v)** passes over lightly **gaily(adv)** merrily **like a star in the dew** like the reflection of a star on a dew drop **on the brow of the tide** on the crest of high wave of the tide

## Activity

Read the poem carefully.

### A. Choose the correct option and rewrite the complete sentence :

1. The palanquin bearers are carrying \_\_\_\_\_.  
(A) a bride (B) a dead body  
(C) a pearl (D) a queen
2. While carrying the lady, the palanquin bearers \_\_\_\_\_.  
(A) walk and talk (B) swing and laugh  
(C) glide and sing (D) jump and shout
3. The rhyme scheme of the poem is \_\_\_\_\_.  
(A) aabb (B) abab  
(C) abca (D) abcd
4. ‘She hangs like a star in the dew of our song...’, the figure of speech in the line is \_\_\_\_\_.  
(A) Antithesis (B) Climax  
(C) Repetition (D) Simile

### B. Answer the following questions :

1. Describe the manner in which the palanquin bearers carry the lady.
2. “She falls like a tear from the eyes of a bride”. Explain.
3. List the words and phrases that are repeated in the poem. What effect do they create?
4. Where do you think the palanquin bearers take the lady?
5. The poet has used a number of comparisons in the poem. Identify and comment on these comparisons.



“Our greatest glory is not in never failing, but in rising every time we fail.” – Confucius  
“Remember that failure is an event, not a person.”

- Zig Ziglar



# Unit 11

## Activity I

‘Panchatantra’ tells us about five ways that help human beings in life. ‘Pancha’ means ‘five’ and ‘tantra’ means ‘ways’ Popular throughout the world, these stories are primarily about statecraft.

1. Have you read any Panchatantra story? Which is your favourite story? Why? Discuss it with your partner.
2. What is a fable? How is it different from a simple story?

### Introduction

**James Grover Thurber** (1894–1961) was an American cartoonist, author, journalist, playwright and celebrated wit. Thurber was best known for his cartoons and short stories, published mainly in *The New Yorker* magazine and collected in his numerous books. One of the most popular humorists of his time, Thurber celebrated the comic frustrations and eccentricities of ordinary people.

*The Owl who was God* mocks at blind devotion which ultimately leads to self destruction. This story can be considered as an allegory describing the human situation. Here animals are endowed with human traits.

### The Owl who was God

Once upon a starless midnight, there was an owl who sat on the branch of an oak tree. Two ground moles tried to slip quietly by, unnoticed. “You!” said the owl. “Who?” they quavered, in fear and astonishment, for they could not believe it was possible for anyone to see them in that thick darkness. “You two!” said the owl. The moles hurried away and told the other creatures of the field and forest that the owl was the greatest and wisest of all animals because he could see in the dark and because he could answer any question. “I’ll see about that,” said a secretary bird, and he called on the owl one night when it was again very dark. “How many claws am I holding up?” said the secretary bird. “Two,” said the owl, and that was right. “Can you give me another expression for ‘that is to say’ or ‘namely’?” asked the secretary bird. “To wit,” said the owl. “Why does the lover call on his love?” asked the secretary bird. “To woo,” said the owl.

The secretary bird hastened back to the other creatures and reported that the owl indeed was the greatest and wisest animal in the world because he could see in the dark and because he could answer any question. “Can he see in the daytime, too?” asked a red fox. “Yes,” echoed a dormouse and a French poodle. “Can he see in the daytime, too?” All the other creatures laughed loudly at this silly question, and they set upon the red fox and his friends and drove them out of the region. They sent a messenger to the owl and asked him to be their leader.

When the owl appeared among the animals, it was high noon and the sun was shining brightly. He walked very slowly, which gave him an appearance of great dignity, and he peered about him

with large, staring eyes, which gave him an air of tremendous importance. “He’s God!” screamed a Plymouth rock hen. And the others took up the cry “He’s God!” So they followed him wherever he went and when he bumped into things they began to bump into things, too. Finally he came to a concrete highway and he started up the middle of it and all the other creatures followed him. Presently, a hawk, who was acting as outrider, observed a truck coming toward them at fifty miles an hour, and he reported to the secretary bird and the secretary bird reported to the owl. “There’s danger ahead,” said the secretary bird. “To wit?” said the owl. The secretary bird told him. “Aren’t you afraid?” he asked. “Who?” said the owl calmly, for he could not see the truck. “He’s God!” cried all the creatures again, and they were still crying “He’s God” when the truck hit them and ran them down. Some of the animals were merely injured, but most of them, including the owl, were killed.

### Glossary

**moles(n)** small animals with black fur living underground **quavered(v)** trembled, shook  
**dormouse(n)** small mouse with a furry tail **French poodle** a breed of dog **peered about** looked closely about **to bump into** to hit or knock against

### Activity II

Read the lesson carefully.

#### A. Choose the correct option and rewrite the complete sentence :

- \_\_\_\_\_ brought the news to all the creatures that owl was the wisest of all animals.  
 (A) Fox (B) Hawk (C) Hen (D) Moles
- All creatures laughed out loudly at the silly question of \_\_\_\_\_.  
 (A) plymouth rock hen (B) the hawk (C) the owl (D) the red fox
- The secretary bird holds up \_\_\_\_\_ to check whether the owl could see in the dark.  
 (A) a bone (B) a feather (C) a stick (D) claws
- The hawk could see that a \_\_\_\_\_ was coming towards them on the concrete highway.  
 (A) bicycle (B) bus (C) cart (D) truck
- \_\_\_\_\_ is the moral of the story.  
 (A) Don’t be a dumb, driven cattle (B) Fools rush in where angles fear to tread  
 (C) Look before you leap (D) Prevention is better than Cure

#### B. Answer the following questions :

- Describe the opening of the story.
- What did the moles inform other creatures about the owl?
- Why was the owl considered to be the greatest and wisest among all the animals?
- What did the secretary bird do to check whether the owl was the greatest and wisest among them?
- Describe the owl’s appearance when he appeared before the animals.

**C. Write in detail on :**

1. The Moral of the Story
2. Title of the Story ‘The Owl who was God’

**Activity III**

**A. Underline the ten phrasal verbs in these sentences. One is done for you :**

The moles hurried away and told the other creatures of the field and forest...

1. I sent off the order last week but the goods haven't turned up yet.
2. I came across an interesting book in the library. I took down the title.
3. We asked some friends around to watch a film, but the video was not working properly and it eventually broke down.
4. I brought up this problem at the last meeting. It's time to sort it out.
5. I wish he'd stop causing inconvenience! He's put the meeting off three times and now he wants to call it off altogether.

**B. Match the ten phrasal verbs from sentences 1-5 in activity A above with their meanings from the box below. Work in pairs. You can use a dictionary :**

deal with	stop working	find	invite home	postpone
arrive	post	cancel	write	mention

**Activity IV**

**Read the following questions from the lesson carefully :**

1. How many claws am I holding up?
2. Why does a lover call on his love?
3. Can he see in the daytime, too?

Questioning is an important skill in day-to-day communication. A lot depends on what and how we ask and reply.

**Now, rearrange the following words to make meaningful questions. Use appropriate punctuation marks and capital letters wherever necessary :**

1. you/can/Marathi/speak?
2. Is/brother/your/here?
3. he/play/can/the guitar?
4. much/how/fuel/there/is/in the/tank?
5. many/balls/are/how/in the basket/there?
6. do/you/why/come/school/to?
7. you and Mira/are/staying/the night here?
8. Dinesh/come/has/with/you?
9. you/have/received/the letter?
10. you/an Indian/are?

- B. Work in groups of ten. A student from the group will collect different things like pen, pencil, notebook, eraser, box, wristwatch, etc. from the group members and put them in a bag. Now, one by one each student will come forward and hold an object in the bag. The other group members will ask questions to guess what s/he is holding inside the bag.**

**Example :** Pen

- |                            |        |
|----------------------------|--------|
| A. Is it made of metal?    | No...  |
| B. Is it made of plastic?  | Yes... |
| C. Can we use it to write? | Yes... |
| D. Is it a pen?            | Yes... |

### **Activity V**

- A. Look at this list of subjects we study in school :**

English	Mathematics	Art
Geography	Physics	Physical Education
Chemistry	Biology	Language

Think for a few minutes. Choose one of the subjects you like and list three reasons for liking the subject. Choose one of the subjects you dislike and list three reasons for disliking it. Present it to the class.

- B. Work in two teams. One member of Team A will have to speak impromptu for one minute on a topic given by a member of Team B. Then team B will take its turn.**

### **Activity VI**

Deforestation is one of the greatest problems for the earth and its inhabitants. Imagine that animals are discussing this problem. Write a dialogue between two animals about the problem.



## Unit 12

### Introduction

**Philip David Charles**(1957) popularly known as Phil Collins is an English singer, songwriter, multi-instrumentalist, music producer and actor. He is known for being a lead singer in the rock band called Genesis. He has won many reputed music awards including Grammy and Golden Globe. He was one of the most successful musicians in the world during the 1980s, releasing thirteen U.S. Top Ten hits between 1984 and 1990.

*Another Day in Paradise* addresses the issue of poverty and homelessness especially in America. It presents the plight of the homeless woman who lies on the side of the road and implores the passers-by to help her. The poet through this song attempts to make the readers aware of the plight of the poor and the needy and be considerate and helpful to them.

### Another Day in Paradise

She calls out to the man on the street  
 “Sir, can you help me?  
 It’s cold and I’ve nowhere to sleep,  
 Is there somewhere you can tell me?”  
 He walks on, doesn’t look back  
 He pretends he can’t hear her  
 Starts to whistle as he crosses the street  
 Seems embarrassed to be there  
 Oh think twice, it’s another day for  
 You and me in paradise  
 Oh think twice, it’s just another day for you,  
 You and me in paradise  
 She calls out to the man on the street  
 He can see she’s been crying  
 She’s got blisters on the soles of her feet  
 can’t walk but she’s trying  
 Oh think twice.  
 Oh lord, is there nothing more anybody can do  
 Oh lord, there must be something you can say  
 You can tell from the lines on her face  
 You can see that she’s been there  
 Probably been moved on from every place  
 ‘Cos she didn’t fit in there  
 Oh think twice.

## Glossary

**blisters**(n) small bubbles on the skin (containing watery or bloody fluid) **cos** (conj) (short form) because

## Activity

Read the poem carefully.

**A. Choose the correct option and rewrite the complete sentence :**

1. The woman in the poem is \_\_\_\_\_.  
(A) in the hospital (B) in the house  
(C) in the palace (D) on the street
2. The man in the poem \_\_\_\_\_ the woman.  
(A) helps (B) hits  
(C) humiliates (D) ignores
3. The problem with the woman is that \_\_\_\_\_.  
(A) she has no money (B) she has no place to sleep  
(C) she is badly hit (D) she is lost in the city
4. The woman in the poem asks the man to \_\_\_\_\_.  
(A) find her a place to sleep (B) lend her some money  
(C) take her to the church (D) take her to the doctor

**B. Answer the following questions :**

1. Describe in your own words the plight of the woman as presented in the poem.
2. How does the man react when he sees the helpless woman?
3. What mood is evoked in the poem? Find out words from the poem to support your answer.
4. Identify the refrain (repetition) in the poem and comment on the meaning of it.
5. Why is the phrase “think twice” restated?
6. Explain : “Oh lord, is there nothing more anybody can do  
Oh lord, there must be something you can say.”

(You can also hear the song at <https://www.youtube.com/watch?v=Qt2mbGP6VFI>)



# Unit 13

## Activity I

Earlier we used to keep a written account of our life in a diary but today many of us share our daily routines and feelings on social media.

For most, a diary is a place of private introspection where one can transfer thoughts and feelings onto paper. In some cases, diaries are interesting documents that reveal story of a certain time or place, like the diaries of Anne Frank and Samuel Pepys. It is no surprise that many diaries and journals of famous people have been published after their death.

1. Do you have the habit of writing a diary? Organize a debate on social media/diary as a medium of expressing personal experiences.
2. Discuss with your partner and name some of the famous diary writers whom you know or have heard about.

### Introduction

**Anne Frank** (1929–1945) was born in Frankfurt, Germany and lived in Amsterdam, Holland with her family during World War II. Fleeing Nazi persecution of Jews, the family went into hiding. She was 15 when the family was found and sent to concentration camps where she died. During her hiding, Frank wrote about her experiences and wishes in a diary which was later published as *The Diary of a Young Girl*.

Diary writing is at one level personal and also unfolds the innermost ramblings of a person. The present piece is written by a very young girl living in confinement during World War II.

## The Diary of a Young Girl

**Sunday, June 14, 1942**

I'll begin from the moment I got you, the moment I saw you lying on the table among my other birthday presents. (I went along when you were bought but that doesn't count.)

On Friday, June 12, I was awake at six o'clock, which isn't surprising, since it was my birthday. But I'm not allowed to get up at that hour, so I had to control my curiosity until quarter to seven. When I couldn't wait any longer, I went to the dining room, where Moortje (the cat) welcomed me by rubbing against my legs.

A little after seven I went to Daddy and Mama and then to the living room to open my presents, and you were the first thing I saw, maybe one of my nicest presents. Then a bouquet of roses, some peonies and a potted plant. From Daddy and Mama I got a blue blouse, a game, a bottle of grape juice, which to my mind tastes a bit like wine (after all, wine is made from grapes), a puzzle, a jar of cold cream, 2.50 guilders and a gift certificate for two books, I got another book as well, Camera Obscura (but Margot already has it, so I exchanged mine for something else),

a platter of homemade cookies (which I made myself, of course, since I've become quite an expert at baking cookies), lots of candy and a strawberry tart from Mother. And a letter from Grammy right on time, but of course that was just a coincidence.

Then Hanneli came to pick me up, and we went to school. During recess I passed out cookies to my teachers and my class, and then it was time to get back to work. I didn't arrive home until five, since I went to the gym with the rest of the class. (I'm not allowed to take part because my shoulders and hips tend to get dislocated.) As it was my birthday, I got to decide which game my classmates would play, and I chose volleyball. Afterwards they all danced around me in a circle and sang "Happy Birthday." When I got home, Sanne Ledermann was already there. Ilse Wagner, Hanneli Goslar and Jacqueline van Maarsen came home with me after gym, since we are in the same class. Hanneli and Sanne used to be my two best friends. People who saw us together used to say, "There goes Anne, Hanne and Sanne." I only met Jacqueline van Maarsen when I started at the Jewish Lyceum, and now she's my best friend. Ilse is Hanneli's best friend, and Sanne goes to another school and has friends there.

They gave me a beautiful book, Dutch Sasas and Lesends, but they gave me Volume II by mistake, so I exchanged two other books for Volume I. Aunt Helene brought me a puzzle, Aunt Stephanie a darling brooch and Aunt Leny a terrific book: Daisy Goes to the Mountains.

This morning I lay in the bathtub thinking how wonderful it would be if I had a dog like Rin Tin. I'd call him Rin Tin Tin too, and I'd take him to school with me, where he could stay in the Janitor's room or by the bicycle racks when the weather was good.

### **Monday, June 15, 1942**

I had my birthday party on Sunday afternoon. The Rin Tin Tin movie was a big hit with my classmates. I got two brooches, a book mark and two books. I'll start by saying a few things about my school and my class, beginning with the students,

Betty Bloemendaal looks kind of poor, and I think she probably is. She lives in some obscure street in West Amsterdam, and none of us knows where it is. She does very well at school, but that's because she works so hard, not because she's so smart. She's pretty quiet.

Jacqueline van Maarsen is supposedly my best friend, but I've never had a real friend. At first I thought Jacque would be one, but I was badly mistaken.

D. Q.\*[initials have been assigned at random to those persons who prefer to remain anonymous] is a very nervous girl who's always forgetting things, so the teachers keep assigning her extra homework as punishment. She's very kind, especially to G. Z.

E.S. talks so much it isn't funny. She is always touching your hair or fiddling with your buttons when she asks you something, They say she can't stand me, but I don't care, since I don't like her much either.

Henny Mets is a nice girl with a cheerful disposition except that she talks in a loud voice and is really childish when we're playing outdoors. Unfortunately, Henny has a girlfriend named Beppy who's a bad influence on her because she is dirty and vulgar.



J.R.- I could write a whole book about her. J, is a detestable, sneaky, stuck-up, two-faced gossip who thinks she's so grown up. She's really got Jacque under her spell, and that's a shame. J. is easily offended, burst into tears at the slightest thing and, to top it all off, is a terrible show-off. Miss J. always has to be right. She's very rich, and has a closet full of the most adorable dresses that are way too old for her. She thinks she's gorgeous, but she's not. J. and I can't stand each other.

Ilse Wagner is a nice girl with a cheerful disposition, but she's extremely finicky and can spend hours moaning and groaning about something. Ilse likes me a lot. She's very smart but lazy.

Hanneli Goslar or Lies as she's called at school is a bit on the strange side. She's usually shy outspoken at home but reserved around other people. She blabs whatever you tell her to her mother. But she says what she thinks, and lately I have come to appreciate her a great deal.

Nannie van Praag Sigaar is small, funny and sensible. I think she's nice. She's pretty smart. There isn't much else you can say about Nannie. Eefje de Jong is, in my opinion, terrific. Though she's only twelve, she's quite the lady. She acts as if I were a baby. She's also very helpful, and I like her.

G.Z. is the prettiest girl in our class. She has a nice face, but is kind of dumb. I haven't told her that I think they're going to hold her back a year, but of course I haven't told her that.

### Glossary

**peonies(n)** type of flowers (singular-peony) **finicky** (adj) particular about details, fussy

### Activity II

Read the lesson carefully.

