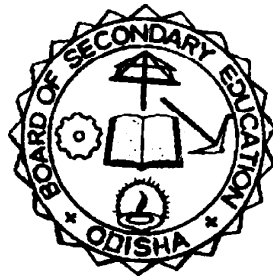


Skills of Communicative English

Class - X



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for **Class - X**

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FOREWORD

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

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

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

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

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

President
Board of Secondary Education
Odisha

PREFACE

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

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

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

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

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

This year two new prose lessons : 1. At the High School, 2. Festivals of North-East India (one on Mahatma Gandhi and the other on the culture of the North-east States) have been incorporated in place of the prose lessons: 1. Tryst with Destiny and 2. Kapil Dev. Apart from these two prose texts, three poems (We are Seven, The Brook and Virtue) have been replaced with the new ones : 1. The Solitary Reaper, 2. The Flower-School and 3. From the Formalin Jar. The poem 'From the Formalin Jar' has been selected since one text should be on Road Safety in accordance with the directive of the Hon'ble Supreme Court of India. Hope, the students will feel these texts easier to comprehend and more useful to apply in their real life.

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

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

Editors

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THE CONSTITUTION OF INDIA

PREAMBLE

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

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

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

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

PART IV A

Fundamental Duties

ARTICLE 51A

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

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

DETAILED TEXT



All Things Bright and Beautiful

C.F. Alexander

A. Lead – in:

We see and enjoy many things around us such as beautiful sunrises and sunsets, trees and flowers, rivers and mountains, birds and animals. We smell the fragrance of flowers and feel the change of seasons. We have eyes to see all these and lips to praise the beauty of the creation. Have you ever thought who has created such beautiful things for us ? Who has blessed us with the senses of sight, smell and feeling ? Read the poem to know what the poet thinks about these things.

B. Let's listen to the Poem :

- The teacher reads the whole poem aloud. Listen to the teacher only. Don't open the book.
- Open your text book when the teacher reads aloud a portion of the poem.
- Listen to him / her and mark the manner of reading.
- Read the poem silently to understand. Refer to the glossary if you find some words / expressions difficult.

C. The Text

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

Each little flower that opens,
Each little bird that sings,
He made their glowing colours,
He made their tiny wings.

The purple-headed mountain,
The river running by,
The sunset and the morning,
That brightens up the sky.

The cold wind in the winter,
The pleasant summer sun,
The ripe fruit in the garden,
He made them everyone.

The tall trees in the green wood,
The meadows where we play,
The rushes by the water,
We gather every day.

He gave us eyes to see them,
And lips that we might tell
How great is God Almighty,
Who has made all things well.

D. About the Poet :

Cecil Frances Alexander was born in Dublin, Ireland in 1818. She is a famous hymn writer and poet. Her famous works are 'Hymn for Children', 'Christmas Carol', 'Once in Royal David's City', 'Verses for Holy Season'. This poem is included in 'Hymn for Children'.

E. Notes and Glossary :

glowing - bright

purple-headed- the rays of the setting sun make the mountain – top appear purple, i.e., bluish red.

meadow - an open area of grassland.

rushes - varieties of waterside plants, some of which are used for making mats and baskets.

F. Let's read and understand:

1. What does the poet think of all things ?
2. Who has made all these things ?
3. What are the little things mentioned in the poem ?
4. How does the poet describe the beauty of flowers ?
5. How does the poet describe the little birds ?
6. How is the mountain described in the poem ?
7. Why does it appear so ?
8. What brightens up the sky ?
9. How does the sky look during the sunset ?
10. Which are the two seasons mentioned in the poem ?
11. Why does the poet consider the summer sun pleasant ?
12. What do we enjoy in the green wood ?
13. How are the meadows useful for us ?

14. Where do the rushes grow ?
15. Why do people gather rushes ?
16. Why has God given us eyes ?
17. What should our lips tell ?
18. How does the poet describe God ?

G. Let's appreciate:

- The poet describes many things in the poem. Make a list of the things described in the poem.
 1. Which of the things are bright and which of the things are small ?
 2. Which are the lines in the poem where the poet expresses his gratitude to God ?
 3. Is this poem a description or a prayer ?
 4. Why do you think so ?
- Each stanza of the poem is a unit. Mark the stanzas and the last word in each line. You will see that the last word of one line is similar in sound to the last word of another line. These are rhyming words.
- Let's do some activities :

(The teacher is free to decide whether all the activities shall be done by the whole class or each group will do one activity.)

Activity- I :

Students are divided into groups of four or five. Each group is asked to find the last word in each line of a stanza and put together all the words which have similar sounds. Each group is asked to present their findings.

Activity- II :

(a) Fill in the blanks choosing the appropriate words given in brackets and read the lines.

1. God has given it _____
2. So it can _____,
3. And it beautifully _____
4. While going up in the _____.
(fly, sings, sky, wings)

- (b)
1. The meadows look _____
 2. Where we run and _____
 3. And the river is _____
 4. Where we bathe _____.
(play, every day, clean, green)

Activity- III :

Fill in the blanks with appropriate words.

1. He gave us ears to _____.
2. He gave us _____ to see.
3. He gave us _____ to taste things.
4. He gave us skin to _____ things.
5. He gave us nose to _____.
6. We enjoy God's creation through the five _____ mentioned above.

Activity- IV :

Given below are some clues. Pick up the lines of the poem following the clues.

flower _____
colour _____
bird _____
wings _____

Now compare these lines with the appropriate stanza of the poem. What change in the rhyming pattern do you mark ?

H. Let's listen and speak:

Students are divided into groups of four to five. Each group is given a word from the poem. The members of a group discuss the word among themselves for five minutes. Then one group has to answer the questions on the word asked by the other groups. The following words may be picked up from the text :

mountain, sunset, sunrise, winter, summer, sun, river, garden, green wood, meadow, rushes

[This can be used as a competitive game among the groups. Credit can be given for the number of correct answers to the questions by the members of a group. A maximum of ten questions shall be asked by each group and be given credit. At the end of the game, the total score is calculated for the winners and runners up or serial positions of the groups. The teacher is to provide an equal number of words to each group and decide the equal number of questions to be asked by each group as well as the credit points for each correct answer. Also, the teacher can devise any other competitive game with the purpose of facilitating listening and speaking.]

I. Let us write:

Read the line : The tall trees in the green wood.

Trees are useful for mankind in many ways. Given below are some clues. Write a few lines on each.

Tree

- Construction of a house
- Furniture
- Rainfall
- Temperature control
- Soil erosion
- Deforestation
- Afforestation.





A Letter to God

G. L. Fuentes

A. Lead – in:

Have you ever written a letter to God ? Did you ever come across someone writing a letter to God ? People believe faith can move mountains. But what should we put our faith in ? This is the question this story delicately poses.

Lencho is a farmer who writes a letter to God asking for a sum of money when his crops fail. Does Lencho’s letter reach God ? Does God send him the money ? Think and try to answer these questions. Before you begin to read the story, try to imagine how it would develop and what conclusion it might arrive at.

B. The Text:

The house - the only one in the entire valley– sat on the **crest** of a low hill. From this height one would see the river and the field of ripe corn **dotted with** the flowers that always promised a good harvest. The only thing the earth needed was a downpour or at least a shower. Throughout the morning Lencho—who knew his fields intimately—had done nothing else, but see the sky towards the north-east.

“Now we’re really going to get some water, woman.” The woman who was preparing supper, replied, “Yes, God willing”. The older boys were working in the field, while the smaller ones were playing near the house until the woman called to them all, “Come for dinner”. It was during the meal that, just as Lencho had **predicted**, big drops of rain began to fall. In the north-east huge mountains of clouds could be seen approaching. The air was fresh and sweet. The man went out for no other reason than to have the pleasure of feeling the rain on his body, and when he returned he exclaimed, “These aren’t raindrops falling from the sky, they are new coins. The big drops are ten cent pieces and the little ones are fives.”

With a satisfied expression he regarded the field of ripe corn with its flowers, **draped** in a curtain of rain. But suddenly a strong wind began to blow and along with the rain very large hailstones began to fall. These truly did resemble new silver coins. The boys, exposing themselves to the rain, ran out to collect the frozen pearls.

“It’s really getting bad now”, exclaimed the man. “I hope it passes quickly.” It did not pass quickly. For an hour the hail rained on the house, the garden, the hillside, the cornfield, on the whole valley. The field was white, as if covered with salt.

Not a leaf remained on the trees. The corn was totally destroyed. The flowers were gone from the plants. Lencho’s soul was filled with sadness. When the storm had passed, he stood in the middle of the field and said to his sons, “A plague of **locusts** would have left more than this. The hail has left nothing. This year we will have no corn.”

That night was a sorrowful one.

“All our work, for nothing.”

“There’s no one who can help us.”

“We’ll all go hungry this year.”

But in the hearts of all who lived in that **solitary** house in the middle of the valley, there was a single hope: help from God.

“Don’t be so **upset**, even though this seems like a total loss. Remember, no one dies of hunger.”

“That’s what they say : no one dies of hunger.”

All through the night, Lencho thought only of one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one’s **conscience**. Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write. The following Sunday, at daybreak, he began to write a letter which he himself would carry to town and place in the mail. It was nothing less than a letter to God.

“God,” he wrote, “if you don’t help me, my family and I will go hungry this year. I need a hundred pesos in order to sow my field again and to live until the crop comes, because the hailstorm...”

He wrote ‘To God’ on the envelope, put the letter inside and, still troubled, went to town. At the post office, he placed a stamp on the letter and dropped it into the mailbox.

One of the employees, who was a postman and also helped at the post office, went to his boss laughing heartily and showed him the letter to God. Never in his career as a postman had he known that address. The postmaster— a fat, **amiable** fellow—also broke out laughing, but almost immediately he turned serious and, tapping the letter on his desk, commented, “What faith ! I wish I had the faith of the man who wrote this letter. Starting up a **correspondence** with God !”

So, in order not to shake the writer’s faith in God, the postmaster came up with an idea: answer the letter. But when he opened it, it was evident that to answer it he needed something more than goodwill, ink and paper. But he stuck to his **resolution**: he asked for money from his employees, he himself gave part of his salary, and several friends of his were obliged to give something ‘for an act of charity’.

It was impossible for him to gather together the hundred pesos, so he was able to send the farmer only a little more than half. He put the money in an envelope addressed to Lencho and with it a letter **containing** only a single word as a signature : God.

The following Sunday Lencho came a bit earlier than usual to ask if there was a letter for him. It was the postman himself who handed the letter to him while the postmaster, experiencing the **contentment** of a man who has performed a good deed, looked on from his office.

Lencho showed not the slightest surprise on seeing the money; such was his confidence- but he became angry when he counted the money. God could not have made a mistake, nor could he have denied Lencho what he had requested.

Immediately, Lencho went up to the window to ask for paper and ink. On the public writing-table, he started to write, with much wrinkling of his brow, caused by the effort he had to make to express his ideas. When he finished, he went to the window to buy a stamp which he licked and then affixed to the envelope with a blow of his fist. The moment the letter fell into the mailbox, the postmaster went to open it. It said: "God: Of the money that I asked for, only seventy pesos reached me. Send me the rest since I need it very much. But don't send it to me through the mail because the post office employees are a bunch of **crooks**. Lencho."

C. About the Author:

Gregorio Lopez Fuentes (1895-1966) was a Mexican novelist, poet, and journalist. Fuentes started writing at the age of 15, when the Mexican Revolution began. Many of his books are related to the civil conflict. His stories are exciting and humorous. Many of his works are concerned with the oppression of Americans. He was awarded the National Prize of Arts and Science in 1935.

D. Notes & Glossary:

crest	:	top/the highest part of a hill
dotted with	:	scattered over an area
predict	:	foretell the future
drape	:	cover
locusts	:	insects which fly in big groups and destroy crops.
solitary	:	lonely / single
upset	:	disturbed
conscience	:	an inner sense of right and wrong
peso	:	currency of several Latin American countries

amiable : friendly and pleasant
correspondence : an act of writing letters
resolution : a firm decision
contentment : satisfaction
crooks : dishonest persons / people

E. Let's understand the text :

- 1) Where did Lencho live ?
- 2) What did he hope for ?
- 3) What did he say about the raindrops ?
- 4) How did the rain change ?
- 5) What happened to Lencho's corn fields ?
- 6) Who did Lencho have faith in ?
- 7) Who did he write a letter to ?
- 8) Who read the letter ?
- 9) What did the postmaster do ?
- 10) Was Lencho surprised to find a letter for him with money in it ?
- 11) What was Lencho's reaction after getting the letter ?

F. Let's read between the lines:

- (a) (i) Why did Lencho keep on looking at the sky throughout the morning?
- (ii) Why was the field white after the storm ?
- (iii) Why did Lencho say the raindrops were like 'new coins' ?
- (iv) Why did Lencho prefer locusts to the storm ?
- (v) Did Lencho try to find out who had sent the money to him ?
Why / Why not ?

- (vi) What would be the reaction of the post office employees when they read the second letter ?

(b) Read the passage from the text and answer the questions that follow:

All through the night _____ act of charity.

(Five paragraphs)

- (i) Who does Lencho have complete faith in ?
 (ii) 'Lencho was an ox of a man' – what does the line mean ?
 (iii) What was the postmaster like ?
 (iv) Why did the postmaster send money to Lencho ?
 (v) What does the expression 'an act of charity' mean ?

G. Let's learn some new words :

(i) Look at the following sentence from the story. But *suddenly a strong wind began to blow and along with the rain very large hailstones began to fall.*

'Hailstones' are small balls of ice that fall like rain. A storm in which hailstones fall is a 'hailstorm'. We know that a storm is bad weather with strong winds, rain, thunder and lightning.

There are different names in different parts of the world for storms, depending on their nature. Try to match the names in the box with their descriptions below, and fill in the blanks. You may take the help of a dictionary.

gale, whirlwind, cyclone
hurricane, tornado, typhoon

- 1) A violent tropical storm in which strong winds move in a circle :
 _ _ _ c _ _ _ _ _
- 2) An extremely strong wind : _ _ a _ _ _ _
- 3) A violent tropical storm with very strong winds : _ _ p _ _ _ _
- 4) A violent storm with strong winds, especially in the Western Atlantic Ocean :
 _ _ _ r _ _ _ _ _

- 5) A violent storm whose centre is a cloud in the shape of a funnel : _____ n _____
- 6) A very strong wind that moves very fast in a spinning movement and causes a lot of damage : _____ | _____
- (ii) Mark how the word 'hope' is used in these sentences from the story.
- a) I hope it (the hailstorm) passes quickly.
- b) There was a single hope : help from God.

In sentence 'a', **hope** is used as a verb which means you wish for something to happen.

In sentence 'b' it is a **noun** meaning a chance for something to happen.

Match the sentences in **Column A** with the meanings of 'hope' in **Column B**.

A	B
1) Will you get the subjects you want to study in a college ? I hope so.	- a feeling that something good will probably happen
2) I hope you don't mind my saying this, but I don't like the way you are arguing.	- thinking that this would happen (It may or may not have happened)
3) This discovery will give new hope to HIV/AIDS sufferers.	- stopped believing that this good thing would happen
4) We are hoping against hope that the judges would not notice our mistakes.	- wanting something to happen (and thinking it quite possible)
5) I called early in the hope of speaking to her before she went to school.	- showing concern that what you say should not offend or disturb the other person : a way of being polite
6) Just when everybody had given up	- wishing for something

hope, the fisherman came back
seven days after the cyclone.

to happen, although this
is very unlikely.

- (iii) Now read the story and make a list of words used as verbs and nouns. Make sentences of your own using them as verbs and nouns in your own words.

H. Let's listen and speak :

In pairs, play the roles of a father and son. You may substitute the roles with those of a mother and daughter, if required.

Dad : It's quite late. Go to bed.

Son : I've got the final examination tomorrow.

Dad: It's almost 12.30 in the night.

No more argument. Off to bed.

Son: I have a lot to learn yet.

Dad: It's essential to get your concepts clear.

Son: But I need to make sure that I know everything that's required.

Dad: Isn't it necessary to read the books to get the concepts clear ?

Son: All right, father.

Read the text and prepare a dialogue like the one given above and play the roles.

I. Let's learn language:

(i) Relative Clauses:

Look at the following sentence :

Throughout the morning Lencho – who knew his fields intimately – looked at the sky.

This sentence may also be written as- All morning Lencho, who knew his fields intimately, looked at the sky.

The underlined parts of the sentence provide us more information about Lencho and the woman. We call it a Relative Clause. Mark that they begin with a relative pronoun, 'who'. Other common relative pronouns are whom, which, that whose.

The relative clause in the above sentence is called non-defining relative clause because we already know the identity of the person described. We don't need the information in the relative clause to pick the person out of a larger set.

A. **Non-defining Relative Clause** usually has a comma preceding and following it. Some writers use a dash (-) instead (as in the story). If the relative clause comes at the end, we just put a full stop.

Join the pair of sentences given below using a relative pronoun.

(i) My mother is going to host a T.V. show on cooking.

She cooks very well.

(ii) Our institution is highly popular.

It works for public welfare.

(iii) Satish scored a goal in the last minute.

He was fortunate.

(iv) Mother Teresa is revered as a saint.

She served mankind.

(v) I often go to Mumbai.

Mumbai is the commercial capital of India.

(vi) These sports -persons are going to meet the President.

Their performance has been excellent.

Sometimes the relative pronoun in a relative clause remains 'hidden'. For example, look at the first sentence of the story.

- a) The house – the only one in the entire valley – sat on the crest of a low hill.

We can rewrite the sentence as : (without any change in the meaning)

The house – *which was* the only one in the entire valley – sat on the crest of a low hill.

In the original sentence of the text (a) the relative pronoun ‘which’ and the verb ‘was’ are not present (hidden).

(ii) Using negatives for emphasis:

We know that sentences with words such as ‘no’, ‘not’, or ‘nothing’ show the absence of something, or contradict something.

For example : (from the text)

- a) This year we will have no corn. (The crops have failed.)
b) The hail has left nothing. (Absence of a crop)
c) These aren’t raindrops falling from the sky, they are new coins. (Contradicts the common idea of what the drops of water falling from the sky are.)

But sometimes negative words are used to emphasise an idea. Look at these sentences from the story :

- d) Lencho ... had done **nothing** else, but see the sky towards the north-east. (He had done only this.)
e) The man went out for **no** other reason than to have the pleasure of feeling the rain on his body. (He had only this reason.)
f) Lencho showed **not** the slightest surprise on seeing the money. (He showed no surprise at all.)

Now look back at example ‘C’. Mark that the contradiction in fact serves to emphasise the value or usefulness of the rain to the farmer.

Find sentences in the story with negative words, which express the following ideas emphatically :

- 1) The trees lost all their leaves.

- 2) The letter was addressed to God himself.
- 3) The postman saw this address for the first time in his life.