**A. Choose the correct option and rewrite the complete sentence:**

- Aunt Helena gifted a \_\_\_\_\_ to Anne Frank.  
(A) camera (B) game (C) puzzle (D) book
- \_\_\_\_\_ was the first thing that Anne Frank saw among the gifts.  
(A) A diary (B) A bouquet of roses (C) Cookies (D) A jar of cold cream
- Moortje is the name of Anne Frank's \_\_\_\_\_.  
(A) cat (B) dog (C) hamster (D) squirrel
- \_\_\_\_\_ was the first to welcome Anne Frank to the dining room.  
(A) Aunt Helene (B) Hanneli (C) Moortje (D) Sanne Ledermann

**B. Answer the following questions :**

- How did Anne Frank celebrate her birthday at school?
- Why did Anne Frank desire to have a dog like Rin Tin Tin?
- How does Anne Frank describe Betty Bloemendaal?
- Who according to Anne Frank is the prettiest girl in the class and why?


**C. Write in detail on :**

1. The birthday celebration of Anne Frank
2. Anne Frank's description of her friends and classmates


**Activity III**



**A. Read about the qualities teenagers look for in a friend. Then work in groups and put the qualities into the table below :**

*Ahmed*




*Krishani*



	
<ul style="list-style-type: none"> <li>➤ Sensible</li> <li>➤ honest</li> </ul>	<ul style="list-style-type: none"> <li>➤ detestable</li> <li>➤ sneaky</li> </ul>

*Darsh*



*Sanskriti*

**B. Now use dictionary and find out opposites of the words given in the table above:**

**Example :**

1. sensible – foolish

### Activity IV

**Read the paragraph.**

“Then Hanneli.....has friends there”

Now rewrite the paragraph as if it were happening in the future. You can begin:

“Then Hanneli will come .....”

### Activity V

Work in pairs. Think for five minutes about your partner. Prepare a short introduction of your partner and present it to the class.

**You can talk about his/her**

manners    feature    nature    attitude    haircut    like/dislike    habits    behaviour    complexion
--

### Activity VI

**A. Write in your diary details of one day of your life. Also try to note down your thoughts.**

**B. Read carefully.**

#### **Amitabh Bachchan’s Official Blog**

**DAY 2648(i)**

**Jalsa, Mumbai**

**July 12/13, 2015**

**Sun/Mon 12:48 am**

were the most time occupying practices of the day ... and worthy too ....the Kabaddi season starts from July 18th and having been asked by Star to sing the signature song for them and ProKabaddi, was a delight .. I am so happy with all the reactions ..and also that it was Trending in India ..

Then there were stunning achievements on the grass and lawns of Wimbledon ....Sania won the women doubles title, Leander won the mixed doubles, Sumit won the Junior doubles ..

And way down in the African peninsular India beat Zimbabwe in the one day cricket ..we playing with our B team ..

BUT ... truly the game of the day was Djokovic v Federer, men Singles title for 2015 at Wimbledon ..a battle between giants, warriors, legends, absolute masters of the game .. fighting till the very last for their place in the sun .. what athletics and what measure of their achievement and performance ..

Eternal thanks to all ..

**Now, list details of one day of your life to be published on a blog.**

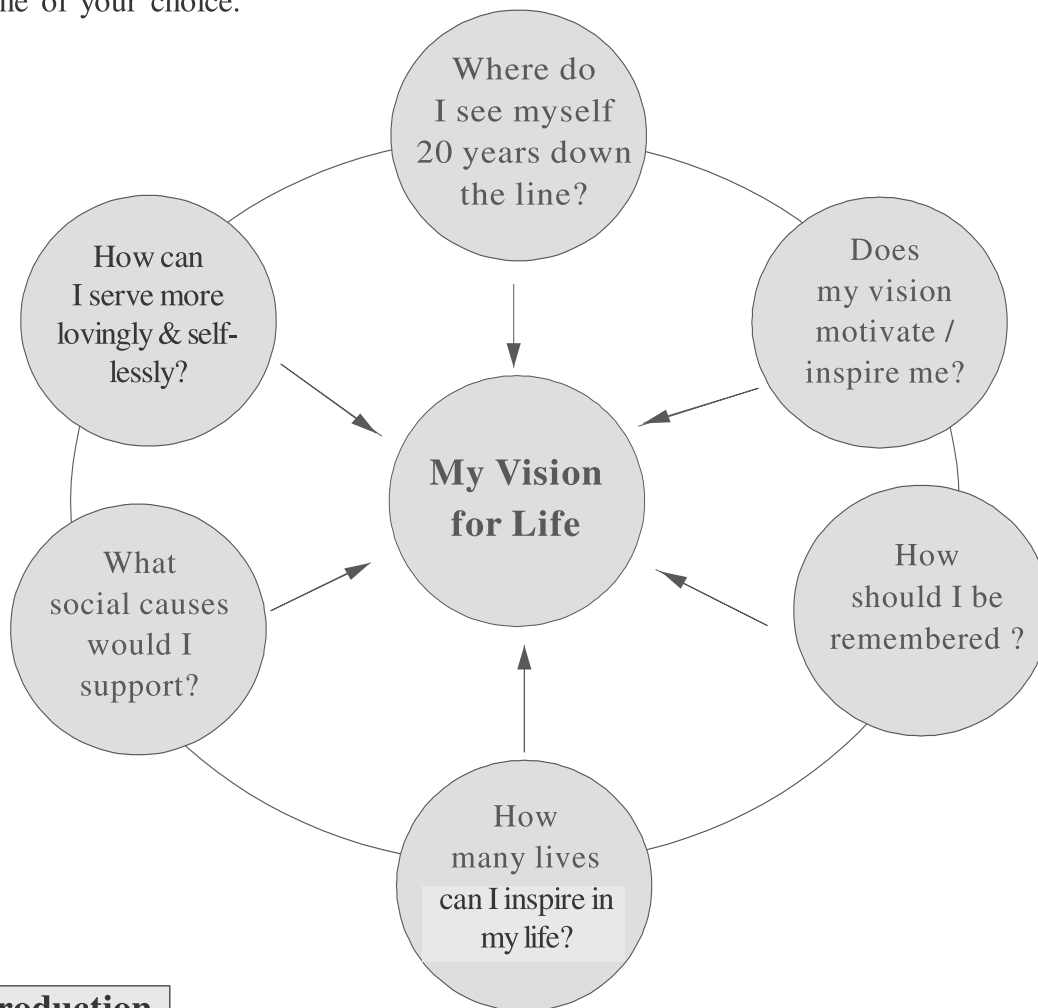


## Unit 14

### Activity I

Your personal vision guides your life and provides the direction necessary to chart the course of your days and the choices you make in your life. It is the light shining in the darkness towards which you turn to find your way. It illuminates your way.

From the questions given below, which question helps to express your vision for life? Discuss any one of your choice.



### Introduction

**Prithvi Nandy** (1951), Indian poet, painter, journalist, politician, media and television personality, animal activist, film producer and member of Rajya Sabha, has published a number of books of poetry in English. He has also translated poems from Bengali and Urdu into English. He was conferred the Padma Shri in 1977 for his contribution to Indian literature.

Dr. APJ Abdul Kalam, the leading Indian space scientist, known as “the missile man”, contributed greatly to India’s space mission. Later he became the President of India. He was honoured with the Bharat Ratna. In this interview, Dr. Kalam shares his ideas about his vision of India, the role of persons and organizations in shaping his career, his love for literature and music, and the role of media towards the development of India.

## Interview With Dr. APJ Abdul Kalam

Mr. Nandy : What is your vision of India in the next millennium?

Mr. Kalam : I have three visions for India. But before I speak about them, I have one question to ask you, Mr. Nandy. Can you tell me why, in 3000 years of our history, people from all over the world have come and invaded us, captured our land, conquered our minds? From Alexander onwards, the Greeks, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why?

Because, I guess, we respected the freedom of others.

Absolutely right! That is why my first vision is that of freedom. I believe that India got its first vision of this in 1857, when we started the war of independence. It is this freedom that we must protect and nurture and build upon. If we are not free, no one will respect us.

My second vision for India is development. For fifty years we have been a developing nation. It is time we saw ourselves as a developed nation. We are among the top five nations of the world in terms of GDP. We have 10 percent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognized today. Yet we lack the self confidence to see ourselves as a developed nation, self-reliant and self-assured. Tell me, sir, is this right? Read the last chapter of my book, India 2020, A vision for the Next Millennium and you will get what I mean.

I have third vision. That India must stand up to the world. I have written 12 chapters on that. Because I believe that unless India stands up to the world, no one will respect us. In this world, fear has no place. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand in hand.

Mr. Nandy : These are visions. What about the reality? What do you see as the most significant achievements of your rather distinguished career culminating in a Bharat Ratna in your lifetime?

Mr. Kalam : My good fortune was to have worked with three great minds, Dr. Vikram Sarabhai of the Department of space, Professor Satish Dhawan who succeeded him and Dr. Brahm Prakash, Father of Nuclear Material. I was lucky to have worked with all three of them closely and consider this the greatest opportunity of my life. I see four milestones in my career.

**One:** The twenty years I spent in Indian Space Research Organisation. I was given the opportunity to be the Project Director for India's first satellite launch

vehicle, SLV3. The one that launched Rohini. These years played a very important role in my life as a scientist.

**Two :** After my ISRO years, I joined the Defence Research and Development Organisation and got a chance to be part of India's guided missile programme. It was, you could call, my second bliss when Agni met its mission requirements in 1994.

**Three :** The Department of Atomic Energy and the DRDO had this tremendous partnership in the recent nuclear tests, on May 11 and 13. This was my third bliss. The joy of participating with my team in these nuclear tests and proving to the world that India can make it. That we are no longer a developing nation but one among them. It made me feel very proud as an Indian.

And, finally, four: The fact that we have now developed for Agni re-entry structure, for which we have developed this new material. A very light material called carbon-carbon. One day an orthopaedic surgeon from the Nizam Institute of Medical Sciences (in Hyderabad) visited my laboratory. He lifted the material and found it so light that he took me to his hospital and showed me his patients. There were these little girls and boys with heavy metallic callipers weighing over 3 kg each, dragging their feet around. He said to me: Please remove the pain of my patients. In three weeks, we made these Floor Reaction Orthosis 300 gram callipers and took them to the orthopedic centre. The children could not believe their eyes! From dragging around a 3 kg load on their legs, they could now move around freely with these 300 gram callipers. They began running around! Their parents had tears in their eyes. That was my fourth bliss.

Mr. Nandy : Apart from science and technology, what else interests you?

Mr. Kalam : Poetry and music. I have this big library at home and my favourite poets are Milton, Walt Whitman and Rabindranath Tagore. I write poetry too. My book of poems, *Yenudaya Prayana*, has now been translated into English. It is called *My Journey*. You must read it. I will send you a copy.

Mr. Nandy : Who are your favourite poets in Tamil, the language you write in?

Mr. Kalam : Bharatidasana, who died in 1965. And Subramaniya Bharathiar, who died in 1939 at the age of 35, killed by an elephant while giving it a coconut. I also enjoy Carnatic music and play the veena.

Mr. Nandy : What is your favourite raga?

Mr. Kalam : The shri raga. You know my favourite kirtan? It is the one that Swami Thyagaraja, a Ram bhakt like me, recited in the shri raga when he was called by this powerful Tanjore king to sing a poem in his sabha. He sang: "In this gathering whoever are great in front of God, I salute them." He never said: I salute the king. That is strength of conviction. That is courage.

Mr. Kalam : You have asked me so many questions, Mr. Nandy, may I ask you two?

Mr. Nandy : By all means.

Mr. Kalam : Tell me, why is the media here so negative? Why are we in India so embarrassed to recognise our own strengths, our achievements? We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why? We are the second largest producer of wheat in the world. We are the second largest producer of rice. We are the first in milk production. We are number one in remote sensing satellites. Look at Dr. Sudarshan. He has transformed the tribal village into a self-sustaining, self-driving unit. There are millions of such achievements but our media is only obsessed with bad news and failures and disasters. I was in Tel Aviv once and I was reading this Israeli newspaper. It was the day after a lot of attacks and bombardments and deaths had taken place. The Hamas had struck. But the front page of the newspaper had this picture of a Jewish gentleman who in five years had transformed his desert land into an orchard and a granary. It was this inspiring picture that everyone woke up to. The gory details of killings, bombardments, deaths were inside the newspaper, buried among other news. In India, we only read about death, sickness, terrorism, crime. Why are we so negative? I guess we grew up with the maxim that good news is no news. The right to publish bad news has become synonymous with freedom. That is why our press is so strong, so fiercely independent if not always encouraging of success stories.

**Another question :** Why are we, as a nation, so obsessed with foreign things? Is it a legacy of our colonial years? We want foreign television sets. We want foreign shirts. We want foreign technology. Why this obsession with everything imported? Do we not realise that self-respect comes with self reliance?

I guess that comes from repression. When you lock in your economy for years and leave it in the hands of local pirates and cheating shop-keepers, you are bound to get a backlash. Foreign things have indeed come in but they have also brought down prices, taught us quality, stopped us from cheating consumers with shoddy, overpriced local products. Like in cars, consumer electronics, fabrics, processed foods. Nationalism for too long has been a convenient cover for looting. Let us not forget that. But yes, I agree with you, it is time we started giving value to ourselves as a people, as a nation. I was in Hyderabad giving this lecture, when a 14-year-old girl came up and asked me for my autograph. I asked her what her goal in life was. She replied: I want to live in a developed India. For her, you and I will have to build this developed India. You must proclaim this through your writings, through your speeches in Parliament.

**Glossary**

**culminating**(v) resulting **milestones**(n) (here) important stage or event in history or in human life  
**metallic callipers** metal support attached to the legs of a disabled person to enable him to walk  
**conviction**(n) belief **self sustaining**(here) self dependent **embarrassed**(v) felt ashamed and awkward  
**obsessed**(v) occupied the mind with fixed or false idea **Tel Aviv** financial capital of Israel  
**Hamas** Armed Wing of the Palestinian Liberation Organization **gory**(adj) violent, bloody  
**repression**(n) forcible control **backlash**(n) adverse reaction **shoddy**(adj) poor quality

**Activity II**

Read the lesson carefully.

**A. Choose the correct option and rewrite the complete sentence :**

- Dr. Kalam was honoured with \_\_\_\_\_.  
 (A) Bharat Ratna (B) Padma Shri  
 (C) Magsaysay Award (D) Sahitya Academy Award
- \_\_\_\_\_ is considered to be the Father of Nuclear Research in India.  
 (A) C. V. Raman (B) Dr. Vikram Sarabhai  
 (C) Dr. Brahm Prakash (D) Professor Satish Dhawan
- According to Dr. Kalam, \_\_\_\_\_ is required to build a developed nation.  
 (A) capital (B) freedom  
 (C) interdependence (D) wealth
- Apart from \_\_\_\_\_, Subramaniya Bharathiar is Dr. Kalam's favourite Tamil poet.  
 (A) Bharatidasana (B) Kavimani Desigavinayagam Pillai  
 (C) Ramalinga Swamigal (D) Siva Prakasar
- SLV3 project was constituted under the leadership of \_\_\_\_\_.  
 (A) Dr. Abdul Kalam (B) Dr. Gowariker  
 (C) Prof. Satish Dhawan (D) Kavimani

**B. Answer the following questions :**

- According to Dr. Kalam, why should India view itself as a developed nation?
- What are the different fields apart from science and research that interest Dr. Kalam?
- How did Dr. Kalam view the role of media in India?
- Which news item in the Israeli newspaper grabbed Kalam's attention? Why?
- What made Dr. Kalam produce Floor Reaction Orthosis callipers that weighed only 300 grams?

**C. Write in detail on :**

- Dr. Kalam's Three Visions for India
- Dr. Kalam's contribution to the Field of Science and Technology

**Activity III****A. Try this-count one point for each correct answer and check your score quiz :**

How **musical** are you!

- Hornbill - Cultural tourism festival in India  
 Saptak - \_\_\_\_\_  
 Tana-Riri - \_\_\_\_\_



2. Garba - \_\_\_\_\_  
 Lavani - \_\_\_\_\_  
 Kathak - \_\_\_\_\_
3. S/He plays the piano - a pianist  
 plays the drums - \_\_\_\_\_  
 plays the guitar - \_\_\_\_\_  
 writes songs - \_\_\_\_\_  
 plans dance movements - \_\_\_\_\_
4. Match the following :
 

Compose	Solo
Beat	Orchestra
Conduct	Piece of music
Improvise	Drum

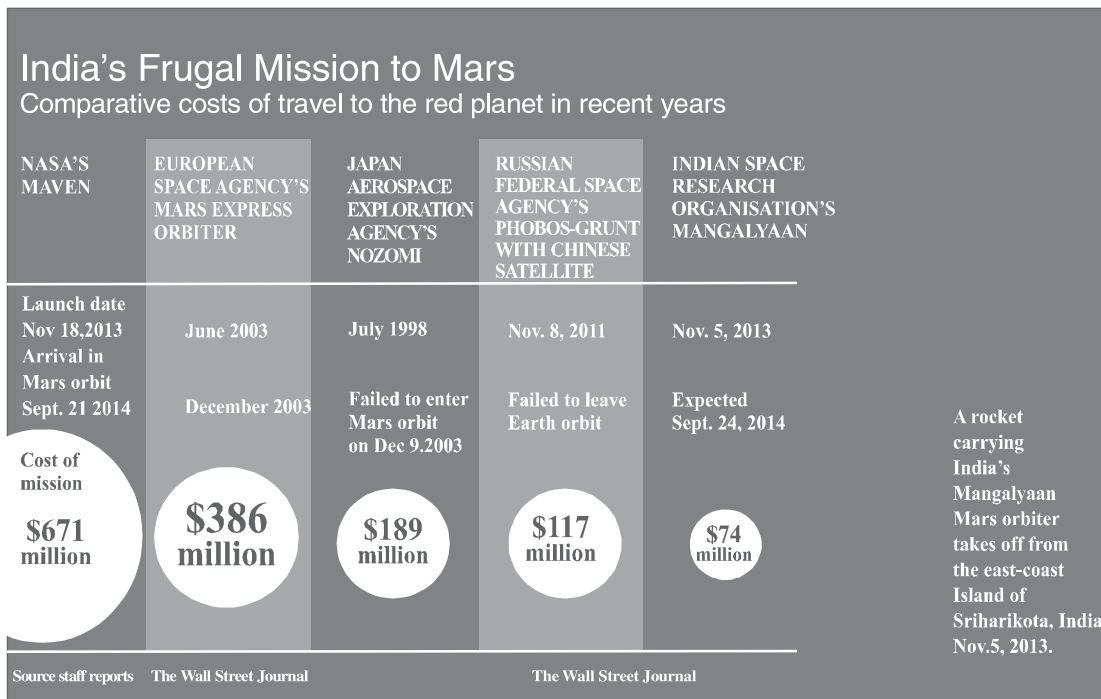
**Score Analysis :**

13 to 11 points – You love to be at the concert. Right?