J. Let's write :

Read the newspaper report given below:

Note the information given at different points.

Rath Yatra pulls in lakhs of devotees to Puri	-	Title
The Times of India	-	Source
Puri, 22 nd June	-	Place and date

All roads led to Puri on Thursday with lakhs of devotees flocking to the town to participate in the grand Rath Yatra festival. A wave of euphoria swept across the beach town with the reigning deities commencing their nine day 'outing' from Jagannath shrine to Gundicha temple in a boisterous procession.		Topic sentence and Introduction
---	--	---------------------------------

However, the threat of possible terror attack and the death of two pilgrims allegedly in a stampede cast a shadow on the festivities. There were intelligence reports that some subversive groups might create trouble during Rath Yatra.		Details of the Yatra
---	--	----------------------

“Security was tightened compared to the previous years” the DGP said. “We also appealed to the people to remain alert,” the DGP added.		Information on the terror threat and stampede
--	--	---

“Security was tightened compared to the previous years” the DGP said. “We also appealed to the people to remain alert,” the DGP added.		Further details of action taken by the authorities.
--	--	---

(1) Now imagine that you are a reporter of 'The Indian Express'. You have received the news about the recent cyclone that hit Odisha. Using the guidelines given in the box above, complete a similar report for the newspaper.



The Solitary Reaper

William Wordsworth

A. Lead in :

A thing of beauty is joy forever. The scenic view of a picturesque sight pleases our eyes. The haunting melody of a cuckoo soothes our soul. A soulful tone of a singer amuses our heart. The moment we take leave of this sight or sound, they occur to us recurringly in a flashback. We can hardly part with them. The voice and the vision have a long lasting effect on us. They continue to be a perennial memory with us. They never cease to be.

Have you ever experienced such charming beauty and music? You must have. Well, let's read the following poem to note how the music of a Scottish girl exercised an everlasting impact on the mind of the poet William Wordsworth.

B. Let's listen to the Poem :

Listen to William Wordsworth's poem "The Solitary Reaper." Your teacher will recite the poem or use 'You Tube' to play the poem.

Now read the poem silently to get the meaning and message out of the text.

C. The Text:

Behold her single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!

Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.

No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:

A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:

Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;—

I listen'd, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

D. About the Poet :

William Wordsworth was born on 7th April 1770, in Cockermouth in the Lake District, England. He is regarded as a worshipper of nature. Love of nature is a major theme of his poetry. He wrote about ordinary men and women in the language of the ordinary people. For him poetry is “the spontaneous overflow of powerful feelings” arising from “emotions recollected in tranquility.” He died at Rydal Mount and Gardens, United Kingdom on April 23, 1850.

E. About the Poem:

In the present poem, “The Solitary Reaper”, Wordsworth depicts a ‘Solitary Highland Lass’, her sweet song and the profound effect of the song on him. The poem is one of Wordsworth’s finest lyrics.

F. Glossary and Notes:

behold	: to look at or see somebody or something
yon	: over there (old use)
solitary	: single or alone
Highland Lass	: a girl who lives in the highlands (mountain regions) of Scotland
melancholy strain	: sad song
vale	: valley

profound	: deep, having or come from a great depth
chaunt	: chant, sing
weary	: very tired after working hard for a long time
band	: a group of people
haunt	: a place visited frequently
shady haunt	: oasis, a place with water and trees in a desert for rest and relaxation
Arabian sands	: the desert of Arabia (the Middle East)
farthest Hebrides	: the most remote group of islands that lies to the north-west of Scotland
plaintive numbers	: sad music, mournful verse
humble lay	: ordinary song
sickle	: a tool for cutting grass or paddy
motionless	: without movement
Scotland	: A country which is a part of the United Kingdom

G. Let's understand the poem :

Answer the following questions orally. You may refer to the text with your world knowledge to locate the facts / information required.

1. What is the central idea of the poem? (Tick the correct answer.)

Reapers can sing like birds.

Sweet music appeals to all.

Beautiful experiences have long- lasting effects.

Rich harvest makes the reaper happy.

2. The setting of the poem is _____.

- (a) the Arabian deserts
- (b) the British Isles
- (c) the Hebrides Islands
- (d) the mountain regions of Scotland

3. Who are the people described in the poem?
4. Who does the expression 'Highland Lass' refer to? Why does he describe her as "Yon solitary Highland Lass?"
5. What is the girl doing?
6. Who does the poet say 'Stop here or gently pass'? Why does he say so?
7. Pick out the words which tell that the girl does not have anyone by her side.
8. What is the tone of her song – happy, sad, soothing or sympathetic?
9. 'Overflowing with sound'- Explain.
10. The solitary reaper's song reminds the poet of other singers. Who are they?
11. Who sings welcome notes? Where? For whom? What for?
12. Whose voice is thrilling?
13. Where does it sing? When?
14. Who does Wordsworth compare the farmer girl with? Why?
15. The peasant girl's song is not intelligible to the poet because _____
(Tick the right answer.)
 - her song is in a dialect he does not understand.
 - he is far away to hear the words of the song.

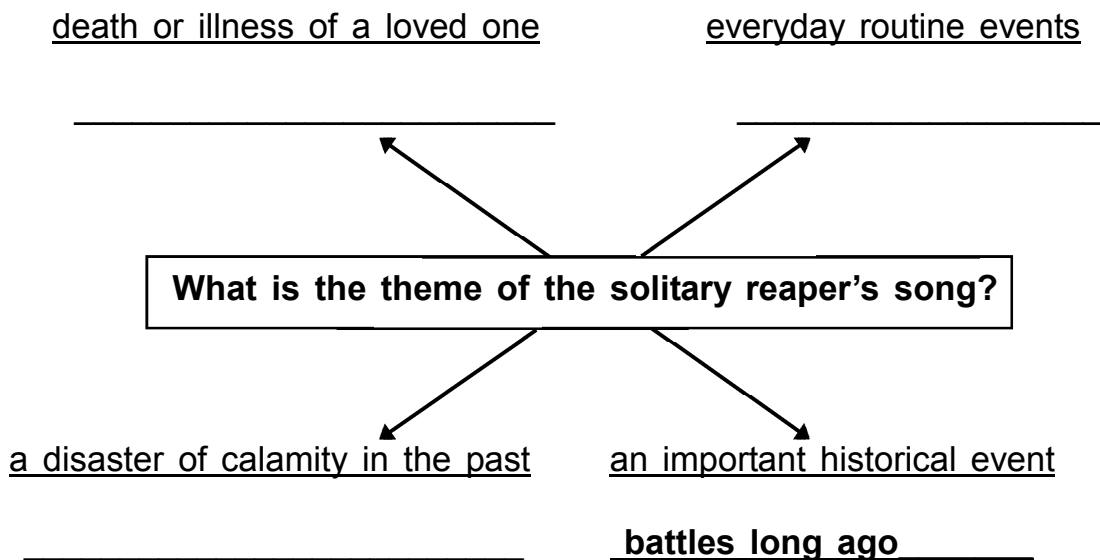
- her voice is not clear as she is humming the words.
 - her voice is too soft for him to get.
16. What does the phrase 'humble lay' mean?
 17. The expression 'plaintive numbers' refers to sad music. Pick out another phrase in the poem carrying the same meaning.
 18. What does the poet mean to say "As if her song could have no ending."?
Tick the most appropriate answer below.
 - Her song is too long to end.
 - She keeps on singing and seems not to end.
 - The poet does not want the song to end.
 - The song contains an everlasting universal theme which recycles.
 19. The poet listens 'motionless and still' because _____.
(Tick the right answer.)
 - the rich melodious voice of the singer holds him mesmerised and spellbound.
 - he was tired after walking uphill.
 - he wanted to learn the words and rhythm of the song.
 - he is rooted to the spot by the girl's beauty.
 20. How did the song affect the narrator?
 21. In stanza-1 and stanza-2, four words and phrases have been used to show that the girl working in the fields is without anyone by her. Pick out these words and phrases.
 22. The theme of the solitary reaper's song contains sadness . What other words are used in place of 'sad'?
 23. What are the two synonyms for the 'young girl'?
 24. Three other words are used to mean 'song'. What are they?
 25. 'A melancholy strain' in stanza-2 means 'sad song'. Find out another phrase in stanza-5 with similar meaning.
 26. Which word in stanza-5 expresses the poet's guess?

H Let's appreciate the poem :

1. Describe what picture on the valley and the farm worker come to your mind as you read the poem.
2. Why do you think Wordsworth has chosen the song of the nightingale and cuckoo for comparison with the solitary reaper's song?
3. Whose song is sweeter according to the poet- the nightingale and the cuckoo's or the solitary reaper's?

I. Let's write :

1. The poet cannot understand the words of the song, yet he raised several possibilities about its theme. In the diagram below are some of the possibilities. Read the stanzas -5 and 6, and find out the phrases that match each. Work in pairs and complete the diagram writing the correct phrases in the blanks. One is done for you.



2. In stanza – 3 and 4 , the poet compares the solitary reaper's song with that of the nightingale and the cuckoo. On the basis of your reading the poem and your imagination, complete the table below

with required information /facts. Work in groups of 4. Then check your findings with others in a brief class discussion.

Singer	Place	Listener	Impact on the listener
Solitary reaper	Scottish Highland	the poet	holds him spellbound
Nightingale			
Cuckoo			

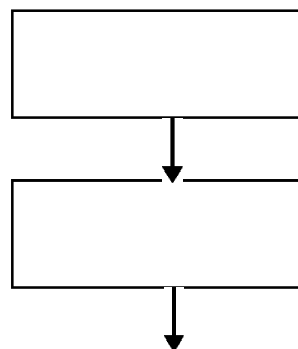
Now write one paragraph for each sub-table using the facts/ information available hereunder. One is done for you.