10 to 7 points – You probably won't be a performer, but you enjoy being the audience.

0 to 6 points – Turn off the computer or mobile and get out more!

**B. Study the following information and answer the questions in complete sentences:**



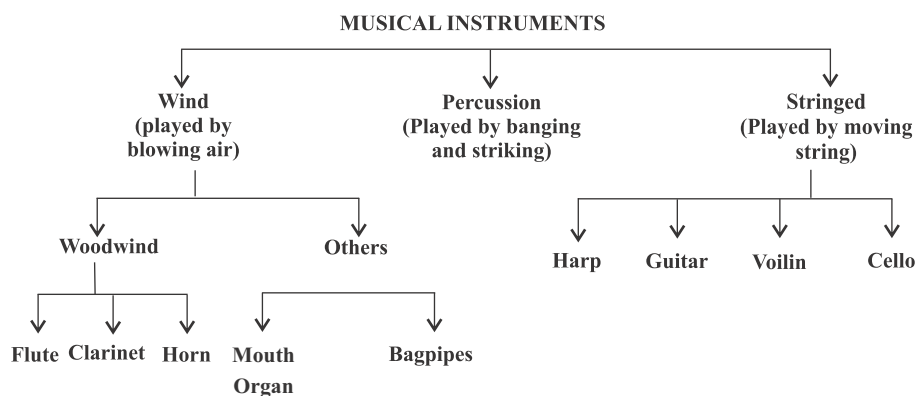
1. Which is the most economical 'Mission to Mars'? .....
2. Which country spent the maximum on the Mars Mission? .....
3. What is the total cost of the European mission? .....
4. List the Mars Missions which could reach their destination. ....
5. Write the name of the Japanese Space agency. ....

### Activity IV

Read the information given below about musical instruments carefully.

There are many different kinds of musical instruments. They are divided into three main classes according to the way that they are played. Some instruments are played by blowing air into them. These are called wind instruments. Some of these are said to be of the woodwind family. Examples of woodwind instruments are the flute, the clarinet and the horn. There are also various other wind instruments such as the mouth-organ and the bagpipes. Some instruments are played by banging or striking them. Instruments like this are called percussion instruments. The last big group of musical instruments have strings. There are two kinds of stringed instruments. Examples are the harp and the guitar, the violin and the cello.

Now, observe how this information has been presented in the form of a tree diagram.



Read the lesson carefully. Dr. Abdul Kalam talks about his vision and life. Draw suitable diagrams based on the information given in the lesson. You may draw more than one diagram.

### Activity V

#### Discussion

##### Task 1

What are your suggestions and ideas to make our country a developed one? Share it with the class.

##### Task 2

Work in pairs. Take up the roles of a student and Dr. Abdul Kalam. Prepare a dialogue.

### Activity VI

You are a news reader for an English news channel. You have to interview a very famous international sportsperson. Prepare a list of questions that you are going to ask.



## Unit 15

### Introduction

**Rudyard Kipling** (1865-1936) was born in India, educated in England but returned to India in 1882. He wrote *The Jungle Book* (1894). He became the highest paid writer in the world. He was the recipient of the Nobel Prize for Literature in 1907.

*The Secret of the Machines* aptly describes functions of machines which at instances display a superhuman significance. The poet however has carefully crafted a note of caution that mankind should never turn a slave to machines.

### The Secret of the Machines

We were taken from the ore bed and the mine,  
We were melted in the furnace and the pit  
We were cast and wrought and hammered to design,  
We were cut and filed and tooled and gauged to fit in  
Some water, coal, and oil is all we ask,  
And thousandth of an inch to give us play:  
And now, if you will set us to task,  
We will serve you four and twenty hours a day!

We can pull and haul and push and lift and drive,  
We can print and plough and weave and heat and light,  
We can run and race and swim and fly and dive,  
We can see and hear and count and read and write!

Would you call a friend from half across the world?  
If you'll let us have his name and town and state,  
You shall see and hear your crackling question hurled  
Across the arch heaven while you wait  
Has he answered? Does he need you at his side?  
You can start this very evening if you choose.  
And take the Western Ocean in the stride  
Of seventy thousand horses and some screws!

The boat-express is waiting your command!  
You will find the Mauretania at the quay,  
Till her captain turns the lever' neath his hand,  
And the monstrous nine-decked city goes to sea.

Do you wish to make the mountains bare their head  
And lay their new-cut forests at your feet?  
Do you want to turn a river in its bed,  
Or plant a barren wilderness with wheat?  
Shall we pipe aloft and bring you water down  
From the never-failing cisterns of the snows,  
To work the mills and tramways in your town,  
And irrigate your orchards as it flows?

It is easy! Give us dynamite and drills!  
Watch the iron-shouldered rocks lie down and quake  
As the thirsty desert-level flood and fills,  
And the valley we have dammed becomes a lake.

But remember, please, the Law by which we live,  
We are not built to comprehend a lie,  
We can neither love nor pity nor forgive.  
If you make a slip in handling us you die!  
We are greater than the Peoples or the Kings—  
Be humble, as you crawl beneath our rods!-  
Our touch can alter all created things,  
We are everything on earth except The Gods!

Though our smoke may hide the Heavens from your eyes  
It will vanish and the stars will shine again,  
Because, for all our power and weight and size,  
We are nothing more than children of your brain!

### Glossary

**wrought**(v) moulded **Mauretania** part of North Africa **quay**(n) (pronounced as 'key') dock, wharf  
**aloft**(adj/adv) above, up, in the air/sky **cisterns**(n) water tanks

### Activity

Read the poem carefully.

A. Choose the correct option and rewrite the complete sentence :

1. The limitation of machines is that \_\_\_\_\_.  
(A) they are humble (B) they comprehend a lie  
(C) they forgive easily (D) they neither love nor pit
2. The word \_\_\_\_\_ doesn't describe a process.  
(A) hammered (B) melted  
(C) taken (D) wrought

3. 'And the monstrous nine-decked city goes to sea' is an example of \_\_\_\_\_ .  
(A) Alliteration (B) Hyperbole  
(C) Irony (D) Litotes
4. 'To work the mills and tramways in your town' is an example of \_\_\_\_\_.  
(A) Antithesis (B) Litotes  
(C) Paradox (D) Personification

**B. Answer the following questions :**

1. How are machines made?
2. What are machines capable of doing?
3. The poem appears to be imparting a deadly warning to humanity. Elaborate.
4. What does Heaven refer to and how does the smoke hide the Heaven?
5. "The stars will shine again." Explain.
6. Comment on the title of the poem.



**Tongue Twister**

A twister of twists once twisted a twist.  
and the twist that he twisted was a three-twisted twist.  
now in twisting this twist,  
if a twist should untwist,  
would the twist that untwisted untwist the twists?

# Unit 16

## Activity I

Listed below are a few character traits of people. Some may appear positive qualities while others may not. Tick the ones you feel are desirable qualities in a person.

Characteristics	Tick mark	Characteristics	Tick mark
Curiosity		Greed	
Perseverance		Foolishness	
Patience		Generosity	
Benevolence		Obstinacy	
Arrogance		Naivety	

### Introduction

Mythology is the collection of stories of a group of people which explains their nature, history and customs. In other words, mythology helps us understand a civilization. The present Greek mythology artistically presents the significance of hope amidst all distress and pain and suffering. The story tells us how curiosity can at times lead mankind to unhappiness.

### Pandora's Box

CHARACTERS
NARRATOR
ZEUS
VULCANO
ANNA
VENUS
ATHENA
APHRODITE
DIANA
MESSENGER GOD
PROMETHEUS
EPIMETHEUS

(At Mount Olympus)

**NARRATOR** : One day, the almighty Zeus, upset with the brothers Prometheus and Epimetheus for bringing fire, decided to punish mankind because they were mean, evil, and arrogant. So, he called his son Vulcano.

**ZEUS** : My dear son, Vulcano. I want you to make a woman.

**VULCANO** : A woman? Why, father?

**ZEUS** : Don't dare to question my decisions. It's an order, Vulcano!

**VULCANO** : But father, making a woman is harder than making an armor for Mars, or carving a statue for Anna.

**ZEUS** : Don't give me the details, just do it!

**VULCANO** : Very well. I'll start right away.

**NARRATOR** : So Vulcano started making a woman. And with his strong arms, he made a woman as beautiful as the goddess. One day Anna went to see her.

**ANNA** : She is very beautiful, Vulcano. You did a wonderful job. I will give her a belt full of pearls and a purple dress with precious stones.

**NARRATOR** : The sweet Venus also came to see her.

**VENUS** : Anna was right. I truly admire your work. I will give her the gift of generosity, charity, and patience.

**NARRATOR** : And Aphrodite and Athena came together to see her.

**ATHENA** : We needed to see her Vulcano. I also want to give her a gift. I give her wisdom.

**APHRODITE** : She is already beautiful, so I will give her the gift of love.

**NARRATOR** : And all the gods and goddesses came to see her and gave her many gifts.

**DIANA** : I give her jewellery, flowers, and a little bit of curiosity.

**APOLLO** : I give you music.

**HERMES** : And I give you persuasion.

**NARRATOR** : After all the gods and goddesses came to see her, Vulcano decided that it was time to take her to his father.

**VULCANO** : Father, she is the woman you asked me to do.

**ZEUS** : She's perfect! And I can see that all the goddesses already gave her gifts.

**VULCANO** : Yes, they did.

**ZEUS** : Very well, then now it's my turn. Your name will be Pandora, which means "the gifted". But I also give you this box, which you should take with you when you go down to earth.

- PANDORA : It's a strange but beautiful box, Zeus.
- ZEUS : It's more than that, Pandora. It's a very special box.
- PANDORA : Tell me more about it, please.
- ZEUS : As you can see Pandora, this box is extremely beautiful on the outside. It's made of pure gold, and covered with diamonds and rubies.
- PANDORA : And it's so heavy! What does it have inside?
- ZEUS : I can see that Diana gave you curiosity, Pandora.
- PANDORA : Just a little.
- ZEUS : Anyway, it contains diseases, death, and sorrow to humankind. All these things can make them suffer, cry, and can even destroy them. That is why it's so heavy.
- PANDORA : But Zeus!
- ZEUS : Listen to me, Pandora. You should never, ever open this box.
- PANDORA : I won't Zeus, I promise.
- ZEUS : Just remember, if you open it, all the diseases, sorrow, and pain will spread through the earth. If they are kept inside, just as I told you, they will not harm anybody.
- PANDORA : I appreciate your gift. It's so beautiful and shiny that I can't stop looking at it.
- ZEUS : Now, it's time for you to go down to earth. Vulcano, tell the messenger god to come. Pandora is ready to leave.
- VULCANO : Yes, father.
- NARRATOR : The messenger god came to take Pandora to earth. But before leaving Zeus said.
- ZEUS : Pandora, when you get to earth, you will marry Epimetheus, Prometheus brother.
- PANDORA : **(On Earth)** Very well, Zeus. You are my creator, and I will always obey you.
- NARRATOR : Meanwhile Epimetheus and Prometheus were talking about Zeus.
- PROMETHEUS : Zeus must be very angry with me.
- EPIMETHEUS : I know, you promised not to steal the fire, and you did.
- PROMETHEUS : Mortals needed it. Fire is useful for them.
- EPIMETHEUS : Yes, but now we must be very careful.
- PROMETHEUS : Zeus is very clever. I know that by now he must be thinking of something. He will not forgive us. So, please brother, I warn you not to accept anything from him.



- EPIMETHEUS : Don't worry brother, I won't.
- PROMETHEUS : You have to promise me that you will not accept anything, even if it's a gift sent in friendship.
- EPIMETHEUS : I told you not to worry.
- NARRATOR : A few days later the messenger god arrived at Epimetheus' house with the young girl.
- EPIMETHEUS : What are you doing here?
- MESSENGER GOD : Zeus sent me with this beautiful girl. She's a gift for you.
- EPIMETHEUS : I don't understand. I know that Zeus is not happy for what my brother and I did.
- MESSENGER GOD : Zeus has forgiven you. That's why she's here.
- EPIMETHEUS : She's irresistibly beautiful. I accept her into my house, please tell Zeus thank you.
- MESSENGER GOD : I will. Her name is Pandora. Take good care of her.
- EPIMETHEUS : Before you leave, tell me what is that box she's holding in her hand.
- MESSENGER GOD : It's a gift Zeus gave her before coming to earth. She knows that she must not think of opening it.
- EPIMETHEUS : But why? What's inside?
- MESSENGER GOD : She knows what's inside. Just remind her to keep her promise.
- EPIMETHEUS : I will.
- NARRATOR : After the messenger god left earth, Epimetheus took Pandora to his house.
- EPIMETHEUS : This is where you will live from now on.
- PANDORA : You have a nice house. Earth is a strange place, but interesting.
- EPIMETHEUS : Give me the box, I will keep it in a safe place.
- NARRATOR : Everything was perfect for a few days. But Pandora didn't have many things to do on earth, and a lot of time to think. Besides, one of the goddesses also gave her the gift of curiosity.
- PANDORA : I wonder what's inside the box? May be nothing will happen if I open it just a little. I could take a quick look and then close it. No, I better not, I made a promise. This is hard for me, I have to open it, now!
- NARRATOR : So she lifted the lid from the box, and she was horrified by what she saw.
- PANDORA : Oh no! This is terrible!
- NARRATOR : A thick dark smoke came out from the box and horrible evil ghosts

started to fill the earth and covered the sun. They were the ghosts of sickness, suffering, hatred, jealousy, greed, violence and started to fill the happy houses of mankind.

PANDORA : What have I done! I have to cover the lid quickly.

NARRATOR : She tried hard to cover it, but it was too late. When the dark smoke disappeared, Pandora looked inside the box.

PANDORA : At least there's something remaining inside. But, it's trying to come out!

NARRATOR : And inside the box there was the gift of Hope. Then she quickly closed the box.

PANDORA : I closed it just on time!

NARRATOR : And the spirit of Hope comforts man in his distress.

### Glossary

**arrogant**(adj) proud **armor**(n) defensive covering for soldier

## Activity II

Read the lesson carefully.

**A. Choose the correct option and rewrite the complete sentence :**

- Zeus was angry with the brothers because they \_\_\_\_\_.  
 (A) brought fire to mankind (B) brought fire to heaven  
 (C) brought fire to hell (D) extinguished fire
- Zeus asked Vulcano to make a \_\_\_\_\_.  
 (A) child (B) fairy  
 (C) mermaid (D) woman
- Vulcano was the \_\_\_\_\_ of Zeus.  
 (A) brother (B) follower  
 (C) servant (D) son
- Zeus gifted a \_\_\_\_\_ to Pandora.  
 (A) book (B) box  
 (C) lamb (D) sword
- The gift of \_\_\_\_\_ led Pandora to open the box.  
 (A) charity (B) curiosity  
 (C) generosity (D) love

**B. Answer the following questions :**

- What was Zeus upset about? What did he do?
- Bring out the significance of the gifts offered to the woman created by Vulcano?
- With what instruction did Zeus give Pandora the gift?
- What did Prometheus and Epimetheus fear? Why?
- How did Pandora invoke the wrath of Zeus?

**C. Write in detail on :**

1. Creation of Pandora
2. Symbolic significance of the box

**Activity III**

**A. Match the emoticons to the meanings.**

(Turn the page 90° clockwise to see the emoticons more clearly.)

Emoticons	Meanings
1 : -O	(a) exhausted
2 :-))))	(b) indecisive
3 : -(	(c) really happy
4 : -\	(d) upset
5 : -@	(e) shocked
6  -(	(f) surprised

**B. You must have observed the difference in various words in this lesson which are not generally used in British English. These words are the American way of expression. You can observe this difference in the dictionary too by BrE (UK) for British English and AmE (US) for American English.**

**Match the British English words with their American equivalents in the box :**

1. postcode
2. queue
3. toilet
4. shop
5. sweets
6. thousand million
7. rubbish
8. trousers
9. tap
10. dinner jacket

<b>billion</b>	<b>candy</b>	<b>faucet</b>
<b>garbage/trash</b>	<b>line</b>	<b>pants</b>
<b>restroom</b>	<b>store</b>	<b>tux/tuxedo</b>
<b>zip code</b>		

## Activity IV

Read the given below sentences :

1. If you hear any news, please call me immediately. (It is believed that news might arrive)
2. When you hear some news, please call me immediately. (You will hear some news.)
3. I will cook dinner when I get home tonight. (I will get home tonight.)

We use *if* for something that we think might happen. We also use *if* for something impossible or unexpected.

**Example :** If I were you, I'd refuse.

*When* is used for something that we know will happen.

**Example :** I'll make myself some snacks when I get home in the evening.

Now read the sentences given below to understand the use of *If* and *Unless*.

We can't go for a picnic if it is raining. (We can't go for a picnic unless it stops raining.)

**Follow the examples given and do as directed.**

**A. Use the cues given in the brackets and complete the sentences using 'if/when'.**

**Example :** (I may see Rucha in the evening.) If I see Rucha, I'll tell her the news.

(Mayur is coming soon.) When Mayur comes, can you let him in, please?