The solitary reaper was singing a melodious song as she reaped crops in the deep valley of Scottish Highlands. The poet chanced to see and hear her. The tone and the tune enchanted the poet. It held him mesmerised and spellbound. The poet stood motionless and still as he listened to the song.

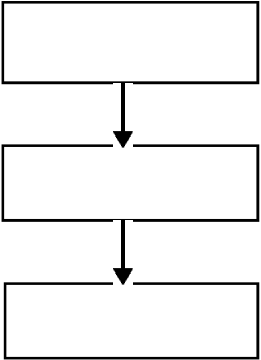
3. Imagine that you are the poet, William Wordsworth. Just after hearing the solitary reaper, you will continue on your walk and reach home. Try to describe your experience to your younger brother what you saw and felt.
4. 'The Solitary Reaper' is a superb panorama of events that slowly and silently glides one to the other.

Given below a glimpse of the poet's lofty thoughts occurring in the poem. But they miss their sequence. Can you reorder them as they occur in the poem? Write (a) / (b) / (c)/ (d)/ (e) in the boxes to show the order.

- (a) the poet's guess is that the solitary reaper's song contains a theme of sorrow, loss or pain.
- (b) Touching tone and melody of the song holds the poet mesmerised and spellbound.



- (c) Poet walks up the hill
carrying the maiden's song
in his heart and head.
- (d) The young farm worker sings to
herself as she is reaping the corn.
- (e) Wordsworth compares the girl's song
with the songs of the nightingale and the cuckoo.



5. Given below is a description similar to your experience. But some words/ phrases are missing in it. Complete the description using appropriate words / phrases from the HELP BOX.

“Just now, I was walking _____, I saw a _____ in the field. She was _____ as she worked. I was so affected _____ that I _____.

She had _____, which seemed to _____. _____ was a sad one, and I could not _____. But its _____ and melancholy sound _____, and its _____ reminded me of the song of _____ and _____. After some time I walked _____, _____ of the young _____ with me.”

HELP BOX

beauty	up the hill	singing to herself
a nightingale	in the valley	stopped and listened
a cuckoo	by her singing	fill the whole valley
the song	a beautiful voice	understand the words
woman's song	young farm worker	touched me greatly
plaintive tone	carrying the memory	

6. Write answer to all the questions under “G. Let us understand the poem”.



At the High School



A. Lead In

As you all know, Mahatma Gandhi (born in 1869) was one of the tallest leaders of the world. He was the greatest of our independence movement. He is popularly called the Father of the Nation.

But before he became the Mahatma (Great Soul) in his later life, Gandhi received his early education at Rajkot English School in Rajkot in the state of Gujarat. Later it became a full-fledged High School and came to be known as Rajkot High School. Gandhi matriculated from this school in 1887 at the age of 18. After independence in 1947, the school was renamed the “Mohandas Gandhi High School” in honour of the Father of the Nation.

According to several accounts, Gandhi was not so brilliant as a student. He was noted to be good at English, fair in Arithmetic, weak in Geography, good in conduct and bad in handwriting. Though he did not have any high regard for his “ability”, he was astonished whenever he won prizes and scholarships.

Let's read the following text to know some more interesting facts on Gandhi's experience of high school days as he himself had described it in his autobiography named “My Experiment with Truth”. (Chapter 5).

B. The text:

Read the text silently and answer the questions that follow.

1. I was not regarded as a fool at the high school. I always enjoyed the affection of my teachers. Certificates of progress and character used to be sent to the parents every year. I never had a bad certificate. In fact,

I even won prizes after I passed out of the second standard. In the fifth and sixth I obtained scholarships of rupees four and ten respectively, an achievement for which I have to thank good luck more than my merit.

2. My own recollection is that I did not have any high regard for my ability. I used to be astonished whenever I won prizes and scholarships. But I very jealously guarded my character. The least little blemish drew tears from my eyes. When I merited, or seemed to the teacher to merit a rebuke, it was unbearable for me. I remember having once received corporal punishment. I did not so much mind the punishment as the fact that it was considered my desert. I wept piteously. That was when I was in the first or second standard. There was another such incident during the time when I was in the seventh standard. Dorabji Edulji Gimi was the headmaster then. He was popular among the boys, as he was a disciplinarian, a man of method and a good teacher. He made gymnastics and cricket compulsory for the boys of upper standard. I disliked both. I never took part in any exercise, cricket or football, before they were made compulsory. My shyness was one of the reasons for this aloofness, which I now see wrong. I had then the false notion that gymnastics had nothing to do with education. Today I know that physical training should have much place in the curriculum as mental training.

3. The reason for my dislike was my keen desire to serve as nurse to my father. As soon as the school closed, I would hurry home and begin serving him. Compulsory exercise came directly in the way of this service. I requested Mr Gimi to exempt me from gymnastics so that I might be free to serve my father. But he would not listen to me. Now it happened that one Saturday, when we had school in the morning, I had to come from home to school for gymnastics at four o' clock in the afternoon. I had no watch, and the cloud deceived me. Before I reached the

school, the boys had all left. The next day Mr Gimi examining the roll, found me marked absent. Being asked for the reason of absence, I told him what had happened. He refused to believe me and ordered me to pay a fine of one or two annas.

I was convicted of lying! That deeply pained me. How was I to prove my innocence? There was no way. I cried in deep anguish. I saw that a man of truth must also be a man of care. This was the first time and
4. last instance of my carelessness in school. I had a faint recollection that I finally succeeded in getting the fine remitted. The exemption from exercise was of course obtained as my father wrote himself to the headmaster saying that he wanted me at home after school.

But though I was none the worse for having neglected exercise, I am still paying the penalty of another neglect. I do not know whence I got the notion that good handwriting was not a necessary part of education, but I retained it until I went to England. When later, especially in South
5. Africa, I saw the beautiful handwriting of lawyers and young men born and educated in South Africa, I was ashamed of myself and repented of my neglect. I saw that bad handwriting should be regarded as a sign of an imperfect education. I tried later to improve mine, but it was too late. I could never repair the neglect of my youth. Let every young man and woman be warned by my example, and understand that good handwriting is a necessary part of education. I am now of the opinion that children should first be taught the art of drawing before learning to write. Let the child learn his letters by observation as he does different objects, such as flowers, birds , etc. , and let him learn handwriting only after he has learnt to draw objects. He will then write a beautifully formed hand.

Sanskrit, however, proved a harder task. In geometry there was nothing to memorise, whereas in Sanskrit, I thought, everything had to be
6. learnt by heart. This subject was also commenced from the fourth stan-

dard. As soon as I entered the six, I became disheartened. The teacher was a hard taskmaster, anxious, as I thought, to force the boys. There was a sort of rivalry going on between the Sanskrit and the Persian teachers. The Persian teacher was lenient. The boys used to talk among themselves that Persian was very easy and the Persian teacher, was very good and considerate to the students. The 'easiness' tempted me and one day I sat in the Persian class. The Sanskrit teacher was grieved. He called me to his side and said: How can you forget that you are the son of a Vaishnava father? Won't you learn the language of your own religion? If you have any difficulty, why not come to me? I want to teach you students Sanskrit to the best of my ability. As you proceed further, you will find in it things of absorbing interest. You should not lose heart. Come and sit again in the Sanskrit class.

This kindness put me to shame. I could not disregard my teacher's affection. Today I cannot but thank with gratitude of Krishnashankar Pandya. For if I had not acquired the little Sanskrit that I learnt then, I
7. should have found it difficult to take any interest in our sacred books. In fact I deeply regret that I was not able to acquire a more thorough knowledge of the language.

— M.K. Gandhi

C. About the Author:

Mohandas Karamchand Gandhi (2 October 1869 – 30 January 1948) was India's greatest leader, who employed non-violence to lead the successful campaign for India's independence from British Rule, and in turn inspired movements for civil rights and freedom across the world.

'The Story of My Experiments with Truth', 'Hind Swaraj' or 'Indian Home Rule' are some of the leading books by Mahatma Gandhi.

In the present extract, Gandhi focuses on his life and learning at high school.

D. Notes and Glossary:

recollection	: what is remembered
jealously	: being afraid of losing what you have
blemish	: moral defect
corporal punishment	: punishment by beating
obtain	: to get
disciplinarian	: a person who makes others obey his orders
gymnastics	: a sport in which you perform exercises that develop physical strength and the ability to bend and stretch your body
curriculum	: course of study in a school or a college
exempt from	: to make someone free from duty, service, payment
refuse	: to state strong unwillingness to accept, to say no
convict	: to find somebody guilty
anguish	: severe mental suffering
be none the worse(idiom)	: to not to be harmed / affected by something
notion	: an impression, an idea
retain	: continue to have or possess
repair the neglect	: to make up the loss
be of the opinion	: to think
commence	: to begin or start
became disheartened	: lost courage or hope
hard taskmaster	: any person who imposes a harsh workload on someone
rivalry	: competition for the same thing
lenient	: not strict
considerate	: kind hearted person who considers others' difficulties
the best of one's ability	: as well as one can
absorbing	: deep , keen
sacred	: holy

E. Let's understand the Text:

P-1

1. What is a biography? What is an autobiography?
2. Is this lesson a biography or an autobiography?
Support your answer with reasons.
3. Was Gandhi good at studies? How will you support your answer?
4. Did his teacher like him?
5. What sorts of certificates were sent to his parents?
6. When did he win prizes ?
7. Which standards did he get scholarships in?
8. What were the amounts of his scholarships?
9. Who did he thank more for his scholarship– himself or his good luck?
10. What do you know about Gandhi as a person?