- (a) (The plan may not work.) ..... we'll have to think of something else.
- (b) (The dance show finishes at 11 pm.) ..... I'll still stop the video player.
- (c) (The alarm will ring soon.) .....we all have to leave the building.
- (d) (I might feel better tomorrow.) ..... I'll probably resume duty.

**B. Fill in the blanks using if/unless.**

- (a) I will take the job, ..... the pay is too low.
- (b) Let's go for a walk, ..... you are not tired.
- (c) He drives so carelessly. I will be surprised ..... he doesn't meet with an accident.
- (d) I think she would look prettier, ..... she didn't wear so much make-up.
- (e) I am going to work in the garden this morning, ..... it rains.
- (f) ..... you start now, you will not reach there in time.

### Activity V

Read the mythological story given below and prepare a play based on it. Enact the play in the class :

#### Legend of Somnath Temple

Legend weaves an interesting tale around the origins of the temple at Somnath. Som (the Moon God) was married to the 27 daughters of Daksha (son of lord Brahma). However, Som loved only one of them, Rohini. This caused great frustration among the other sisters. An infuriated Daksha cursed his son-in-law, causing him to lose his brilliance. In despair, Som turned to Shiva and served him with such zealous devotion that Shiva gave him respite from the curse - he would wax for half the month and wane for the rest. In gratitude, the Moon God built a Shiva temple at Somnath.

### Activity VI

Rewrite 'Pandora's Box' in the form of a story.



## Unit 17

### Introduction

**James Falcon Kirkup** (1918-2009) was a prolific English poet, translator, novelist, playwright and travelogue writer.

*No Men are Foreign* has relevance for all times. In this strife-torn world when people kill one another in the name of religion, caste, creed or colour, the poem has greater significance on the concept of 'वसुधैव कुटुम्बकम्' (The world is one family) which is at the core of Indian civilization.

### No Men are Foreign

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.

They, too, aware of sun and air and water,

Are fed by peaceful harvests, by war's long winter starv'd.

Their hands are ours, and in their lines we read

A labour not different from our own.

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.

Let us remember, whenever we are told

To hate our brothers, it is ourselves

That we shall dispossess, betray, condemn.

Remember, we who take arms against each other

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.

## Glossary

**betray**(v) prove faithless or treacherous, deceive **condemn**(v) adjudge as being unfit, judicially pronounce guilty **defile**(v) make impure, dirty **outrage**(n) excessively violent attack

### Activity

Read the poem carefully.

**A. Choose the correct option and write the complete sentence :**

1. "Beneath all uniforms, a single body breathes" is a symbolic representation of  
(A) we all are one      (B) we all breathe      (C) we all survive      (D) we all die
2. The figure of speech in "Is earth like this, in which we all shall lie" is \_\_\_\_\_.  
(A) Metaphor      (B) Pun      (C) Tautology      (D) Euphemism
3. The strength can be won by \_\_\_\_\_.  
(A) power      (B) weapon      (C) love      (D) valour
4. "Remember, No men are strange, No countries foreign" is an example of \_\_\_\_\_.  
(A) Transferred Epithet      (B) Euphemism      (C) Tautology      (D) Litotes.
5. We defile earth by \_\_\_\_\_.  
(A) taking arms against each other      (B) enslaving our brothers  
(C) felling trees      (D) polluting the earth

**B. Answer the following questions :**

1. To whom is the poem addressed? Why?
2. The word 'remember' is repeated in the poem. Why?
3. According to the poet, how do wars affect the earth?
4. What does the poet convey through this poem?

**C. Write in detail :**

1. "Peaceful harvests, by war's long winter story." Explain
2. Explain the concept "The world is one family."



## Unit 18

### Activity I

“Our bodies are not built to withstand the harsh climates of the mountains. When you scale a mountain and reach its crown, the sense of accomplishment is so satisfying that it stays with you for life,” says Anshu Jamsenpa, the only Indian mother to climb Mount Everest thrice.

1. Would you like to opt for mountaineering?
2. Discuss in pairs and make a list of five mountaineers that you have heard of.
3. Suppose your mother were a mountaineer, how would you feel?

### Introduction

*Man of Everest*, written by a lesser known author, **Ronald Mackin**, is a biographical sketch which presents conquering of the summit mentally and physically. It shows how human beings are capable of surpassing all kinds of adversities and obstacles.

### Man of Everest

The spot we chose for our tent was a little below the ridge and sheltered by a rocky cliff. We laid down our loads. Lowe, Gregory, and Ang Nyima said good-bye, wished us ‘Good luck!’ and started on their return journey. Hillary and I were left alone. It was then the middle of the afternoon and we were at a height of about 27,900 feet. Everything we could see for hundreds of miles was below us, except the top of Kanchenjunga, far to the east and the white ridge that rose above us into the sky.

We started pitching the highest camp that has ever been made. When we had finished it was nearly dark. Everything took five times as long as it would have taken in a place where there was enough air to breathe; but at last we got the tent up, and when we crawled in, it was not too bad. There was only a light wind, and inside it was not too cold for us to take off our gloves. We checked our oxygen-sets, had a warm drink and some food, and settled down for the night. Even in our sleeping bags we both wore all our clothes. At night most climbers take off their boots because they believe this helps the circulation in the feet; but at high altitudes I prefer to keep them on. Hillary, on the other hand, took his off and laid them next to his sleeping-bag.

The hours passed. I dozed and woke, dozed and woke. Each time I woke, I listened. By midnight there was no wind at all. ‘God is good to us’, I thought, ‘Chomolungma is good to us’. The only sound was that of our own breathing as we sucked in our oxygen.

May the 29th...On the 29th of May, the previous year, Lambert and I had descended from the col to the cwm, defeated.

At about three-thirty in the morning we began to move. I lit the stove and melted some snow



for lemon-juice and coffee and we ate a little food. There was still no wind. When we opened the tent everything was clear and quiet in the early light. I pointed down and showed Hillary the Thyangboche Monastery-a tiny dot 16,000 feet below. 'God of my father and mother,' I prayed in my heart, 'be good to me now-to-day.'

But the first thing that happened was a bad thing. Hillary's boots had frozen and were now like two pieces of black iron. For a whole hour we had to hold them over the stove. This filled the tent with the smell of burnt leather, and the effort of trying to soften the boots made us breathe fast, as though we were already climbing the peak. But at last they were soft enough to put on; and we prepared the rest of our things. For this last day's climb I was dressed in all sorts of clothes that came from many places and had been given to me by many people. Most important of all was the red scarf round my neck; it had been given to me by Raymond Lambert at the end of the autumn climb. As he gave it to me he smiled and said: 'Here, perhaps you can use it some time.' Ever since, I had known exactly what that use must be.

At six-thirty, when we crawled from the tent, it was still clear and windless. We had pulled three pairs of gloves on to our hands - silk, wool, and windproof - and we fastened our crampons to our boots. We lifted on to our backs the forty pounds of oxygen apparatus that was the whole load for each of us during the climb. Round my axe were still the four flags, tightly wrapped; and in my pocket there was a small red and blue pencil.

'All ready?'

'Achchah. Ready.'

And off we went.

Hillary's boots were still stiff, and his feet were still cold, so he asked me to take the lead. For a while, that is how we went on the rope, up from the camp to the south-east ridge and then along the ridge towards the south summit. Sometimes we found the footprints of Bourdillon and Evans and were able to use them, but most of them had been wiped away by the winds of the two previous days and I had to make our steps by kicking or using my axe. After some time we came to a place I recognized-the point where Lambert and I had been forced to turn back by the wind and the cold; and I thought how lucky Hillary and I were this time. By now Hillary's feet were feeling better, so we changed places. We kept doing this from now on in order to share the work of kicking and chopping. As we drew near to the south summit we found something we had been looking for-two full bottles of oxygen that had been left for us by Bourdillon and Evans. This meant that we could use the oxygen we were carrying with us more freely. We left the two bottles where they were and went on climbing.

Just below the south summit, the ridge broadened out, rising steeply before us, so that the steepness was no longer to the sides but straight behind us as we climbed up an almost vertical wall. The snow was not firm, and it kept sliding down-and we with it. I thought: 'Next time it will go on sliding and we shall go all the way to the bottom of the mountain'. It was one of the most dangerous bits of climbing I had ever done.

At last we got up the wall; and at nine o'clock we were on the south summit. This was the

highest point that Bourdillon and Evans had reached and for ten minutes we rested there. There was not much farther to go-only about 300 feet along the ridge-but it was narrower, and steeper than it had been lower down. It did not look impossible, but it would certainly not be easy. To the left was the precipice falling away to the Western Cwm, 8,000 feet below, where we could just see the tents of Camp Four; to the right the cornices of snow hung over a 10,000 feet drop to the Kangshung Glacier. In order to get to the top we should have to climb along a narrow, twisting line between the precipice and the cornices-never too far to the left or to the right, or it would be the end of us.

On the South summit we both came to the end of the first of our two bottles of oxygen. We were now able to leave them behind, thus reducing our load by twenty pounds. As we left the south summit we were glad to find that the snow was firm.

‘Is everything all right?’

‘Achchah, all right.’

From the south summit we first had to go down a little. Then up, up, up. All the time there was the danger that the snow would slip, or that we would get too far out on a cornice that would then break away; so we moved one at a time, taking turns at going ahead, while the second one wound the rope round his axe and fixed the axe in the snow as an anchor. The weather was still fine. We were not too tired. But now and then (as had happened all the way) we would have trouble in breathing. Then we would have to stop and clear away the ice that kept forming in the tubes of our oxygen sets.

After each short rest we kept going, climbing higher and higher along the ridge between the cornices and the precipice. At last we came to what seemed to be the last obstacle below the top. This was a cliff of rock rising straight up out of the ridge, blocking our way. We already knew about this from aerial photographs, and we had seen it through binoculars from Thyangboche. Now the problem was how to get over or round it. There was only one possible way. This was along a steep, narrow gap between one side of the rock and the inner side of a cornice. Hillary, who was leading at this point, slowly and carefully climbed it, and reached a sort of platform above. While climbing he had to press backward with his feet against the cornice, and I anchored him with my axe as firmly as I could, for there was great danger of the ice giving way. Luckily, however, it did not. Hillary got safely to the top of the rock and then held the rope while I followed.

On top of the rock we rested again. After the climb up the gap we were both a bit breathless, but with the help of some oxygen I felt fine. I looked up; the top was very close, and my heart thumped with excitement and joy. We then climbed again. There were still the cornices on our right and the precipice on our left, but the ridge was now less steep. It was only a row of snow-covered humps, but we were still afraid of the cornices, so, instead of continuing along the ridge all the way, we moved over to the left where there was a long snow-covered slope above the precipice. About a hundred feet below the top we came to the highest bare rocks. Here, there was enough almost level space for two tents and I wondered if men would ever camp again in this place, so near the summit of the earth. I picked up two small stones and put them in my pocket to bring back to the

world below. The rocks too were behind us, and we were once more among the humps. Each time I passed one I wondered, 'Is the next the last one? Is the next the last?' Finally we reached a place where we could see past the humps; and beyond them was the great open sky and brown plains. We were looking down the far side of the mountains upon Tibet. Ahead of us now there was only one more hump-the last hump! The way to it was an easy slope, wide enough for two men to go side by side. About thirty feet away we stopped for a minute and looked up. We went on. We stepped up. We were there! The dream had come true.....

### Glossary

**Lowe Gregory** New Zealand mountaineer **Ang Nyima** Sherpa of Darjeeling **pitching(v)** (here) erecting and fixing of tents/camp **Chomolungma** Tibetan name of Mount Everest, Goddess Mother of mountain **sucked in our oxygen** inhaled oxygen through a tube **col(n)** pass in a mountain range **cwm** (pronounced as koom) rounded valley or hollow on a mountain **Raymond Lambert** renowned Swiss mountaineer **take off** remove **rampons(n)** spiky boots for climbing **precipice(n)** steep cliff **cornices of snow** overhanging mass of snow formed by wind

### Activity II

Read the lesson carefully.

#### A. Choose the correct option and rewrite the complete sentence :

- Raymond Lambert gifted Tenzing \_\_\_\_\_ at the end of autumn climb.
 

(A) a red scarf	(B) oxygen bottles
(C) water bottles	(D) woollen gloves
- Bourdillon and Evans had left behind \_\_\_\_\_ for Tenzing and Hillary at south summit.
 

(A) food packets	(B) oxygen bottles
(C) red scarf	(D) two red stones
- Hillary's boots were \_\_\_\_\_
 

(A) burnt	(B) frozen
(C) stolen	(D) torn
- Tenzing believed that \_\_\_\_\_ was good to him and his friend.
 

(A) Chomolungma	(B) Kanchenjunga
(C) Kangsung	(D) Thyangboche

#### B. Answer the following questions :

- What were the difficulties faced by Tenzing and Hillary while climbing Mo-unt Everest?
- How has the story of Tenzing and Hillary motivated you?
- With reference to the adventure and victory of Hillary and Tenzing justify the statement "No man is a real man unless he has proved himself, unless he has come through".
- How did Lambert's gift help Tenzing?

#### C. Write in detail on :

- Scaling of Mount Everest by Tenzing and Hillary
- Hillary's Frozen Shoes

**Activity III**

**A. Read the lesson and identify the words or phrases that show locations. Work in pairs and make a list :**

E.g. Below the ridge, far from the east....

**Then, using the phrases and words make sentences showing location.**

**B. Read the lesson again and list the words/phrases that are used to talk about dressing up/ getting ready for climbing. You may add some not given in the text.**

**Example : Take off our gloves, tightly wrapped ,.....**

**Now, work in pairs and make meaningful sentences using the words and phrases that you have listed.**

**Activity IV**

**Read the following :**

1. Please pass the salt.
2. Shut the door.
3. Be there at 5.00.
4. Drive to the roundabout and then turn left.
5. Boil the water for 10 minutes.

Do you know what an Imperative sentence is? Imperative sentences are used to give direct command, instructions, advice or to express a request.

While reading the lesson, you must have noticed that Tenzing Norgay gives many useful suggestions about mountaineering and camping.

**Write at least ten imperative sentences based on the lesson.**

**Example :** Pitch the tents before dark.

**Activity V**

**Work in pairs. Look at the following details and prepare a telephonic conversation between an officer at Gujarat Mountaineering Institute, Abu and a student who is inquiring about the training courses. Present it to the class.**

<b>Courses</b>	<b>Days</b>	<b>Age Group</b>
Adventure Training course	7	8 to 13 Years
Basic Course in rock climbing	10	14 to 45 Years
Advance course in rock climbing	30	15 to 45 Years
Coaching course in rock climbing	30	17 to 45 Years
Artificial course in rock climbing	10	17 to 45 Years

From the above courses, few are Government training courses and some are self financed courses. Food and accommodation will be provided by the Institute.

### Rules and Regulations :

- Punctuality : This helps us in timely and smooth conduct of the entire course.
- Politeness : All the participants have to be polite with each other and with the people who may visit them.
- Prohibited : Consumption of Alcohol (in any form), smoking and using abusive words are strictly prohibited. Audio cassette player, walkman or boom boxes are strictly not allowed. Any inmate or inmates of the camp found breaking this mandatory rule will be asked to leave the course at once.
- Cleanliness : All participants have to follow the instructions for the cleanliness of the camp. Do not litter the jungle during the entire course.
- Take and leave : Take only photographs and leave only foot prints should be a mandatory practice of each and every individual in the camp.

### Activity VI

You are the headboy/headgirl of your school. Write a notice to be circulated for a mountaineering camp.



A man who failed in business at the age of 21 ; was defeated in a legislative race at age 22; failed again in business at age 24; overcame the death of his sweetheart at age 26; had a nervous breakdown at age 27; lost a congressional race at age 34; lost a senatorial race at age 45; failed in an effort to become vice-president at age 47; lost a senatorial race at age 49; and was elected president of the United States of America at age 52. We know this man as Abraham Lincoln, one of the most popular presidents of United States America.

Would you dare call him a failure? He could have quit anywhere along the line. But to Lincoln, defeat was a detour and not a dead end. And a great source of learning.

## Unit 19

### Activity I

“Kindness is the language which the deaf can hear and the blind can see”- Mark Twain. If you are kind to someone it will reflect in your and his behaviour. Being kind to others instills a positive feeling and makes this world a better place to live in.

1. Have you ever experienced any incident of kindness? Recollect it and share it with your classmates.
2. Give examples showing how Nature is kind to us.

### Introduction

**Cameron Keady** is an Associate Editor in a very reputed American newspaper. He also contributes actively to the digital media. His favourite areas of writing are news, pop culture and queer culture.

*The Butterfly Effect* is about the positive efforts of a man who though struck by illness is spreading happiness in the lives of others. This lesson shows that goodness and kindness are as contagious as many diseases in the world. This lesson is written in American English. So, you shall come across variations between American and British spellings.

## The Butterfly Effect

**The Huffington Post | By Cameron Keady**

**Posted: 17/03/2015 03:37 IST Updated: 17/03/2015 22:29 IST**

Despite living with Amyotrophic Lateral Sclerosis (ALS), a disease that is slowing down his body, Chris Rosati remains tireless in his efforts to make the world a better place.

A few months ago, Rosati gave two girls he saw eating at Elmo’s diner in Durham, North Carolina, \$50 each and instructed them to use the money to do something kind. Cate Cameron, 13, and her sister Anna, 10, were surprised when they received the unexpected gift, they told CBS.

“That makes you want to do something good with that money,” said Anna.

The sisters’ father had volunteered in the Peace Corps in Sierra Leone, and the girls decided to send the money to a village there so residents could hold a feast to celebrate being Ebola-free. Rosati told CBS he had forgotten about his initial interaction with the Camerons until they sent him a photo of people in the Sierra Leone village holding up signs thanking him.

Rosati is working to maintain his optimistic perspective and spread kindness using the butterfly effect - a theory that a small action in one place can lead to a larger reaction in another.

“Applied to an act of kindness, how far could it go?” Rosati wondered about the theory, as he told CBS Evening News.

Here a small act of kindness spreads all the way to West Africa.

This is just the most recent event in a series of altruistic actions Rosati has displayed since being diagnosed with ALS. In January 2014, he made headlines with his plans to steal a Krispy Kreme doughnut truck and give out free donuts in his hometown of Durham. His argument was that life was too short not to follow your dreams. His wild plan eventually caught the attention of Krispy Kreme and the company sent a Crusier to help Rosati hand out free treats for a day.

Rosati also started the nonprofit Inspire Media and created Big Ideas for the Greater Good (BIGG). BIGG challenges kids to come up with creative ideas that can make a positive impact on the world around them. This past February, Rosati surprised students at Culbreth Middle School in Chapel Hill with a BIGG-Challenge-he presented them with a check for \$1,000, WRAL News reported. In return, the students presented Rosati with 1,000 encouraging messages.

### Glossary

**Sierra Leone** Republic in West Africa **CBS** Columbia Broadcasting System **altruistic**(adj) selfless **doughnut/donut**(n) ring shaped fried cake **WRAL** Western Raleigh Radio and TV station

### Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence :

- Chris Rosati was suffering from \_\_\_\_\_.  
(A) AIDS (B) ALS (C) ATS (D) OI
- Acknowledging the efforts of Chris Rosati, Camerons had sent him\_\_\_\_\_.  
(A) a bouquet of flowers (B) a letter  
(C) few books (D) picture of people holding up signs that thanked him
- The money given by Chris Rosati was used by Camerons to arrange a \_\_\_\_\_.  
(A) healthcheck up camp (B) community marriage  
(C) feast to celebrate Ebola-free town (D) picnic for the school children
- Chris Rosati wanted to steal the Krispy Kreme doughnut truck to \_\_\_\_\_.  
(A) give free donuts to the home town of Durham  
(B) sell the donuts that were in the truck  
(C) teach a lesson to the owner of Krispy Kreme Company  
(D) take all the donuts home for his family
- Culbreth Middle School children presented \_\_\_\_\_to Chris Rosati for \$1000 given to them.  
(A) 1000 encouraging messages (B) 1000 flowers  
(C) 1000 cupcakes (D) 1000 pictures with thank you signs

**B. Answer the following questions :**

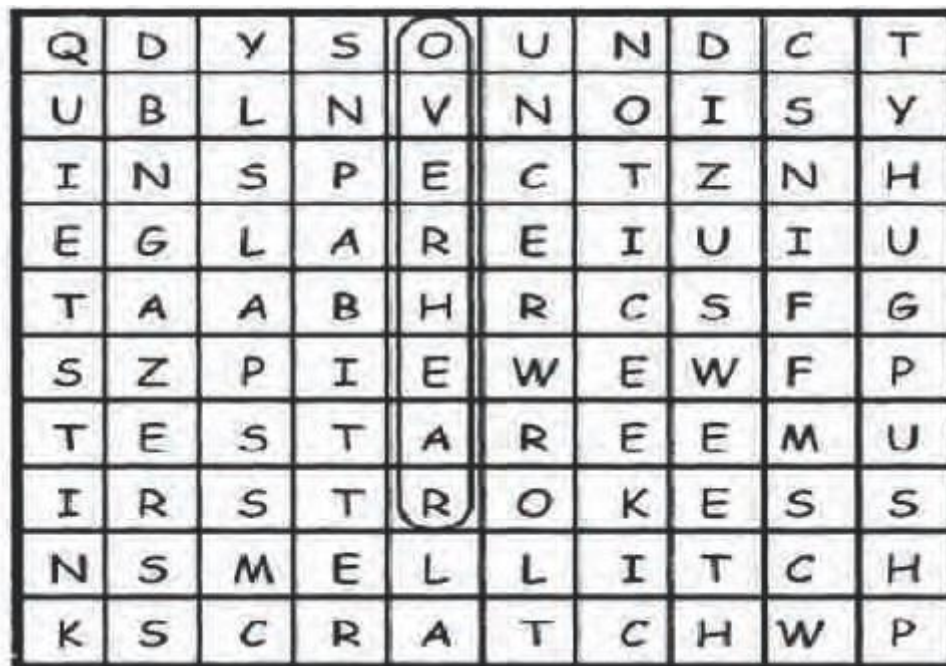
1. What was the intention of Chris Rosati behind giving \$50 each to Cameron sisters?
2. How was the money given by Chris Rosati utilized by Cameron sisters?
3. Why did Rosati make headlines in January 2014?
4. What happened when Rosati’s plan came to the notice of Krispy Kreme Company?
5. What was the aim of BIGG?

**C. Write in detail on :**

- The Butterfly Effect

**Activity III**

**A. Find 20 words related to the senses and write them in the correct group :**



sight	touch	hearing	taste	smell
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

**B. Use the words in exercise A to fill in the blanks. Remember to put them in the correct tense:**

1. He knew she was angry by the way she glared at him.
2. I was so surprised to see him, I just stood there and \_\_\_\_\_.
3. This is a library. Please be \_\_\_\_\_.
4. I can't work. It's too \_\_\_\_\_ in here.
5. Did the customs officials \_\_\_\_\_ your luggage?
6. Did you \_\_\_\_\_ anything unusual in his behaviour that day?



7. I was in the next room, so of course I \_\_\_\_\_ what they were saying.
8. You can \_\_\_\_\_ the dog. He won't bite.
9. A 'Don't \_\_\_\_\_ that mosquito bite. You'll make it worse.'  
B: 'But it \_\_\_\_\_ !'
10. They were so pleased to meet again – they just \_\_\_\_\_ each other for ages.
11. This coffee is very \_\_\_\_\_. Put some sugar in it.
12. I can \_\_\_\_\_ something burning.
13. How much sugar did you put in this cake? It's far too \_\_\_\_\_.
14. The dogs \_\_\_\_\_ each other, but they didn't fight.
15. Dhruvraj, don't just \_\_\_\_\_ past people! Say 'Excuse me'.

### Activity IV

Read the following sentences carefully :

1. The police arrested him *because* he broke into a bank.
2. The police arrested him *since* he broke into a bank.
3. She can't read the letter *as* she is illiterate.
4. I decided to call it a day *for* I was too tired.
5. *Owing to* his intelligence, Vincent managed to solve the problem.
6. *Due to* the bad weather, we didn't go for a picnic.

When we talk about an effect resulting from a certain cause, we use expressions such as: *because, since, as, owing to, due to...*

Some other ways to express cause and effect are use of :

*The cause of ...is...*

*...is caused by / is due to ...*

*Thanks to ...*

**Example :**

1. *The cause of* global warming is pollution.
2. Global warming *is caused by* pollution.
3. Global warming *is due to* pollution
4. *Thanks to* his hard work, he got the scholarship.

**Remember :**

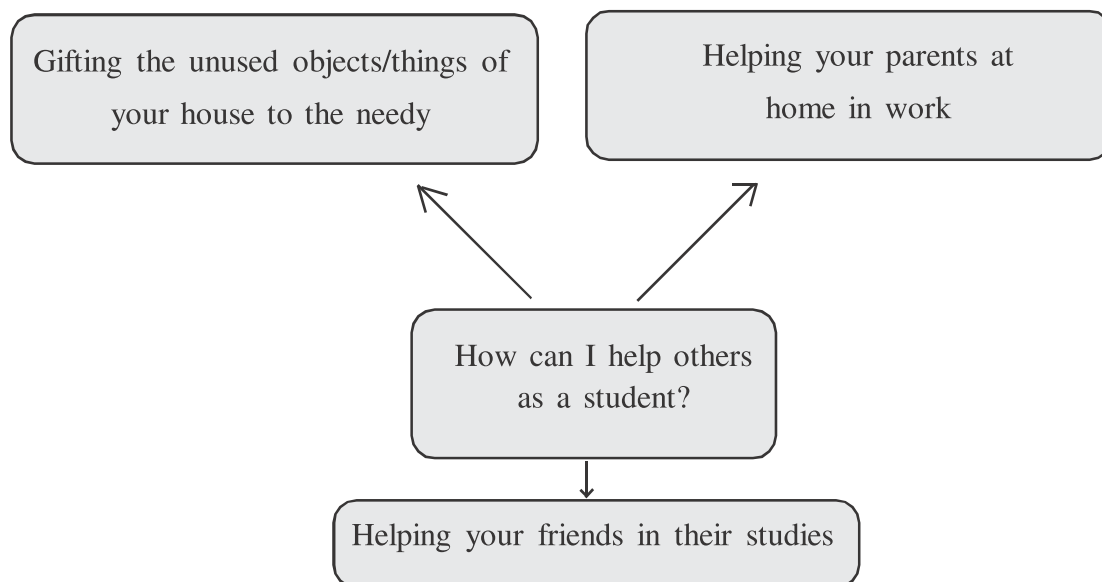
- a. *Due to, because of, owing to* and *thanks to* are followed by a noun.
- b. *Because, since, as, for* are followed by a verb.

Work in pairs. Give examples of the use of any five conjunctions mentioned above with reference to the topics from any other textbook (Science /Maths/ Social Science) of 9th standard.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Activity V

Work in groups of four. Discuss different ways in which as a student you can help people around you.



Present the ideas of your group to the class.

### Activity VI

Donating blood is a great act of charity. Write a letter to a person who has donated blood 100 times, appreciating his/her efforts in such a noble human cause.



## Unit 20

### Activity I

Sports are invaluable. It instills lessons that are essential. Sports not only contributes to academic success but also helps in character building.

Participation in sports improves ability to handle pressure and teaches how to win and lose graciously. Sports is good also because it helps to keep our minds and bodies healthy.

1. Work in groups. Select any two games [team and individual] that according to you, develop us the best [a] physically [b] mentally [c] socially. Give reasons for your choice
2. Which is your favourite game? Find your partner's favourite game and share it with others in the class.
3. What is our National game? Find out national games of other countries.

### Introduction

**Nimish Dubey** is a leading newspaper columnist in India, a well respected blogger and new media journalist, an author, and an editor. He has been publishing in leading newspapers and magazines.

*The Day of the Bare Feet* is about determination, fighting spirit, patriotism, artistry and courage of an Indian football team to its otherwise better opponent, and that too, bare feet. This lesson also contains football related vocabulary.

## The Day of the Bare Feet

It was July 29, 1911.

The crowd was flocking towards the Calcutta Football Ground. Even though football was a passion in Bengal and more so in Calcutta, this day was still a special one for the Bengali and, indeed, Indian football fans.

It was going to be a meeting between a club of a ruled country and a club that represented its rulers.

A team that played barefeet, barring one player was going to play against a team that played with boots.

Mohun Bagan of Calcutta were scheduled to play the East Yorkshire Regiment in the final of one of the country's biggest football tournaments, the IFA Shield.

A few weeks ago, any thought of an Indian team reaching the final of the tournament would have been dismissed as pure fantasy. The IFA shield had been more or less dominated by British teams since its inception in 1893. Indian teams had played but with limited success. As team after team failed, a myth had been born - the British teams were impossible to beat.

This year, an Indian team had set about dismantling the myth. Although playing barefeet the players felt that this allowed them to get a better 'feel' of the football the team had first thrashed St. Xavier's College, then defeated Rangers and made it to the semifinals by beating the Rifle Brigade. Many had felt that this was as far they would go, as their opponents were the formidable Middlesex Regiment, a very strong British team.



The match finished 1-1 and therefore had to be replayed two days later. Would Mohun Bagan repeat its heroics or would the Middlesex players stifle their opponents' creativity? Mohun Bagan fans hoped for the best but privately feared for the worst. Could their team hold its own against a British side for the second time in two days?

The man who had saved Mohun Bagan a few days ago settled their nerves within a few minutes. A brilliant pass from Shibdas Bhaduri went through the Middlesex defence like a hot knife through butter and found Habul Sarkar whose shot ripped into the goal. The fans were exultant - Mohun Bagan was leading. Barely had Middlesex recovered from the shock when Shibdas himself had scored a goal to double the lead. When Kanu Roy smashed a free-kick past a helpless and by now shellshocked Piggot, it was not just Calcutta but the entire nation, that erupted in joy.



An Indian team had reached the final of the IFA Shield, and that too, by thrashing a British team 3-0. The way in which Mohun Bagan had won the match had also raised expectations. A narrow win could have been put down to good luck or fortune, a 3-0 victory was a different matter. As the newspapers carried news of the match to other parts of the country, surprise was slowly giving way to pride. Cracks were appearing in the myth of the *bootwala goras*, boot wearing white men, being naturally superior to their Indian counterparts.

Rarely has a team prepared for a match under so much pressure as Mohun Bagan did that day in the last week of July 1911.

On the day of the match, the path to the stadium was literally packed with fans. One estimate

had it that almost a lakh of people had thronged outside the stadium as early as 11:00 am, even though the match was scheduled to start at 5:30 pm in the evening.

When the teams walked out on to the pitch, the contrast could not have been greater. The British team was immaculately turned out, the Indians were just as scrupulous in their maroon and green shirt but were different in two ways. Their feet were bare, barring those of Sudhir Chatterjee.

Meanwhile, tension outside the ground had been mounting as thousands of people who had come to see the match had been unable to get a ticket. They had no way of knowing what was happening - the scoring and public announcement systems had failed. Finally, someone came up with an innovative idea. The score could be relayed outside the stadium by means of kites - a black kite would mean a goal for the British, a maroon and green one the colour of the club, would indicate a goal for Mohun Bagan.

A massive groan from inside the stadium made a chill run down the spines of those waiting outside, even though it was an oppressively hot day. A few minutes later, the groan found its echo outside the ground too, as a number of black kites went up into the sky.

East Yorkshire Regiment had taken the lead. Jackson, their captain had scored from a free-kick.

The goal seemed to inspire the British team.

The second half, however, changed that. The break had given the Mohun Bagan players a chance to reassess their strategy.

It was then that Shibdas Bhaduri decided to take matters in hand. The Mohun Bagan captain coolly strolled in front of the Yorkshire goal as if on a leisurely walk. What, however, terrified the British players was the fact that Bhaduri was not alone on this stroll - at his bare feet was the football! Before any of the English players could move in to tackle, Bhaduri let rip a shot of such power that no goalkeeper on earth could have saved it, let alone the man in the East Yorkshire goal.

The ball shot into the net. There was stunned silence for a second. Then a vast dam of noise burst. Maroon and green kites dotted the sky. Strangers inside and outside the ground, embraced each other. Mohun Bagan was alive and kicking!

Now, with three minutes left, both teams seemed to have settled for a draw and replay. The ball was being passed around in a leisurely manner. Even the fans seemed to be content with the result. Surely, no one would attempt a risky move so late in a match?

Someone did. It was Shibdas Bhaduri. He suddenly spotted a gap in the British defence and sent the ball unerringly to Abhilash Bose. As the British contingent in the stand looked on with horror, Bose controlled the ball and proceeded to smash it past the goalkeeper, into the Yorkshire goal.

The roar that followed the goal is said to have been heard miles away. The sky literally turned maroon and green, as every person with a Mohun Bagan kite flew it.

An Indian team had won the IFA Shield.

Barefeet, Mohun Bagan had beaten one of the best British teams.

The myth of British superiority had been laid to rest.

Mohun Bagan had not just won a tournament, they had given thousands a reason to believe that they could emerge victorious in their struggle for freedom against the British.

In fact, so concerned were the British at the celebrations that followed the Mohun Bagan victory that one diplomat is known to have remarked, "If this is the kind of reaction their winning the Shield one gets, we might as well have to leave the country when they win it a second time".

He did not know how right he was. Mohun Bagan won the IFA Shield again in 1947!

### Glossary

**inception**(n) establishment **dismantling**(v) taking apart **formidable**(adj) (here) difficult to defeat  
**avalanche of goals** occurrence in overwhelming numbers **stifle**(v) suffocate **exultant**(adj) very happy  
**maneuvered**(v) performed a tactful movement

### Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence :

- \_\_\_\_\_ was the captain of Mohun Bagan.  
 (A) Habul Sarkar (B) Kanu Roy  
 (C) Mohun Banerjee (D) Shibdas Bhaduri
- Mohun Bagan and his team first defeated \_\_\_\_\_.  
 (A) Middlesex Regiment (B) Rangers  
 (C) Rifle Brigade (D) St. Xavier's College
- The crowd celebrated Mohun Bagan's victory by \_\_\_\_\_.  
 (A) bursting crackers (B) flying kites  
 (C) singing songs of victory (D) throwing their caps in the sky
- The crowd celebrated East Yorkshire Regiment's goal by flying \_\_\_\_\_ kites.  
 (A) black (B) green  
 (C) white (D) maroon and black
- "Flocking towards" means \_\_\_\_\_ somewhere.  
 (A) heading (B) attacking  
 (C) destructing (D) spitting

B. Answer the following questions :

- Describe the excitement before the match on 29<sup>th</sup> July, 1911.
- What was so peculiar about the football match of 29<sup>th</sup> July, 1911?
- Why was the winning of the Indian team considered to be a fantasy?
- Describe Mohun Bagan's journey to the final match of the IFA Shield.
- Highlight the importance of Mohun Bagan's victory over the East Yorkshire Regiment.