P-2

11. What was he very much careful about?
12. How did he react when blamed?
13. What was more important for Gandhi– winning prizes or building character?
14. Why did he get physical punishment?
15. Who was the headmaster?
16. Was he popular? Why?
17. What was made compulsory for upper standard boys?
18. I disliked both. What does 'both' refer to?
19. What was the reason for Gandhi's dislike for cricket and gymnastics?
20. Was the headmaster a lover of games?
21. What false idea did Gandhi have about games?
22. What were his views on games later?

P-3

23. What was the special reason for Gandhi's dislike for gymnastics?
24. Compulsory exercise came directly in the way of this service. What was the service?
25. Did the headmaster grant his request? Why?
26. Why did he get to school late?
27. Clouds deceived him. How?
28. Did the headmaster believe what he said?
29. How much was he fined?
30. What was he accused of? Was the accusation proper?
31. What pained him so much?

P-4

32. What lesson did he learn from it?
33. Was he careless in school later?
34. Did he really have to pay the fine?
35. How was the fine exempted in the end?

P-5

36. What was the other neglect Gandhi talked about?
37. What was his earlier notion on handwriting?
38. When and where did he realise that his notions were wrong? What made him think so?
39. What were his views on handwriting?
40. What was his advice to young men and women in this regard?

P-6

41. Why did Gandhi consider Sanskrit harder than geometry?
42. Which class was Sanskrit introduced in?

43. What did Gandhi say about the Sanskrit and Persian teachers?
44. Were they on good terms? Quote the sentence from your text in support of your answer.
45. What tempted him to sit in the Persian class?
46. How did the Sanskrit teacher feel about it?
47. Why did he think it necessary for Gandhi to study Sanskrit?

P-7

48. Did he come back to Sanskrit class? Why?
49. What put him to shame?
50. Who was his Sanskrit teacher?
51. How did the study of Sanskrit help him later?
52. What feelings did Gandhi have for his teachers?

F. Let's sum up:

The present text "At the High School" is built up of a main idea and supporting ideas. The text title itself is the main theme/idea. The facts/ information presented in the paragraphs form the contents/ sub-themes/ supporting ideas. Given below is a table, which shows a well-knit structure of the text. Some facts/ information are missing in it. Complete the table using the required information choosing from the HELP-BOX. Some paragraphs have more than one theme.

At the High School

Para-1	Para-2	Para-3	Para-4	Para-5	Para-6	Para-7
	punishment				subjects	

handwriting	subjects	studies	punishment
teachers	reward	games	headmaster

G. Let's listen and speak:

- (a) Read the following conversation between Gandhi and his Sanskrit teacher.

Your teacher will read out the conversation. Listen to him/her. Follow the dialogue while listening.

Your teacher will act out the character of Gandhi's Sanskrit teacher and the class, Gandhi. Next, the role changes- the class acts as the Sanskrit teacher and your teacher as Gandhi.

Next, the teacher divides the class into groups who will role-play in the like manner with change in roles. Then practise in pairs.

Finally your teacher invites two of your friends to play the roles in front of the class.

Sanskrit Tr : Hello Moniya! How are you?

Gandhi : Fine.

Sanskrit Tr : I hear you're sitting in the Persian class?

Gandhi : Yes, sir.

Sanskrit Tr : What prompted you to do so?

Gandhi : Persian is easy, sir.

Sanskrit Tr : But Sanskrit is the language of our culture. You should study the language by any means.

Gandhi : Sanskrit is very difficult for me.

Sanskrit Tr : Why do you think so?

Gandhi : Because everything has to be learnt by heart.

Sanskrit Tr : That's not the case, Manu. Come to me. I'll help you learn Sanskrit with ease.

Gandhi : Thank you for your offer, sir.

Note: "Moniya" or "Manu" were Gandhi's nicknames during his childhood.

(b) Your teacher will conduct a quiz on the lesson. She/he will organise/ administer the activity following every step as shown in a similar quiz programme under the lesson "**Festivals of Northeast India**".-"**K. Let's do this activity**".(Page-65)

H. Let's enrich our vocabulary:

Notice the underlined word in the sentence below.

When I merited or seemed to the teacher to merit a rebuke , it was unbearable for me.

The word begins with 'un' which is a prefix added to the word 'bearable'. A prefix is a letter or a group of letters added to the beginning of a word to change its meaning. 'Unbearable' means 'not bearable'. So 'un' is a negative prefix and when it is added to a word , the new word conveys opposite meaning.

(a) Show how the following words are built up of their prefixes and roots. One is done as an example: disobedient = dis + obedient

abnormal =

demerit =

disappear =

illegible =

impossible =

intransitive =

misunderstand =

unlucky =

(b) Rewrite the following sentences replacing the underlined words by single words with their opposite/negative meanings. For example,

Swarupa's achievement is not believable.

Swarupa's achievement is unbelievable.

- (i) Remote tribal areas among hills and forests are not still reachable.
- (ii) The younger generation is not interested in traditional occupations.
- (iii) The stranger did not talk in a polite manner.
- (iv) Many people are not happy with what they have.
- (v) Dull weather does not make us active.
- (vi) Human wants are not limited.
- (vii) They are not managing the organization properly.
- (viii) Her inaugural speech was not motivating.
- (ix) They did not behave their guests well.
- (x) The soul is not mortal.

I. Let,s Learn Language:

1. Examine the following sentences.

Before I reached the school, the boys had all left.

The sentence has two clauses. Both are in the Past Tense. One of them is in the Simple Past and the other is in the Past Perfect.

The two events stated in the two clauses took place in the past, but at different points of time. One took place earlier than the other. The following diagram will help you understand it better.

Earlier Past	Recent Past
The boys had all left.	I reached the school.

(a) There is such another sentence in paragraph-3 of the text. Can you find it out?

Fill in each sentence below using the correct form of the verbs given in brackets. One is done for you.

- (i) All guests had arrived (arrive) before the party started (start)
- (i) We _____ (sit) for lunch after mother _____ (fry) the eggs.
- (iii) When Mahatma Gandhi _____ (pass away), India _____ (achieve) her freedom.
- (iv) The train _____ (leave) before they _____ (reach) the station.
- (v) Namrata _____ (post) the letter after she _____ (write) it.
- (vi) The patient _____ (die) before the doctor _____ (come).
- (vii) The farmer _____ (plough) the field before he _____ (sow) seeds.
- (vii) The prizes _____ (be,give) long before the cultural programmes _____ (start).

2. Look at the following sentences.

If I had not acquired the little Sanskrit... , I should have found it difficult to take any interest....

The sentence has two clauses. One is an 'If-clause/Conditional clause' and the other is 'the main clause'.

The structure/form of the two clauses are shown below :

If + S + had not + V-en + ..., S + should + have + V-en

We use such type of conditional sentences to talk about 'impossible, unreal or imaginary events in the past'.

The real meaning of two parts in the sentence is 'I acquired the little Sanskrit.....'and 'I didn't find any difficulty.....'

This condition is called unreal condition.

(a) Read the following situations and write an 'If-sentence' for each.

Note that an affirmative sentence is turned into a negative sentence and a negative sentence , into an affirmative sentence. Also you can use any one of the modals – would, should, could or might - in the main clause.

One is done for you.

(i) They did not start early. They missed their train.

If they had started early, they would not have missed their train.

(ii) He did not fall into the river. He was not drowned.

(iii) The sun was in the right direction.

The photographs came out very well.

(iv) I saw you. I invited you to my party.

(v) Lilima won a lottery. She bought a good house.

(vi) The mangoes were not ripe.

They did not sell at a good price.

(vii) Subhra did not spend much.

She had a lot of bank balance.

(viii) The farmer worked hard. He reaped a rich harvest.

(b) Put the verbs in brackets into their correct forms.

(i) If our boys had played well, our team (win) the match easily.

- (ii) If Manisha (not get) the scholarship, she might have missed the chance of her studies abroad.
- (iii) India would not have achieved her freedom if the Indians (not fight) for it.
- (iv) Crops would have been better if it (rain) well.
- (v) The government (not be) very unpopular if they had not raised taxes.
- (vi) If you (take) my advice, you would not have got into troubles.
- (vii) The glass (not break) if she had not dropped it.

3. Fill in the blanks with correct prepositions choosing from the box.

(among, from, in, of, to, with)

- (i) She was deeply ashamed _____ her behavior at the party.
- (ii) People are _____ the opinion that price controls are losing ground.
- (iii) The festival kicked off _____ traditional music and folk dances.
- (iv) Sweets were distributed _____ children.
- (v) Charities are exempted _____ paying tax.
- (vi) Children hardly refuse _____ obey.
- (vii) India succeeded _____ winning the World Cup Cricket that year.
- (viii) The officer was convicted _____ bank fraud.

J. Let's write:

1. Write answers to all questions under "E. Let's understand the Text".
2. Write a paragraph in about 5 to 8 sentences on each of the topics given below :
 - (a) Gandhi as student
 - (b) Gandhi's Headmaster
 - (c) Gandhi's Sanskrit and Persian teachers
 - (d) Gandhi's attitude towards sports and handwriting
3. Write a letter in about 100 words to your Penpal telling him/her about Gandhi as a person.