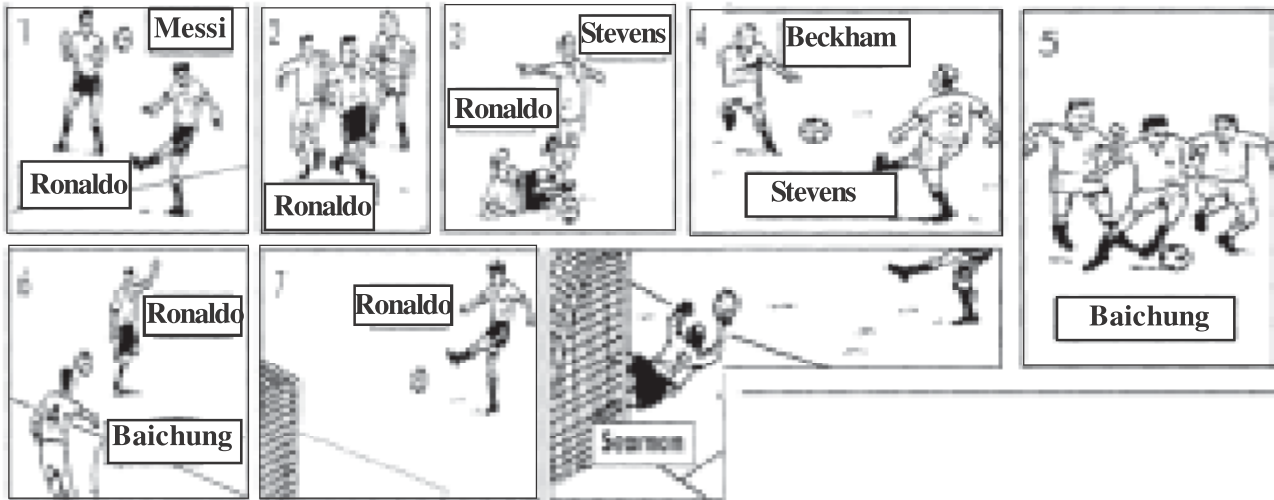
C. Write in detail on :

- The Preparations for the match to be played on 29<sup>th</sup> July, 1911
- Role of Mohun Bagan in bringing the IFA Shield to India

### Activity III

Using the pictures and the verbs from the box, make meaningful sentences. One is done for you.

kick dribble tackle pass intercept head shoot save



Example : Messi kicks the ball to Ronaldo.

### Activity IV

Read the following sentences carefully.

**Action/Event**

**Time**

1. A groan shook the stadium *when* Middlesex scored in the first half to take the lead.
2. We can't play music *after* everyone has gone to bed.
3. I will wait with you *until* the bus comes.
4. I have been very busy *since* I started attending music classes.
5. A groan shook the stadium *as soon as* Middlesex scored in the first half to take the lead.

*When, after, until, since, and as soon as* are subordinating conjunctions which can be used to connect an action or an event to a point in time.

Join the below given sentences using *when, after, until, since, and as soon as*.

- 1) Middlesex recovered from the shock. Shibdas scored a goal to double the lead.
- 2) I went for a walk. I got up early.
- 3) Our journey to Ahmedabad started . We boarded the bus.
- 4) We worked in the field. It was nearly dark.
- 5) I apologized. I was 20 minutes late.

## Activity V

### A. Work in pairs.

A well-known sports personality is visiting your school. You have been asked to interview him/her. Prepare an interview and present it to the class.

**B. Following are the photographs of famous international players. For your homework, find out who they are and which games they play. Share the collected information in class the next day.**



## Activity VI

Prepare a news report to be published in your school magazine about an exciting inter-school football match in which your school won the exciting match.





## Unit 21

### Introduction

**Maya Angelou (1928-2014)** author, poet, historian, songwriter, playwright, dancer, stage and screen producer, director, performer, singer, and civil rights activist, is best known for her autobiography in seven volumes. She was the spokesperson for Afro-Americans advocating their human rights, equality and their inclusion in the mainstream.

The *Caged Bird* by juxtaposing the experience of the free bird with that of the caged one highlights the importance of freedom for every creature on earth.

### Caged Bird

The free bird leaps  
on the back of the wind  
and floats downstream  
till the current ends  
and dips his wings  
in the orange sun rays  
and dares to claim the sky.

But a bird that stalks  
down his narrow cage  
can seldom see through  
his bars of rage  
his wings are clipped and  
his feet are tied  
so he opens his throat to sing.

The caged bird sings  
with fearful trill  
of the things unknown  
but longed for still  
and his tune is heard  
on the distant hill  
for the caged bird  
sings of freedom.

The free bird thinks of another breeze  
and the trade winds soft through the sighing trees  
and the fat worms waiting on a dawn-bright lawn  
and he names the sky his own.

But a caged bird stands on the grave of dreams  
 his shadow shouts on a nightmare scream  
 his wings are clipped and his feet are tied  
 so he opens his throat to sing.

The caged bird sings  
 with a fearful trill  
 of things unknown  
 but longed for still  
 and his tune is heard  
 on the distant hill  
 for the caged bird  
 sings of freedom.

### Glossary

**stalks**(v) approaches slowly and quietly **nightmare**(n) very bad or frightening dream **trill**(n) trembling sound (especially of the bird)

### Activity

Read the poem carefully.

#### A. Choose the correct option and rewrite the complete sentence:

- The caged bird does not sing the songs of \_\_\_\_\_.  
 (A) exploitation (B) freedom (C) happiness (D) sorrow
- The cage in the poem represents \_\_\_\_\_.  
 (A) anger (B) loneliness (C) restrictions (D) revenge
- \_\_\_\_\_ is the theme of the poem.  
 (A) Glorifying slavery (B) Longing for homeland  
 (C) Sacrificing freedom (D) Yearning for freedom
- The figure of speech in "His shadow shouts on a nightmare scream..." is \_\_\_\_\_.  
 (A) Anti-climax (B) Oxymoron (C) Personification (D) Simile
- "And the trade winds soft through the sighing trees..." is an example of \_\_\_\_\_.  
 (A) Litotes (B) Paradox (C) Simile (D) Transferred Epithet

#### B. Answer the following questions :

- Describe in your own words how the bird feels when it is caged.
- How is the experience of the free bird different from that of the caged bird?
- How does the caged bird sing?
- Identify the refrain in the poem and comment on the intention of the poet in using this refrain.
- What, in your opinion, does the caged bird symbolize? Use evidence from the poem to support your answer.
- "The free bird thinks of another breeze..." Explain.

## Unit 22

### Activity I

Read the sentences given below. They are the instructions to be followed under critical situations. Match the instructions with those of the situations given:

Situations	Instructions
1. You are lost in a desert. 2. You are lost in a dense jungle. 3. You are struck by a storm on board a ship. 4. You are lost at sea.	1. Deploy life boats. 2. By cutting open the cactus, the inside pulp can be sucked. 3. Remain together in a group. 4. A unique “abandon ship” alarm, which should be heard by everyone.

### Introduction

**Kenneth Miller** is a retired school teacher in USA. Passionate about sailing alone in his raft named Reflection, he set out to sail around the world at the age of 67.

This exciting story presents a seaman’s encounter with a giant whale and his miraculous survival. This real life story is taken from a very popular magazine. This lesson, full of words describing sailing and marine life, is a real life story taken from a very popular magazine.

### Danger in Deep Blue

A dozen years after he set out to sail around the world, Max Young was entering the homestretch—an 850-mile haul from Cabo San Lucas, Mexico, to San Diego, then a 500-mile hop to San Francisco. On a moonless night in June 2012, his 50-foot cutter, Reflections, cruised northward, propelled by a steady breeze, its rudder guided by autopilot. Young, 67, sat in the pilothouse, gazing out at a magnificent conflagration of stars. The retired school teacher wished that his wife, who’d skipped this leg of the trip, were there to share the beauty.

A yawn escaped him. Usually, Young slept all day when he was sailing solo so he’d be fully alert to meet the challenges of night time navigation. Today, however, he had only catnapped. The ocean had been full of whales—greys, he guessed, migrating towards Alaska. He’d seen dozens, more than he’d ever observed in such concentration. Lolling and flourishing their flukes, they were wonderful to watch, but he was relieved when he’d got past them. Now he stretched and glanced at the autopilot gauges. The chronometer read 10:12 pm.

Suddenly, Young heard a tremendous whoosh from beneath the hull. His adrenaline surged. An instant later, a whale easily as long as the boat rocketed out of the water in a cascade of silver spray, just off the stern. It seemed suspended upright above Reflections, the barnacles on the

underside of its head glimmering in the vessels running light. Next came a cacophony of crumpling metal and cracking glass fiber as the head and upper body of the 40-tonne animal slammed onto the rear deck. The bow tilted skyward. For a moment, the sailor and the whale made eye contact. Young toppled forward into a pile of bags. As the creature struggled to free itself, the boat turned sharply to the left. When Young looked up, the beast was gone.

The tower that held his wind generator and radio antennas three metres tall, made of 5-cm steel tubing swayed then collapsed into the sea. The stern railing was mangled, but the craft still afloat. Young presumed that its 4-cm thick hull had survived the event.

His first concern was to get back on course. He was now headed south-west, towards Polynesia. Young figured the collision had thrown the autopilot out of adjustment, so he tried to reset it. But the boat continued on its wayward path.

Perhaps the problem was with the steering. Young went below to check the lines, but they seemed normal. In the stern cabin, he noticed that the floor and mattress were wet. Then, on his way back up the steps, he heard an ominous sloshing. Lifting a hatch beneath the small stairway, he was shocked to find one metre of water in the bilge, an area between the floor boards and the hull. Some accumulation was normal, but a set of pumps usually kept it to a few centimeters.

Young began checking the most likely sources of a leak: the pipes that ran from the galley and two bathrooms through the hull and the spot where the bilge pumps emptied into the ocean. Everything was sound. When he checked the bilge again, the water was still rising. Returning to the top deck, he tried steering the boat by hand, but the wheel would turn only a bit.

Now Young was fighting panic. He quickly set off two emergency beacons. For good measure, he flipped the switch on his pocket size beacon, which had a much smaller range but a signal that could provide rescuers with more precise information about his location. Only US Coast Guard facilities could pick up the beacons frequencies, and the nearest base was in San Diego, 725 kilometers to the northeast. He wasn't sure if the alert would make it that far, and, if it did, whether Reflections would still be afloat by the time help arrived. Hoping to summon assistance from nearby, he grabbed a portable two way radio-able to transmit over just a few kilometers and shouted, "Mayday! Mayday!" There was no response.

Young sat down and took a deep breath. It's been a good life God, he prayed. I'm not a young guy. But my 23rd wedding anniversary is in two weeks, and my granddaughter's third birthday is the same day. She's got leukemia, God. I'd really like to make it home.

At 10:30 am, Young was praying again when a plane circled overhead. His radio crackled to life. "This is Lieutenant Amy Kefarl, United States Coast Guard," said a voice through the static, "Do you read me?" Young's heart was hammering as he answered: "Thank you, Coast Guard. I thought this was the end." As he later learnt, the signal from his emergency beacon, carrying his approximate location as well as contact information for his wife, had reached a base near San Francisco; an officer had called Debbie, who confirmed that Young was four days' sail north out of Cabo San Lucas, Mexico. The cargo plane had then headed to sea, homing in on a blip on the radar, from one of Young's emergency beacons.

“We’ve found a container ship to pick you up”, Kefarl told him, after Young briefed her on his encounter with the whale. But his elation vanished when she added, the vessel is 70 kilometres out. It should reach you in about five and a half hours”.

I don’t have that long, he protested. “I’m taking on water fast”.

“Have you checked to make sure all the bilge pumps are working?”

He hadn’t. With the boat wallowing and listing, he’d feared it might capsize at any moment, trapping him below. But now he realized he had no choice but to risk it. When he opened the hatch, he saw that the pumps were covered with a mass of pipes and wires that had floated out of two storages bins. Only one of the devices was working; the others must have turned off when the debris settled on their switches. He cleared away the junk and was pleased to hear the disabled pumps hum back into action.

Then he began snatching mementos from the walls and stuffing them into a garbage bag drawings by the kids, framed photos from his wanderings. He also grabbed a bag full of souvenirs for his family and hauled both sacks with him up the stairs.

When he was back in the pilot-house, the voice on the radio had more instructions. “Mr Young, I’d like you to get your life raft into the water now. That way, it’ll be ready if you need to jump into it.”

Fixing the bilge pumps had bought Young some time, but the water beneath the floor boards was still slowly rising. As the hours crawled by, the vessel’s rocking grew more violent. In the pilothouse, Young clung to a safety line and distracted himself by replaying his life.

He recalled his first fishing trip with his father. He saw himself learning to ride a bike and sail a boat. And then came the great journey: He revisited Turkey and Thailand. He glided through the Persian Gulf to the Mediterranean and across the Atlantic. He sunned himself in the Bahamas, hiked through a Costa Rican rain forest, and cruised through the Panama Canal. He was sailing through a pod of whales off Baja California, Mexico’s western state. Night fell, and he was gazing again at the stars.

Then Young yawned, rubbed his eyes, and watched the sun rise from the pearly sea. The boat was foundering now, waves washing over the gunwales. But something square and massive was looming on the horizon: a merchant ship with a largely Indian crew. Young willed the vessel forward. Finally, the huge carrier drew alongside, with a rope ladder draped down its rusty flank.

Young handed the bag of drawings and photos to a tall sailor. Then he followed the man up the ladder and collapsed, exhausted, onto the deck.

During his eight days on the freighter, he got to know its young captain and developed a taste for East Indian food. He also learnt what had crippled his boat: Crew members had seen a crack in the stern and severe damage to the propeller and rudder. After landing in Panama, he flew to California and made it home in time for his anniversary and his granddaughter’s birthday.

The whale may not have been so lucky: Two weeks after Young’s return, a 20-metre grey whale washed up on a beach in Baja, its head gouged with prop marks. “It could have been a

coincidence, but I doubt it”, he says”, I feel bad that such a beautiful creature had to die.”

Young also mourns the loss of Reflections. He hopes to replace her someday and to decorate the new craft’s cabin with the family artwork he salvaged. Despite his losses, he is thankful for his memories. “Those”, he observes”, we can keep forever.”

### Glossary

**catnapped(v)** took a short sleep **lolling(v)** (here) hanging loosely **flukes(n)** either (lobe) of whale’s tail **autopilot gauges** auto navigation system **chronometer** navigation clock **adrenaline(n)** substance produced in the body when one is excited, afraid or angry **surged(v)** increased, rose **cascade(n)** waterfall **barnacles(n)** small sea animals **cacophony(n)** loud, unpleasant mixture of sounds **mangled(v)** damaged badly **Polynesia(n)** islands in the Pacific ocean **sloshing(v)** splashing noisily **beacons(n)** navigational radio, emergency fire signal **galley(n)** pantry **static(n)** (here) radio **hatch** (n) opening in a wall **foundering(v)** sinking **gunwales(n)** upper edges of the frame of a ship **propeller(n)** (here) fan that pushes the boat ahead **rudder(n)** (here) steering of a boat **gouged(v)** pushed, made a hole **prop marks** marks of a propeller

### Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence :

- Young was sailing \_\_\_\_\_.  
 (A) all alone (B) with many crew members  
 (C) with three crew members (D) with two crew members
- Reflections was damaged and would capsize any moment because \_\_\_\_\_.  
 (A) it was struck by a whale (B) it was struck by an ice berg  
 (C) it was struck by a storm (D) it was struck by another ship
- Young’s grand-daughter was suffering from \_\_\_\_\_.  
 (A) hypertension (B) leukemia  
 (C) paralysis (D) pneumonia
- Young’s first fishing trip was with his \_\_\_\_\_.  
 (A) brother (B) friend  
 (C) father (D) uncle
- The first beacons frequencies sent by Young were picked up by \_\_\_\_\_.  
 (A) Indian Coast Guard (B) Mexican Coast Guard  
 (C) Polynesia Coast Guard (D) US Coast Guard

**B. Answer the following questions :**

1. How did the whale damage the boat?
2. What were the challenges faced by Young after the boat was hit by a whale?
3. Why did the sailor panic?
4. How did Young try to distract himself when the boat moved violently?
5. How was Young rescued?
6. Describe the encounter between the whale and the sailor in your own words.

**C. Write in detail :**

1. The Role of Memories in keeping Young alive
2. Young as a Courageous Sailor

**Activity III**

**Study the following words related to natural calamities. Work in pairs and divide them into two groups: Floods and Earthquake. Some words may go to both the groups :**

trapped, rubble, dehydrated, wounded, airlift, life boat, life jacket, food packets, magnitude, rehabilitation, task forces, relief, medical assistance, forecast, casualties, evacuate

Earthquake	Floods

**Activity IV**

**Read the following news report on survival of Mr Young. Correct the underlined phrases/words if necessary and rewrite it :**

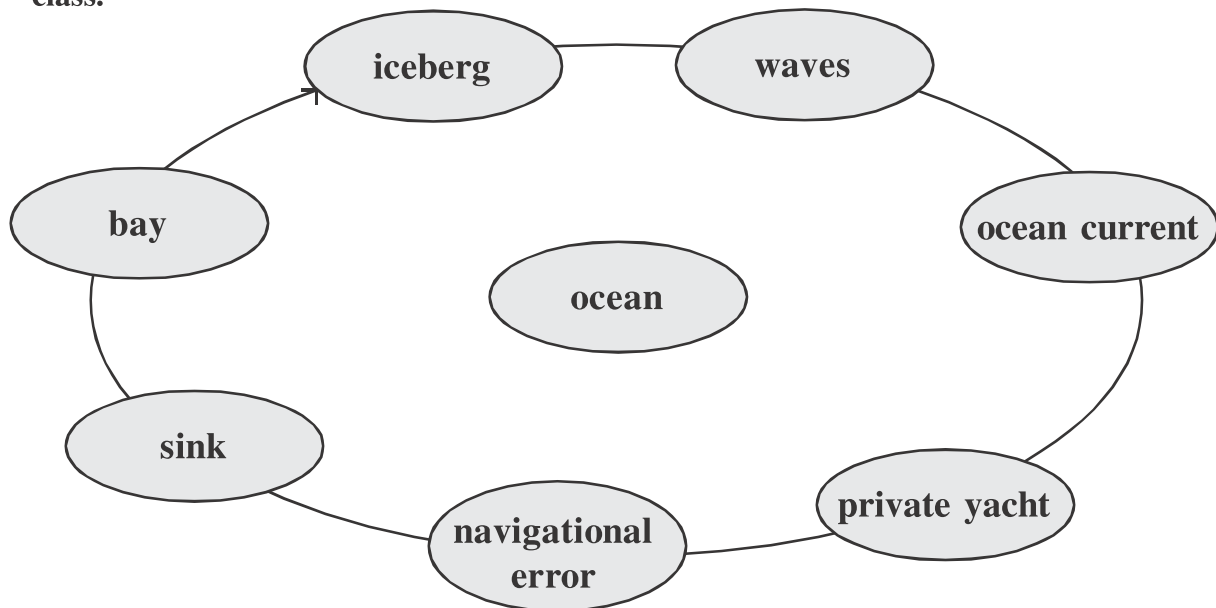
July 10,

It is said that “Extinction is the rule. Survival is the exception.” A case of such rare survival is the buzz of the town. Mr. Young, a retire school teacher was sailing solo when he survived shipwreck. He is in the middle of the sea and noticed that it was full of whales that day who he thought were migrating towards Alaska. As report by the survivor, at about 11 pm, he heard whoosh on beneath the boat. Before he could understand anything, a whale for about 40 tonnes slammed the rear deck. It took some time for the survivor to realize that the collision had left the boat severely damaged. Soon the water started entering up the boat. All efforts of stop the leakage were

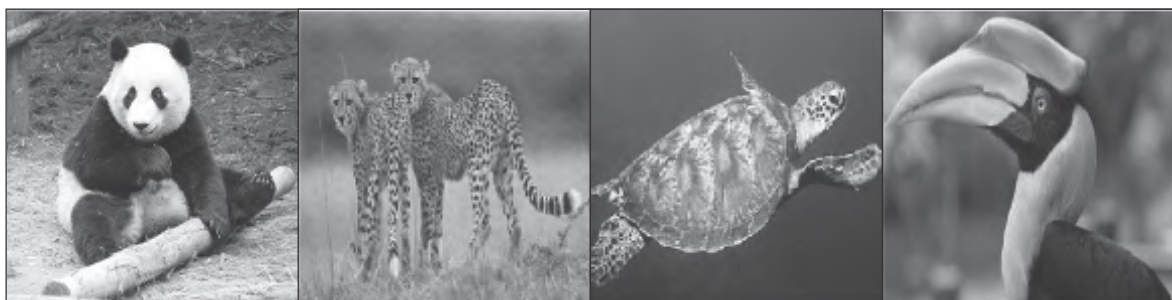
in vain. Mr. Young had no hope left of survival as the nearest coast guard helped was 725 kms away. Though he set off two emergency beacons, there was no response. He was in despair and started thinking of his family back home. But to his surprise, he see an airplane circling the sinking boat. The pilot informed him on radio that since it's a cargo plane, he would not be able to airlift him but he had informed a container ship which is on its way. The coast guard found the location, arranged help and Mr. Young survived.

### Activity V

A. Look at the following word web. Construct a story using these words and present it to the class.



B. Identify the following endangered species and find out the possible reasons for their extinction. Think of the ways in which human beings can make the co-existence of man and other animals better and discuss with your partner.



### Activity VI

Write a paragraph on: Measures taken to save oceans from pollution.



## Unit 23

### Introduction

**Nissim Ezekiel** (1924-2004) is an Indian Jewish poet, actor, playwright, editor and an art critic. He is considered to be the founding figure in Indian writing in English and the Father of post-Independent Indian English verse. He was awarded the Sahitya Akademi Award in 1983 for his collection of poetry, “Latter-Day Psalms”.

*Entertainment* describes a monkey-show in a street in India. The poem presents humour and pathos of the people involved in the show. It represents the poor who have to struggle to satisfy the basic essentials of life. It also mocks at people’s vanity in enjoying the show without giving money.

### Entertainment

The monkey show is on:  
Patient girl on haunches  
Holds the strings,  
a baby in her arms.  
Two tiny monkeys  
in red and purple pantaloons  
prepare to dance.  
Crowd collects,  
forms a circle.  
Naked to the waist,  
the Master of Ceremonies  
drums frenzy, cracks whip,  
calls the tricks  
to earn applause and copper coins.  
The circle thickens as the plot thickens,  
children laugh, the untouchable women  
smooth their hair. A coolie  
grins at me, his white teeth  
glean in the sunlight.  
Only the monkeys are sad,  
And suddenly  
the baby begins to cry.  
Anticipating time for payment,  
the crowd dissolves.  
Some, in shame, part  
with the smallest coin they have.  
The show moves on.

Glossary
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**haunches**(n) part of the body round the hips **pantaloon**s(n) wide trousers **drums frenzy** creates great excitement through drumming **calls the tricks** orders the monkeys to perform particular tricks **applause**(n) loud praise accompanied by clapping of hands **the plot thickens** the story becomes more complex **anticipating**(v) realising beforehand

### Activity

Read the poem carefully.

**A. Choose the correct option and rewrite the complete sentence :**

- The monkeys in the poem dance to the rhythm of a\_\_\_\_\_.  
(A) cymbals (B) drum (C) flute (D) trumpet
- The girl performs the trick holding a \_\_\_\_\_ in her arms.  
(A) baby (B) drum (C) monkey (D) wheel
- “The circle thickens as the crowd thickens...” is an example of \_\_\_\_\_ .  
(A) Litotes (B) Paradox (C) Repetition (D) Simile
- The crowd dismisses when\_\_\_\_\_  
(A) it is time to pay for the entertainment  
(B) the show is over  
(C) when the baby begins to cry  
(D) when the monkeys stop performing their tricks
- The monkey is clothed in a \_\_\_\_\_.  
(A) frock (B) pantaloons (C) shirt (D) skirt

**B. Answer the following questions :**

- Who performs the tricks in the show?
- Describe in your own words the struggle of the monkey-man and his family in earning their livelihood.
- Do you know why monkeys in the poem are sad?
- How does the crowd react at the end of the show?
- Does the poem represent the struggle of a poor family in society? Give reasons for your answer.
- Explain: “Anticipating time for payment, the crowd dissolves”.



# Supplementary Reading

## Unit 1

### A Snake in the Grass

- R. K. Narayan

On a sunny afternoon, when the inmates of the bungalow were at their siesta, a cyclist rang his bell at the gate frantically and announced : “A big cobra has got into your compound. It crossed my wheel.” He pointed to its track under the gate and resumed his journey.

*Do you think there would be a real cobra in the compound?*

The family consisting of the mother and her four sons assembled at the gate in great agitation. The old servant Dasa was sleeping in the shed. They shook him out of his sleep and announced to him the arrival of the cobra: “There is no cobra,” he replied and tried to dismiss the matter. They swore at him and forced him to take an interest in the cobra. The thing is somewhere here. If it is not found before the evening, we will dismiss you. Your neglect of the garden and the lawn is responsible for all these dreadful things coming in. Some neighbours dropped in. They looked accusingly at Dasa: “You have the laziest servant on earth,” They said, “He ought to keep the surroundings tidy”. “I have been asking for a grass-cutter for months”, Dasa said. In one voice they ordered him to manage with the available things and learn not to make demands. He persisted. They began to speculate how much it would cost to buy a grass-cutter. A neighbour declared that you could not think of buying any article made of iron till after the war. He chanted banalities or war-time prices. The second son of the house asserted that he could get anything he wanted at controlled prices. The neighbour became eloquent on black market. A heated debate followed. The rest watched in apathy. At this point the college-boy of the house butted in with: “I read in an American paper that 30,000 people die of snakebite every year”. Mother threw up her arms in horror and arraigned Dasa. The boy elaborated the statistics: “I have worked it out, 83 a day. That means every twenty minutes someone is dying of cobra-bite. As we have been talking here, one person has lost his life somewhere.” Mother nearly screamed on hearing it. The compound looked sinister. The boys brought in bamboo-sticks and pressed one into the hands of the servant also. He kept desultorily poking it into the foliage with a cynical air. “The fellow is beating about the bush”, someone cried aptly. “They tucked up their dhotis, seized every available knife and crow-bar and began to hack the garden. Creepers, bushes, and lawn, were laid low.

*Do you think the cobra would come again?*

What could not be trimmed was cut to the root. The inner walls of the house brightened with the unobstructed glare streaming in. When there was nothing more to be done Dasa asked triumphantly, “Where is the sanke?”

An old beggar cried for alms at the gate. They told her not to pester when they were engaged in a snake-hunt. On hearing it, the old woman became happy. “You are fortunate. It is God Subramanya who has come to visit you. Don’t kill the snake.” Mother was in hearty agreement: “You are right. I forgot all about the promised one Abhishekam. This is a reminder.” She gave a coin to the beggar who promised to send down a snake-charmer as she went. Presently an old man appeared at the gate and announced himself as a snake-charmer. They gathered around him. He spoke to them of his life and activities and his power over snakes. They asked admiringly: “How do you catch them?” “Thus,” he said, pouncing upon a hypothetical snake on the ground. They pointed the direction in which the cobra had gone and asked him to go ahead. He looked helplessly about and said: “If you show me the snake, I’ll at once catch it. Otherwise what can I do? The moment you see it again, send for me. I live nearby.” He gave his name and address and departed,

At five in the evening, they threw away their sticks and implements and retired to the veranda to rest. They had turned up every stone in the garden and cut down every grass-blade and shrub, so that the tiniest insect coming into the garden should have no cover. They were loudly discussing the various measures they would take to protect themselves against reptiles in the future, when Dasa appeared before them carrying a water-pot whose mouth was sealed with a slab of stone. He put the pot down and said: “I have caught him in this, I saw him peeping out of it... I saw him before he could see me.”

***Do you think the cobra would come out?***

He explained at length the strategy he had employed to catch and seal up the snake in the pot. They stood at a safe distance and gazed on the pot. Dasa had the glow of a champion on his face. “Don’t call me an idler hereafter,” he said. Mother complimented him on his sharpness and wished she had placed some milk in the pot as a sort of religious duty. Dasa picked up the pot cautiously and walked off saying that he would leave the pot with its contents with the snake-charmer living nearby. He became the hero of the day. They watched him in great admiration and decided to reward him adequately.

***What do you think will happen now?***

It was five minutes since Dasa was gone when the youngest son cried: “See there!” Out of a hole in the compound wall, a cobra emerged. It glided along towards the gate, paused for a moment to look at the gathering in the veranda with its hood half-opened. It crawled under the gate and disappeared along a drain. When they recovered from the shock they asked: “Does it mean that there are two snakes here?” The college boy murmured: “I wish I had taken the risk and knocked the water-pot from Dasa’s hand, we might have known what it contained”.

## Glossary

**siesta**(n) nap in the afternoon **frantically**(adv) excitedly **agitation**(n) disturbance **persisted**(v) refused to change his view **banalities**(n) dull, common place remark **butted in** joined in the conversation **arraigned**(v) accused **sinister**(adj) suggesting evil **desultorily**(adv) in a haphazard way **foliage**(n) cluster of plants **cynical**(adj) disrespectful **tucked up** rolled or turned up **crowbar**(n) gardening tool having fork shape **pester**(v) trouble, annoy **Abhishekam**(n) ritual of 'Anointment' **hypothetical**(adj) imaginary

## Activity

**Answer the following questions :**

1. What was Dasa's first reaction to the news?
2. What did the family members and the neighbours do to look for the snake?
3. How long did they look for the snake?
4. How did Dasa cleverly put the issue to rest?
5. Comment on the ending of the story.



### Limerick

If you understand, say "understand"  
If you don't understand, say "don't understand"  
But if you understand and say "don't understand"  
how do I understand that you understand.  
Understand?

## Unit 2

### The Merchant of Venice

(Adapted Version)

- William Shakespeare

At the time when the city of Venice was at the height of her fame and prosperity, one of her most prominent citizens was a merchant named Antonio. He was well known for his kindness and generosity, and had many friends, the chief being a young Venetian noble named Bassanio. Though of noble birth and high rank, Bassanio was poor and lived beyond his means in order to keep up his property and appearance. But Antonio was very fond of him, and lent or gave him money whenever he was in need of it. For the merchant of Venice was a rich man, owning a fleet of valuable ships which brought him wealth by trading with foreign countries.

Now it happened that Bassanio loved a lady of wealth and birth named Portia, whose father had lately died and left her sole heiress to all his fortune, So well-known was she for her wealth, her beauty, and her gifts of mind, that many princely and noble suitors wished to marry her. These visitors, because they were rich as well as noble, knew how to make a fine show before the lady, arriving at her house with costly gifts and a richly-dressed company. But Bassanio, being poor, could afford no display, and was afraid that this lady might despise him for his poverty and refuse his offer of marriage.

So he went to Antonio and told him of his difficulty. The lady, he told Antonio, seemed to welcome his visits, and he thought that he might win her hand in marriage, if only his appearance could be more like that of the other magnificent suitors. So he asked Antonio if he could lend him three thousand ducats.

***Do you think Antonio would lend 3000 Ducats? Would he lay any condition?***

Antonio was only too ready to help his friend whom he loved, but said that he had no money to spare at the moment. All his ships were at sea, and he would have plenty of money when they came back. "Meanwhile", he suggested, "I will borrow the money for you from Shylock, the moneylender, who will lend it readily upon the credit of those ships".

Now Shylock, the Jew, was a wealthy miser the best known money lender in Venice. But he was not liked by the people because he was a hard man who asked a high rate of interest and showed no mercy to debtors who could not pay. And he had a special hatred for Antonio, partly because he was a Christian and partly because Antonio openly showed his dislike of Shylock's hard heartedness, but chiefly because Antonio himself often lent money without interest, and that spoilt Shylock's business. So Shylock nursed a grudge against Antonio and waited for the day when he could have his revenge. Not knowing Shylock's enmity against him, Antonio, with his friend Bassanio, went to him to ask for a loan of three thousand ducats. "I shall be able to pay you back the loan with the interest," said Antonio, "as soon as my ships come to port. For, as you know, they

are at present at sea and are shortly due back with rich cargoes". At first Shylock seemed unwilling to make the loan. He said that as at the time Antonio's ships were abroad, it was possible that storms or pirates or other misfortunes might visit them; and Antonio might be unable to repay the loan. But as they talked together, a way of obtaining his revenge upon Antonio occurred to the cunning mind of the wicked Jew.

***Do you think Shylock would risk lending money?***

He said, at last, that he could lend the money as you lend money sometimes and ask no interest, so to show my friendly feelings and that "I too can be generous, I will do the same to you". Antonio heard the money lender's kind offer with surprise, and then Shylock went on to say, "Well, just in jest, if you do not repay me by the three months, let it be agreed that I shall have a pound of your fair flesh to be cut off from any part of your body I may choose". Antonio agreed but Bassanio began to dissuade Antonio from accepting the terms; but Antonio, treating them as a joke, said he would not distrust the Jew's kindness and would sign a bond or agreement according to them. So the three men went to a lawyer and signed a bond. Antonio then obtained his loan and gave the money to Bassanio. Bassanio now had the means of paying court to Portia in a manner befitting his noble birth and her own wealth and condition. So he collected servants to accompany him and prepared to visit Belmont where Portia lived.

***Do you think this money would help Bassanio?***

Now Portia's father, before he died, had thought out a curious plan for guiding his daughter in her choice of a husband. He had three small caskets or chests made of different metals. The first was of gold, the second of silver and the last of lead. One of them contained an image or likeness of Portia. And it was her father's wish that his daughter should marry the first of her suitors who guessed rightly. Prince of Arragon in Spain had come and had gone disappointed, the arrival of Bassanio was announced to Portia. There came with him a friend by name Gratiano, who was in love with Nerissa, Portia's maid, and he had come to propose to her, just as Bassanio had come to propose to her mistress.

When Bassanio's arrival was announced, Portia received him very kindly. For he was far more pleasing to her than any of the other suitors; and there was no one she desired for her husband before him. So she felt worried and anxious at the thought that he, like the other suitors, might guess the wrong casket. But, by the terms of her father's will, she was forbidden to direct his choice. In her anxiety she begged him to wait awhile before taking the risk of a guess. But as he said he would rather not prolong his anxiety, he too was shown those three caskets, of gold, silver and lead.

***Will Bassanio be able to make the right choice?***

***Which casket, do you think, Bassanio would select? Why?***

Before making his choice Bassanio pondered a long time. But he remembered as he looked at the gold and silver caskets, that appearances are often deceitful, for bad men usually pretend to be good, and ugly people try to hide their ugliness by dressing beautifully. So, he chose the dull

and plain lead casket instead. Portia watched him make the right guess with joy and delight and with equal joy Bassanio opened the casket and saw within it a true portrait of his beloved Portia. Bassanio then turned to Portia, to see if she too was as pleased as he was, for still he was not quite certain that she really wished him for her husband. At once Portia confessed her love, “Now, I give to you myself, my house and my servants, and as a sign of this I give you this ring.” So saying she handed him a ring, and added, “If you part with this ring, that will mean our love is at an end”. Bassanio accepted the ring joyfully. “When I part with this ring”, he said, “then I am ready to part with my life also”. In this way, Portia and Bassanio promised faithfulness to one another.

But now something happened which cast a cloud of sorrow over the happiness of the lovers. A messenger came bringing a letter to Bassanio from his friend, the merchant Antonio, on whose security he had borrowed the three thousand ducats from Shylock. As he read the letter, Portia saw him turn pale. It was clear that it contained bad news. “Now that I share your life”, she said, “let me also share this bad news with you. What is it?” So her lover told her of the money he had borrowed; and how a bond had been made between Antonio and Shylock, that Shylock was to have a pound of Antonio’s flesh if he could not repay him by a certain date. This letter showed that all Antonio’s hopes had been disappointed. “My ships are all lost”, he wrote, “and I have now to pay the Jew according to our bond, and, since in paying him, it is impossible that I should live, I much wish to see you at my death. But if your love for me do not lead you to come, let not my letter.” The messenger then told them that the date for repayment of the three thousand ducats had passed and Shylock had sent again and again to the Duke of Venice, who dealt with such cases, clamouring for justice. And so Antonio was now in prison like any common debtor, and a day had been fixed on which the duke would try his case.