Village Song

Sarojini Naidu

A. Lead-in :

Marriage is an important event in a person's life. Parents want to see their children happily married and settled. In this poem, however, a young girl does not wish to get married. Read the poem to find out why the girl takes such a decision.

B. Let's listen to the poem :

- Your teacher reads the poem aloud. Listen to him/ her without opening the book. Mark the teacher's voice, tone and expressions. S/he reads the poem again.
- Now open the book and try to follow him/ her. Mark the words, phrases and expressions that appeal to you. Add more words and phrases that occur to you as relevant to the context.
- Read the poem silently. You may refer to the notes and glossary to understand the text.

C. The Text :

Honey child, honey child, whither are you going?

Would you cast your jewels all to the breezes blowing?

Would you leave the mother who on golden grain has fed you?

Would you grieve the lover who is riding forth to wed you?

Mother mine, to the wild forest I am going,
Where upon the champa boughs the champa buds are blowing;
To the koil-haunted river-isles where lotus lilies glisten,
The voices of the fairy folk are calling me: O listen!

Honey child, honey child, the world is full of pleasure,
Of bridal-songs and cradle-songs and sandal- scented leisure.
Your bridal robes are in the loom, silver and saffron glowing,
Your bridal cakes are on the hearth: O whither are you going?

The bridal-songs and cradle-songs have cadences of sorrow,
The laughter of the sun to-day, the wind of death to-morrow.
Far sweeter sound the forest-notes where forest- streams are falling;
O mother mine, I cannot stay, the fairy-folk are calling.

D. About the Poet :

Sarojini Naidu (1879 – 1949) was a child prodigy, freedom fighter, and poet. She was born in Hyderabad on February 13, 1879. She was a prolific writer. She gave up her literary career to join the freedom struggle led by Mahatma Gandhi. She was the first Indian woman to become the President of the Indian National Congress and the first woman to become the Governor of Uttar Pradesh. She was popularly known as The Nightingale of India. The poem, “Village Song” appeared in her book titled *The Golden Threshold*(first published by Dodo Press, London, 1905). She passed away in 1949.

E. About the Poem :

India has a long tradition of folk poetry, which has largely been oral. It deals with customs, beliefs, traditions, superstitions, simple joys and sorrows of people, particularly those living in a rural setting. These are treated with directness and simplicity. Folk poetry aims at presenting collective life. It was usually nurtured by wandering minstrels; hence, it was recitative. Folk-lyrics do not make excessive demands upon the reader, and their simplicity, vocabulary and imagery are drawn from everyday scenes and sights. Sarojini Naidu has captured all these qualities of traditional folk poetry in her poems. In this poem are presented the voice of a mother pleading with her daughter to wait for her betrothed to arrive and that of the daughter who wishes to run off to the forest and remain a child.

F. Notes and glossary :

Honey child	:	The mother addresses the girl affectionately.
breeze	:	wind
golden grain	:	delicate dishes
champa	:	name of a flower
koil	:	a song-bird, black in colour
bridal songs	:	marriage songs
cradle songs	:	lullaby
bridal robes	:	wedding dress
cadence	:	rhythm, pace
laughter of Sun	:	happiness; pleasure of living
wind of death	:	loss or sorrow
forest notes	:	music of nature

G. Let's understand the poem :

1. The poem appears to be a conversation between two persons. Who are they?
2. Where does the "honey child" go?
3. Why should she leave the mother and grieve the lover?
4. How does the child describe the "wild forest"?
5. What does the expression "the world full of pleasure" mean ?
6. What is common about bridal songs and cradle songs?
7. How does the poet describe happiness and sorrow?
8. How does the poet compare forest notes with bridal songs and cradle songs?

H. Let's appreciate the poem :

1. The first four lines of the poem pose four questions. What does the mother want to tell her daughter?
2. Does the mother's appeal have any effect on the girl? What does the girl find irresistible?
3. How are the worldly pleasures compared with the pleasures of the fairy land?

I. Let's do some activities :

1. How many times does the word "would" occur in the poem?
2. How many questions are asked in the poem? Who—the mother or the daughter—asks the questions?
3. The adjective "bridal" is used in the following expressions: "bridal songs", "bridal robes" and "bridal cakes". Can you use the adjective in any other expression?
4. In line 3 and line 4 of the first stanza the word "who" is used to qualify the nouns "mother" and "lover". Use the word to qualify other nouns in sentences of your own.

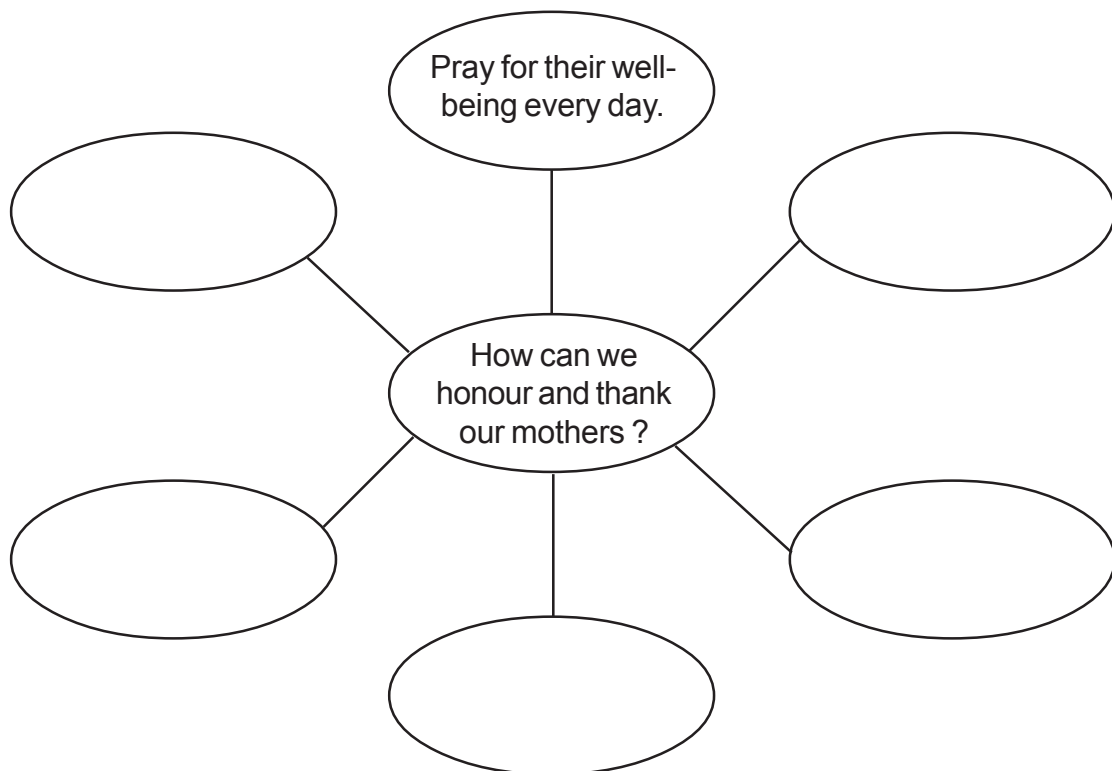
- Rearrange the following phrases in the sequence in which they occur in the poem:
the champa buds are blowing; bridal cakes are on the hearth; lotus lilies glisten; koil-haunted river isles; bridal robes are in the loom.
- Mark the rhyming words in each stanza. Find out the rhyming words ending in 'ing' form. Discuss with your friends how many are common and what effect they have on you when you read the poem alone.

J. Let's speak :

Someone said, 'God couldn't be everywhere, so He created mothers'.

Work in groups of three or four and discuss what we can do to honour and thank our mothers.

When you finish your discussion, your teacher will collect the opinions of the different groups and create a web chart like this :



K. Let's write :

1. How does the mother dissuade the girl from going to the forest?
2. Why does the girl want to go there?
3. Given below is a table. Write in the table the words / expressions from the poem that you think appropriate in each column.

Worldly pleasures	Pleasure in Nature

After the exercise, the teacher can divide the class in four or five groups and ask them to speak a few sentences on each word/ expression.

4. Now prepare a note on the atmosphere of fairy land as described in the poem.



FESTIVALS OF NORTH-EAST INDIA



A. Lead in:

As you all know, India is a land of fairs and festivals. People of different communities from different religions live here ; they celebrate a number of festivals round the year. The festivals like Ganesh Chaturthi , Basant Panchami, Diwali, Dusshera, Raksha Bandhan, Id-ul-Fitre, Christmas , Buddha Jayanti and MahavirJayanti, etc. are celebrated by different communities in different regions of our country. We can see festive atmosphere everywhere as people celebrate their festivals with great pomp and splendour. The people of North Eastern states too celebrate their festivals with much interest and enthusiasm.

Let's read the following text and know how the people in the north-eastern regions of India celebrate their festivals with pomp and show.

B. The Text:

The North-East India is a collective name for the eastern-most parts of India representing both a geographic and administrative division of the country. The region comprises eight states, namely

1. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Sikkim and Tripura. The contiguous seven states – Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram and Nagaland are commonly described as the “Land of Seven Sisters” because of their interdependence on each other. On the other hand, Sikkim is geographically not a contiguous part of the northeast region. It is separated from the northeast by Siligudi corridor. So it is not included in the “Land of Seven Sisters”. However, Sikkim has happily taken up the role of being a little brother to the amazing seven sisters!

2. The north-eastern regions of India, is a place of diverse cultures. The different communities and tribes of northeast India celebrate their unique festivals with great enthusiasm and joy. Many of

these festivals are based on agriculture and no celebration is complete without traditional music and dance.