When Portia heard this unfortunate story, she wanted to give all the help she could. She said that she would repay several times the three thousand ducats due to Shylock if that would help, and urged Bassanio to go quickly to his friend’s assistance. Only their marriage must take place first. So the two couples went at once to church and were married. And Bassanio and Gratiano then took leave of their wives and started in haste for Venice.

But as soon as they were gone, Portia fell to thinking how she might be of use to her husband, by helping to save his friend Antonio’s life. Because she loved her husband, she decided to put her own courage and powers to the test on his behalf. Privately she sent a letter to a cousin of hers, a learned lawyer, for advice, and asked him to send her his counsellor’s robes which he wore when he gave counsel in a court of justice. Her friend, Doctor Bellario, in his reply, advised her how a counsellor would conduct himself in court, and in what way she could plead the cause of Antonio.

*What do you think Ballario might suggest to save the life of Antonio?*

And he sent his counsellor’s robes. Portia at once put her plans in action. To those about her she pretended that she was going to spend a few days in a monastery in prayer and quiet till her husband’s return. Then she called her maid Nerissa and told her her plan. They both dressed themselves in men’s clothes, Nerissa wearing the dress of a clerk while Portia put on the robes of a counsellor. Thus disguised, they set out secretly for Venice.



Meanwhile, Bassanio and Gratiano had reached Venice and had entered the Court of Justice, for the trial was due to begin. When the time came, the Duke of Venice entered with his attendants and took his seat. Antonio, the prisoner was brought in, and the Duke called for Shylock, the plaintiff. When Shylock entered, the Duke urged him to give up his cruel demand and not to compel Antonio to carry out the agreement. But Shylock would not listen. Then Bassanio offered to pay him not only the three thousand ducats, but twice that sum, if he would give up his claim to Antonio's flesh. Still Shylock would not be merciful. "The law", he said, "is on my side. By the laws of Venice, I claim that this agreement be duly and lawfully carried out. Antonio made the agreement with me and it is right that he abide by it". Shylock could feel the satisfaction of taking revenge from an old enemy.

Now it happened that the Duke had sent for an expert counsellor to advise him in this case, none other than that same Doctor Bellario who had given his advice and his robes to Portia. Just as he had come to this decision, a clerk arrived at the court, saying that he brought a letter from Doctor Bellario. In this, the doctor wrote that as illness prevented him from attending the court himself, he requested that a young friend of his, a Doctor Balthazar, might be permitted to plead instead. The Duke gave his permission and invited the young Doctor Balthazar to come in. The clerk who had brought the letter for the duke was none other than Nerissa, Portia's maid. And who the Doctor Balthazar really was you have already guessed. Though surprised at the youthful appearance of the learned lawyer, the duke invited him to conduct the case for Antonio. Portia (for it was she), turning to Shylock, pleaded with him to show mercy. But to her pleading Shylock turned a deaf ear. "All I ask", he said, "is the payment of what is due to me by law. And that was written in the bond 'But', asked Portia, "can he not pay back the sum you lent him? "Bassanio eagerly broke in, "He can pay this and more; for I can pay it for him ten times over". And he begged the counsellor to strain the law a little in the prisoner's favour. "To do a great right," begged he, "do a little wrong". "No", announced Portia, "this cannot be. For, if we set the laws aside now, others may follow this-bad example, and the country will suffer if it neglects its own laws".

Shylock was delighted when he heard this answer, and he thought that he must now win his case. He could not help showing his pleasure. Portia turned towards Antonio and bade him bare his breast, that the judgement might be carried out. At this Shylock, sure at last of his revenge upon Antonio, ordered by the learned counsellor, again could not check his feelings. "O noble judge!" he exclaimed, "O excellent young man!"

Antonio, thinking himself about to die, uttered a few words of farewell to his friend Bassanio and begged him to tell Portia how he had met his end because of his love for her husband. Bassanio, in his grief, replied that there was nothing he would not sacrifice: his own life, or even his wife, to save Antonio if he could.

"Now", said Portia to Shylock, "take your due. Cut from this man's breast the pound of flesh lawfully awarded you by the court". Shylock, his knife ready in his hand, moved forward. But before he could plunge his knife into Antonio's body, Portia checked him. 'Wait,' she said, 'there

is something else. This bond gives you no drop of blood. The words say clearly 'A pound of flesh.' But, in the cutting of it if you shed a drop of blood, then by the laws of Venice all your property is confiscated to the State of Venice".

"Come, take your pound of flesh, Shylock", said Portia, "a pound, no more, no less. But no drop of blood. Why do you hesitate?" Shylock now thought he might at least get back the money he had lent. "Give me back the sum lent", he said, "and let me go". "Here it is", said Bassanio, offering him three thousand ducats. "Not so", said Portia, "a little while ago he refused it when offered him in open court. He shall have only the penalty agreed on in his bond, and nothing else". "Why then", said Shylock, "the devil give him good of it," and was about to leave the court.

But Portia had not done with the Jew yet. "Wait!" she said, "there is a law which says that if a foreigner plots to kill a Venetian citizen, half his property goes to that citizen, and the other half to the State. And the Duke may inflict any other punishment he thinks right. So kneel to him and beg for mercy". Shylock, who, a little while before, had turned a deaf ear to all entreaties for mercy towards Antonio, could not now expect mercy for himself. But the Christian Duke was more merciful than the Jewish money-lender. "That you may see how different is our spirit from yours", he said, "I grant you your life before you ask it. But half your wealth goes to Antonio and half to the State". And now the good merchant showed mercy in his turn. "I will not take my share of Shylock's wealth," he said.

The trial was over, Bassanio and Antonio were eager to show their gratitude for the latter's acquittal. "Please accept", begged Antonio, 'the three thousand ducats due to Shylock. "Portia would not accept the money. But when Bassanio again pressed her to accept some token of gratitude, it came into Portia's mind to play a trick upon her husband. "Give me as a sign of your love, that ring on your finger.' When asked for his ring, Bassanio could not help drawing his hand away, for it was the very ring given him by Portia when she accepted his offer of marriage. And he had promised faithfully never to part with it. So, at first, he pretended so small a gift was not worth giving. And then, when Portia persisted, he said it was his wife's who had made him promise never to part with it. "That", replied Portia, "is a common excuse of men when they do not want to make a gift. Your wife will not be angry with you long, when she knows how well I have deserved the ring". Portia (with Nerissa, her clerk) was about to leave them when Antonio persuaded Bassanio to give up the ring. And Bassanio, ashamed to seem ungrateful, sent the ring after her. Nerissa also cunningly managed to persuade Gratiano to give her his ring which he too had received from her and had promised never to part with.

*What would happen when the wives find out about the missing ring?*

Leaving Venice, Portia and Nerissa made haste to reach Belmont before their husbands and awaited the return of them. Soon afterwards, the two entered with Antonio. Bassanio, after greeting his wife, at once introduced Antonio. "This is the friend", he said, "to whose help I owe so much". While Portia was welcoming Antonio to her house, they saw Gratiano and Nerissa quarrelling in a corner of the room. "Love me and leave me not". "I am not angry because the ring was valuable" replied Nerissa, "but because Gratiano promised faithfully to keep it, and now he has given it away to a judge's clerk. He should never have broken a promise like that". Portia was now determined to have her jest also against her husband. "Why", she said, "of course Gratiano is to blame, in parting so easily with a wife's first gift-I too gave my husband a ring, and made him swear to keep it. If he had given that ring away I should indeed be vexed with him". But Gratiano broke in and informed her that Bassanio too had been in the same situation and had to give up the ring. At this, Portia pretending to be very angry, asked Bassanio, "What ring did you give? Not that one, I hope, which you received from me?" Bassanio, feeling very distressed at his wife's anger, had to confess his fault. "If only you understood how unwillingly I gave the ring, and to whom I gave it and why I gave it, you would forgive me for giving it". But Portia, still pretending anger, said that no doubt some woman had got the ring from him.

Bassanio, thinking he had really hurt Portia's feelings, declared that he had given it out of gratitude to the lawyer for saving Antonio's life. "Had you been there" he added, "I think you would have begged the ring of me to give to him".

Antonio considered himself the reason for their quarrels and again staked his life giving her assurance of Bassanio's loyalty.

"Do not treat this so seriously", replied Portia, "but I will accept you as a pledge of his good faith". Then, taking the ring from her purse, she added, "Here then, give him this ring and bid him keep it better than he kept the other!" So Antonio passed the ring to Bassanio, who looked at it and was amazed to see it was the very ring he had given away. Portia then showed her husband the letter from Doctor Bellario, from which he understood that the learned lawyer had been none other than his wife herself. Great was his relief that Portia's anger had only been in jest, but greater his delight that his own wife, by her courage and wisdom, had saved the life of his dear friend Antonio.

And happy news for Antonio was to follow. Portia handed to the merchant letters which had just arrived. From these Antonio learnt that the ships, which he thought were lost, had returned to Venice with rich cargoes. Antonio was a wealthy man again. Thus happily ended this strange story of the merchant of Venice, in good news to the merchant, and laughter between wives and husbands over the joke of the rings. "While I live", said Gratiano, "I fear no other thing so sore as keeping safe Nerissa's ring".

## Glossary

**ducats**(n) a gold coin **dissuade**(v) persuade not to take a particular course of action  
**clamouring**(v) shouting loudly **plaintiff**(n) a person who brings a case against another in a court of law **confiscated**(v) taken / seized **acquittal**(n) a judgement or verdict that a person is not guilty of the crime with which he/she has been charged **vexed**(adj) annoyed

## Activity

**Answer the following questions :**

1. Who was Bassanio? What was his problem?
2. Why did Shylock agree to loan 3000 ducats?
3. What was the father's plan for Portia's choice of husband?
4. How was Antonio saved?
5. Comment on the Court Scene.
6. What happens at the end of the story?



### Anagram Puzzles

The letters in each phrase below can be rearranged to spell a word. The words all have something in common. Challenge is to figure out the four words *and* what the words have in common.

- RAN IT - *train*
- BY CECIL
- CUBAN MEAL
- BELOW SIMON

## Unit 3

### The Kid

- Charlie Chaplin

After Sunnyside, I was at my wit's end for an idea. It was a relief in this state of despair to go to the Orpheum for distraction, and in this state of mind I saw an eccentric dancer — nothing extraordinary, but at the finish of his act he brought on his little boy, an infant of four, to take a bow with him. After bowing with his father, he suddenly broke into a few amusing steps, then looked knowingly at the audience, waved to them and ran off. The audience went into an uproar, so that the child was made to come on again, this time doing quite a different dance. It could have been obnoxious in another child. But Jackie Coogan was charming and the audience thoroughly enjoyed it. Whatever he did, the little fellow had an engaging personality.

I did not think of him again until a week later when I sat on the open stage with our stock company, still struggling to get an idea for the next picture. In those days I would often sit before them because their presence and reactions were a stimulus. That day I was bogged down and listless and in spite of their polite smiles, I knew my efforts were tame. My mind wandered, and I talked about the acts I had seen playing at the Orpheum and about the little boy, Jackie Coogan, who came on and bowed with his father.

***Would Charlie Chaplin be able to sign Jack?***

Someone said that he had read in the morning paper that Jackie Coogan had been signed up by Roscoe Arbuckle for a film. The news struck me like fork-lightning. 'My God ! Why didn't I think of that? Of course, he would be marvellous in films! Then I went on to enumerate this possibilities, the gags and the stories I could do with him.

***Do you recall any Charlie Chaplin film with a Kid?***

Ideas flew at me. "Can you imagine the tramp, a window mender, and the little kid going around the streets breaking windows and the tramp coming by and mending them? The charm of the kid and the tramp living together, having all sorts of adventures!"

I sat and wasted a whole day elaborating on the story, describing one scene after another, while the cast looked askance, wondering why I was waxing so enthusiastic over a lost cause. For hours, I went on inventing business and situations. Then I suddenly remembered: "But what's the use? Arbuckle has signed him up and probably has ideas similar to mine. What an idiot I was not to have thought of it before!"

All that afternoon and all that night I could think of nothing but the possibilities of a story with that boy. The next morning, in a state of depression, I called the company for rehearsals God knows for what reason, for I had nothing to rehearse, so I sat around with the cast on the stage in a state of mental doldrums.

Someone suggested that I should try and find another boy—perhaps a little Negro, But I shook my head dubiously. It would be hard to find a kid with as much personality as Jackie.

About eleven-thirty, Carlisle Robinson, our publicity man, came hurrying on the stage, breathless and excited. “It’s not Jackie Coogan that Arbuckle’s signed up, it’s the father, Jack Coogan.”

I leaped out of my chair. Quick! Get the father on the phone and tell him to come here at once! It’s very important!

The news electrified us all. Some of the cast came up and slapped me on the back, they were so enthused. When the office heard about it, they came onto the stage and congratulated me. But I had not signed Jackie yet; there was still a possibility that Arbuckle might suddenly get the same notion. So I told Robinson to be cautious what he said over the phone, not to mention anything about the kid— “not even to the father until he gets here; just tell him it’s very urgent, that we must see him at once within the next half-hour. And if he can’t get away, then go to his studio. But tell him nothing until he gets here”. They had difficulty finding the father—he was not at the studio — and for two hours I was in an excruciating suspense.

At last, surprised and bewildered, Jackie’s father showed up. I grabbed him by the arms. “He’ll be a sensation the greatest thing that ever happened! All he has to make is this one picture!” I went on raving in this inarticulate way. He must have thought I was insane. “This story will give your son the opportunity of his life!

“My son?”

“Yes, your son, if you will let me have him for this one picture.”

“Why, of course you can have the little punk,” he said.

They say babies and dogs are the best actors in movies. Put a twelve-month-old baby in a bath-tub with a tablet of soap, and when he tries to pick it up he will create a riot of laughter. All children in some form or another have genius; the trick is to bring it out in them. With Jackie it was easy. There were a few basic rules to learn in pantomime and Jackie very soon mastered them. He could apply emotion ‘to the action and action to the emotion and could repeat it time and time again without losing the effect of spontaneity.

There is a scene in *The Kid* where the boy is about to throw a stone at a window. A policeman steals up behind him, and, as he brings his hand back to throw, it touches the policeman’s coat. He looks up at the policeman, then playfully tosses the stone up and catches it, then innocently throws it away and ambles off, suddenly bursting into a sprint.

Having worked out the mechanics of the scene, I told Jackie to watch me, emphasizing the points “You have a stone; then you look at window; then you prepare to throw the stone; you bring your hand back, but you feel the policeman’s coat, you feel his buttons, then you look up and discover it’s a policeman; you throw the stone playfully in the air, then throw it away, and casually walk off, suddenly bursting into a sprint.”

He rehearsed the scene three or four times. Eventually he was so sure of the mechanics that his emotion came with them. In other words, the mechanics induced the emotion. The scene was one of Jackie's best, and was one of the high spots in the picture.

Of course, not all the scenes were as easily accomplished. The simpler ones often gave him trouble, as simple scenes do. I once wanted him to swing naturally on a door, but, having nothing else on his mind, he became self-conscious so we gave it up.

***Do you think Jackie is an accomplished actor now?***

It is difficult to act naturally if no activity is going on in the mind. Listening on the stage is difficult; the amateur is inclined to be over-attentive. As long as Jackie's mind was at work, he was superb.

Jackie's father's contract with Arbuckle soon terminated, so he was able to be at our studio with his son; and later played the pickpocket in the flop-house scene. He was very helpful at times. There was a scene in which we wanted Jackie to actually cry when two workhouse officials took him away from me. I told him all sorts of harrowing stories, but Jackie was in a very gay and mischievous mood. After waiting for an hour, the father said: "I'll, make him cry."

***What do you think the father will do to make Jackie cry?***

"Don't frighten or hurt the boy," I said guiltily.

"Oh, no, no," said the father.

Jackie was in such a gay mood that I had not the courage to stay and watch what the father would do, so I went to my dressing-room. A few moments later I heard, Jackie yelling and crying.

"He's all ready," said the father.

It was a scene where I rescue the boy from the workhouse officials and while he is weeping I hug and kiss him. When it was over I asked the father, "How did you get him to cry?"

I just told him that if he did not we'd take him away from the studio and really send him to the workhouse. I turned to Jackie and picked him up in my arms to console him. His cheeks were still wet with tears. "They're not going to take you away" I said. I knew it", he whispered. "Daddy was only fooling" I said.

### Glossary

**Sunnyside**(n) name of film **obnoxious**(adj) unpleasant, disagreeable **stock**(adj) (here) regular **bogged down** unable to make progress **tame**(adj) (here) dull, boring **fork-lightning** in a flash **gags**(n) (here) humorous situations **askance**(adv) suspiciously, with doubt **waxing**(v) growing **state of mental doldrums** condition of dullness, low spirits **excruciating**(adj) extreme, unbearable **went on raving** shouting excitedly **pantomime**(n) expressing meaning through gesture and action without words **induced**(v) gave rise to **flop-house** common lodging house

## Activity

**Answer the following questions :**

1. Describe the first appearance of the kid.
2. What idea struck the writer about the tramp and the kid?
3. Why does the author think of himself as an idiot?
4. "Babies are the best actors in movies." Explain.
5. "Daddy was only fooling." Explain.



Colonel Sanders, at age 65, with a beat-up car and a \$100 check from Social Security, realized he had to do something. He remembered his mother's recipe and went out selling. How many doors did he have to knock on before he got his first order? It is estimated that he had knocked on more than a thousand doors before he got his first order. Later he founded his world famous fast food restaurant chain KFC.

How many of us quit after three tries, ten tries, a hundred tries, and then we say we tried as hard as we could? Quite a lesson of persistence for us all, isn't it?