3. Blessed with lush greenery and the mighty River Brahmaputra, the people of Assam have a lot to celebrate. Bihus are among the major cultural festivals of Assam. They are a series of three prominent festivals— Rongali Bihu, Kongali Bihu and Bhogali Bihu. Rongali Bihu also known as Bohag Bihu is celebrated in mid-April with the onset of spring and the beginning of the sowing season . It also marks the start of a New Year there. Kongali or Kaati Bihu is celebrated in mid-October when the fields are lush but the barns are empty. On this occasion, people light lamps and pray to God for a thriving harvest season and to guide souls to heaven. Bhogali, called Magh Bihu is observed in mid-January. The festival symbolises the end of the harvest season. It is a thanksgiving when the crops have been harvested and the barns are full.

4. Any Bihu celebration is considered incomplete without melodious folk songs and traditional dance. The Bihu dance is joyous one. Young men and women get in their best traditional attire and perform the dance with brisk steps and hand movement. The tune of traditional musical instruments including cymbals, bamboo clapper , dhol which is similar to a drum and the pepa which is a wind instrument made of buffalo horn add different kind of flavour to the dance as well as the atmosphere. The songs have been handed down through many generations.

5. Lying farther north in the mountain region of the Himalayas, Arunachal Pradesh is one of India's most remote and picturesque locations with lush green paddy fields and pine clad mountains. Nature has provided the people of this region with a deep feeling of beauty which can be seen in their festivities, songs and dances.

6. The new-year festival, Losar, is perhaps the most important festival in certain areas of Arunachal Pradesh. On this occasion, people clean their homes and discard the old to bring in the New Year. Mopin is the harvest festival of the Galo tribe. People worship goddess Mopin and pray to drive away evil spirits and for acquiring prosperity and wealth. An indigenous folk dance called Popir is performed by the

young women. An iconic outdoor musical festival of Arunachal Pradesh is the Ziro festival of music held at Ziro in September every year. The music congregation features a combination of 30 indie bands from across the world and top folk acts from across northeast India.

7. A charming festival of Manipur- Ningol Chakouba binds and revives the relationships between married girls and their parents. The women and their children are given a sumptuous feast and gifts. During Cheiraoba , the Manipur new-year festival in April , people clean and decorate the houses and prepare special festive dishes. As part of the ritual, the villagers climb the nearest hilltops for they believe that this will help them rise to a higher plane in this life.

8. The Spring Festival or Chapchar Kut is an important occasion, mostly celebrated in Mizoram. Men and women of all ages, wearing traditional dresses and headgear, perform folk dances and sing traditional songs on this occasion. Drums, gongs and cymbals add to the festive air!

9. Wangala or the Hundred-drum Festival is the most important festival celebrated by the Garos in the villages of Meghalaya. The festival is named so because 100 drums are beaten together during the celebration. This harvest festival is celebrated in November to mark the end of hard work which naturally brings a good harvest. The celebration features beating of drums, blowing horns and traditional dancing. The dance during the festival has two parallel lines – one of men and the other of women, clad in their festive costumes. While the men beat the drums, the lines move forward together in a rhythmic manner.

10. Karachi Puja of Tripura is a week long festival marked by animal sacrifice and worshipping fourteen gods as instructed by Lord Shiva. The festival takes place in the month of July in old Agartala or Puran Heveli, where there is a temple that houses of 14 deities. Thousands of people throng Tripura during the festival and enjoy cultural programmes and fairs.

11. The main features of festivals in Tripura is that all the people join in the celebrations. Many of the dances performed during some of the festivals represent hunting, food-gathering and various other activities.

12. Nagaland consists of different groups of people who are unique in their customs and traditions that they celebrate. Songs and Dances form the soul of these festivals. Celebration of these festivals is an effective means of preserving and passing down their oral history.

13. A major Naga festival is Moastu, celebrated mainly in the villages after the sowing season. Dressed in colourful clothes and headgear decorated with feathers and wild boar tusks, the people in villages dance to the traditional music.

14. One of India's most colourful and charming festival is Nagaland's Hornbill festival. Named after the state's most admired bird, the event showcases the cultural heritage of 16 tribes there. It is a 10-day long cultural dance and sporting events held in December every year. Men, clad in full warrior costume, show off their hunting and warring skills.

15. Situated in the eastern Himalayas, Sikkim is one of the most beautiful states of India. The Sikkim festivals are celebrated with a lot of pomp and show and as per the Buddhist calendar .Throughout this festivals people take part in lively dances and music. Saga Dawa is an amazing Buddhist festival celebrated on the full moon day in Tibetan lunar month between May and June. On this sacred day people visit the monasteries, offer prayers, water, incense sticks and butter lamps. The festival commemorates the birth, enlightenment and death of Lord Buddha. Losoong is celebrated at the end of the harvest season. Locals wearing brightly coloured masks, playing fascinating musical instruments perform Chaam dance. Archery contest is also held along with feasting and other celebrations. Tibetan New Year, Losar is marked with immense joy, extensive meals and merriment. It is usually held in February. Tihaar is the festival of light. It is somewhat like Diwali.

16. Hardly a month passes in any of the seven states without a festival or two. Most of them have a religious importance or significance, as the people offer thanks to the gods for a good harvest or prosperity, or ask for protection against calamities. But these celebrations also help encourage cultural and artistic activities and bring out the natural talent of the people.

C. Notes and Glossary:

region	:	one of the areas of a country having its own customs/ government
comprise	:	formed from
contiguous	:	touching , sharing the boundaries with others
interdependence	:	depending on each other
corridor	:	a long narrow strip of land that follows the course of an important road
amazing	:	wonderful
culture	:	the habits, traditions and beliefs of a country
traditional	:	following older methods
enthusiasm	:	great eagerness
lush	:	growing very thickly and well
mark	:	celebrate
brisk	:	quick and energetic
cymbal	:	one pair of round metal plates used as a musical instrument, ଝାଞ୍ଜ, କରତାଳ
bamboo clapper	:	a traditional Chinese /Burmese percussion instrument made with boards of bamboo, ଦାସକାଠିଆ
generation	:	all the people in a family, group or country who are born at about the same time
picturesque	:	a place very attractive or charming to look at
discard	:	to throw something away that you no longer want or need
prosperity	:	a state of being successful, especially with money
congregation	:	a group of people meeting together to worship
feature (v)	:	to include some means or something as an important part
iconic	:	symbolic
indie	:	a pop group not belonging to company
revive	:	to make something past exist again, renew

sumptuous	: very rich and with a lot of variety
ritual	: religious rites, customary ways of celebrating a religion
plane	: progress and development
instructed	: told in a formal way
take place	: (Phr. verb)to happen
rhythmic	: having regular pattern of sound and movement
form the soul of	: form the inner part of
effective	: successful in producing a desired result
preserve	: to maintain (something) in its original state
oral history	: collection of historical information which is not written but is passed on by the people who remember past event
headgear	: something worn on the head for fashion or for a religious purpose
heritage	: the traditions, qualities and culture of a country that have existed for a long time
sporting event	: athletics activity
situated	: located
lunar month	: the average time between one new moon and next
sacred	: holy
commemorate	: to remind people of an important person or an event from the past
enlightenment	: knowledge about and understanding of something
fascinating	: extremely interesting or attractive
extensive	: great in amount, sumptuous
ask for	: to say that you would like somebody to give you something
calamity	: a sudden bad event that causes a lot of damage or unhappiness
bring out	: (phr.v) to make

D. Let's understand the text:

1. What is North-East India?
2. Which states form the North-East India?
3. Which states are called the "Land of Seven Sisters"?
4. Why are they called so?
5. Why is Sikkim not included among the "Seven Sisters" ?
6. What role does it play?
7. What is culture?
8. People here celebrate their festivals with _____ and _____.
9. Many of their festivals are based on _____.
10. What are the two important parts of celebrating their festivals?
11. What is the most important festival of Assam?
12. Bihu festivals are of three kinds. What are they?
13. Rangali Bihu is also known as _____.
14. Kongali Bihu is also called _____.
15. People also name Magh Bihu as _____.
16. When is Rongali Bihu celebrated?
17. What does Bohag Bihu celebrate?
18. When is Kaati Bihu celebrated?
19. What do people do during Kongali Bihu?
20. When is Magh Bihu celebrated?
21. Bhogali Bihu marks _____.
22. Which festival is a thanksgiving for a rich harvest?
23. Bihu celebration is incomplete without _____ and _____.
24. Which musical instruments are played during Bihu dance?
25. Where is Arunachal Pradesh?

26. Name three festivals that Arunachal Pradesh celebrates.
27. Which is the new-year festival of Arunachal Pradesh?
28. What do people do on this occasion?
29. Which festival is the harvest festival here?
30. What do people pray for during Mopin?
31. Popir dance is performed on the occasion of _____.
32. Ziro festival is an indoor / outdoor festival. (Tick the correct word.)
33. Which festival in Manipur establishes a family bond?
34. How are the married daughters and their children treated during Ningol Chakouba?
35. Which festival celebrates new-year in Manipur? When?
36. What do the people of Manipur do during the celebration of Cheiraoba?
37. Chapchar Kut is popular in Mizoram as _____.
 - A. the Spring festival
 - B. the Winter festival
 - C. the Autumn festival
 - D. the Summer festival
38. How do people of Mizoram celebrate Chapchar Kut?
39. Wangala is also known as _____.
40. Where is Wangala celebrated?
41. Wangala is a harvest festival. What does it mark?
42. Describe the dance performed during Wangala.
43. How do people of Tripura celebrate Karachi Puja? When? Where?
44. Why do people throng Tripura during the festival?
45. What do the dances during festivals in Tripura showcase?
46. Name two Naga festivals.

47. Describe the Naga dance during the celebration of Moastu.
48. Which Naga festival is famous in India? What for?
49. Which bird is most admired in Nagaland?
50. Which Naga festival is named after the bird?
51. What does the event showcase?
52. Describe the dance by men during the Hornbill festival.
53. What helps Nagaland protect and continue its history?
54. Name four Sikkimese festivals.
55. Match the festivals under **A** with their occasions under **B**.

A

B

- | | |
|--------------|-------------------|
| a. Losar | festival of light |
| b. Saga Dawa | harvest festival |
| c. Tihaar | New Year festival |
| d. Losoong | Buddhist festival |

56. What do people do while celebrating Saga Dawa?
57. How do the Sikkimese celebrate their harvest festival?
58. When is the Tibetan New Year celebrated?

E. Let's read between/beyond lines:

1. Many different things make up a society's culture. These things include:

food	arts	language	ideas
clothing	music	literature	beliefs
tools	dance	customs	religion

Can you add any more to this list? Write in the blank spaces.

2. What is oral history? Why is it important?

3. Folk songs and traditional dances of Assam have been handed down through many generations. Who passes down these songs and dances? To whom? Why?
4. The festivals of northeast India are based on two significant backgrounds. What are they? (Paragraphs- 1 and 14)
5. The people of north-eastern India live in the lap of nature. Simplicity is the most beautiful ornamentation on them. They are fatalists. They believe there is some force that controls events and guide them– call it God, destiny or fate. So they worship, pray and thank Him for the life they live. Which sentence states their religious beliefs? (Paragraph-14)
6. Besides rooting religious beliefs, the festivals help in many other ways. What are they? (Paragraph-16)

F. Let's Sum up:

The text you read is built up of many ideas. Each idea is described in just one or more than one paragraph. Match the ideas under 'A' with their paragraph number(s) under 'B'. Write serial number of each idea in the box against paragraph number(s).

A	B- Paragraph(s)
1. North East India	[] 15
2. Festivals of Arunachal Pradesh	[] 8
3. Assamese festivals	[] 10,11
4. Festivals of Manipur	[] 12, 13, 14
5. Festivals of Meghalaya	[] 1, 2
6. Festivals of Mizoram	[] 3, 4
7. Festivals of Nagaland	[] 5, 6
8. Sikkimese festivals	[] 9
9. Festivals of Tripura	[] 7

G. Let's learn words:**(a) Word Search :**

While reading a text, we come across some new words or the words we are not familiar with. The meaning of such words are available somewhere around the text.

Puzzle out the meanings of the words listed in the table below. Use the clues or hints — other words (synonyms, antonyms, examples, expressions, etc.) given in the context to help you understand. Numbers in brackets under col. 1 indicate paragraph numbers. Numbers under col.2 show the number of paragraphs where you can get the hints/facts/clues/ other words , such as synonyms, antonyms, examples, expressions, etc.

Copy and complete the table.

Words (para no)	Words/clues that helped me. (para no)	What I think the word means.	What the dictionary says.	Put a tick if your mean- ing is correct, and a X if you are not.
diverse(2)	2			
thriving (3, 15)	15			
onset(3)	3			
prominent(3)	6,8,9,13			
symbolize(3)	11			
attire(4)	8,13			
get in(4)	8,13			
instrument(4)	4			
clad(5)	13			
costume(9)	8,13			
atmosphere(4)	8			
hand down(4)	12			
showcase(14)	14			
significance(16)	16			
extensive(15)	8			

(b) Word Use :

Read the following sentences and notice the words in italics.

Hardly a month passes in the seven states without a festival or two.

The sentence means: Almost no month passes in seven states without a festival or two(= There is a festival or two in the seven states almost every month .). *Hardly is an adverb meaning almost no, almost not, almost none.* It is chiefly used with *any, ever, at all,* or the verb *can.*

Look at these sentences:

There is *hardly* any tea at home.

She *hardly* ever goes to the pictures.

It *hardly* rains in deserts.

I can *hardly* walk such a long distance.

Notice that *hardly* goes after the auxiliary verbs and before other verbs.

Now mark the following sentences :

I can hardly *believe* it.

*I can't hardly *believe* it.

The first sentence is correct but the second one is ungrammatical and so not acceptable. It is because *hardly* is a negative word and should not be used with *not* or other *negatives.*

Rewrite the sentences using *hardly, barely or scarcely* in them.

- (i) I saw almost none in the darkness.
- (ii) The team could not score any goal.
- (iii) The beggar has nothing to eat.
- (iv) Many cities do very little to check air pollution.
- (v) I know her very slightly.
- (vi) Working children have almost no chance to enjoy.
- (vii) There was almost no sugar in the jar.
- (viii) Samita cannot wait for her birthday.

(c) Homophones :

Homophones are words which sound the same but are spelt differently. For example : knew – new ; flour – flower , etc.

Read the sentences, underline the incorrect homophones and replace them with the correct ones.

- (i) Assam is a state in the north-eastern reason of India.
- (ii) Losar is a new-ear festival in Arunachal Pradesh.
- (iii) People prey gods for prosperity.
- (iv) The women and children are given a sumptuous fist.
- (v) People worship God to rise to a higher plain of life.
- (vi) Rich harvest is the result of herd labour.
- (vii) Folk dance and traditional music add to the festive heir.
- (viii) People throng Tripura to enjoy cultural programmes and fares.

H. Let's learn Grammar:

1. Look at the underlined words in the following sentences.

People clean and decorate their houses.

The temple houses 14 deities.

In the first sentence, house is used as a *noun* which is the object of the transitive verb 'decorate'. In the second sentence house is used as a finite verb.

Use each of the following words first as a *noun* and then as a *verb* in separate sentences of your own.

dance, harvest, drive, climb, spring, dress, name, group, mark, help

2. **Complete the sentences using appropriate prepositions choosing from the box.**

(to, against, of, for, on, with)

- (i) India consists _____ 28 States and 9 Union Territories.
- (ii) The movie is based _____ a real life incident.

- (iv) She is blessed _____ good health.
- (v) Shall I add some sugar _____ your tea ?
- (vi) The camel is the only means _____ transportation in deserts.
- (vii) Safety rules prescribe precautions _____ fire.

3. Perhaps you know what a **phrasal verb** is. A phrase that consists of a verb and a preposition or an adverb is called a phrasal verb. It acts as a verb in a sentence. It usually has a meaning that is different from that of the original verb in the phrase.

Look at the use of the phrasal verbs and their meanings in the following sentences.

What time did you get back last night ? (= return)

I'll get back to you. (= to speak/write to somebody again later, in order to give a reply)

Winter sets in and trees start to shed their leaves. (=begins)

Complete the following sentences using the phrasal verbs appropriately .

(bring in, show of, hand down, bring out, get in, ask for, take place, drive away, pass down)

- (i) Young men and women _____ their best traditional attire.
- (ii) The festivals _____ in the month of July.
- (iii) On this occasion, people discard the old to _____ the New Year.
- (iv) People pray the gods to _____ evil spirits.
- (v) The songs have been _____ through many generations.
- (vi) The celebration of these festivals is an effective means of preserving and _____ their oral history.
- (vii) Men clad in full warrior costumes _____ their hunting and warring skills .

- (viii) People offer thanks to gods and _____ protection against calamities.
- (ix) These celebrations also help _____ the natural talent of people.

4. Look at the following sentences.

Rongali Bihu is celebrated in mid-April.

The crops have been harvested.

The sentences are in their passive forms. But the 'by-phrase' (by + agent or the doer of the action) in each of them is missing.

In some passive constructions, the 'by-phrase' is willfully dropped because the agent is either unknown or well understood or not disclosed by the speaker.

Put the following sentences into the passive without 'by-phrase'.

- (i) Farmers grow grapes in Hyderabad.
- (ii) Poachers kill a lot of wild animals every year.
- (iii) People make paper from pulp.
- (iv) Someone broke the window.
- (v) We should respect the elders.
- (vi) Somebody stole her purse.
- (vii) The police have arrested the miscreant.
- (viii) My friend has eaten up all the grapes.(But I want to keep it a secret.)

5. Read the following sentences and notice the underlined verbs.

- (a) The North East India, comprising eight states, is a place of diverse culture.
- (b) Blessed with lush greenery and mighty River Brahmaputra, the people of Assam have a lot to celebrate.

- (c) They pray to God to guide souls to heaven.
- (d) These celebrations also help encourage cultural and artistic activities and bring out the natural talent of people.

The verbs underlined in the above sentences carry no TENSE and hence, non-finite. Therefore, the parts of the sentences they occur in are non-finite clauses. The non-finite verb forms used in the sentences are *to-infinitive* (*to guide*), *bare -infinitive* (*encourage, bring out*), *-ing form* (*comprising*) and *-en form* (*blessed*).

Underline the *non-finite* clauses in the following sentences.

- (i) The pepa is a wind instrument made of a buffalo horn.
- (ii) Lying farther north in the mountainous region of the Himalayas, Arunachal Pradesh is one of India's most remote picturesque locations.
- (iii) On this occasion, people clean their homes and discard the old to bring in the New Year.
- (iv) The villagers climb the nearest hill tops for they believe that this will help them rise to higher plane in this life.
- (v) The Spring Festival or Chapchar Kut is an important occasion, mostly celebrated in Mizoram.
- (vi) Men and women of all ages, wearing traditional dresses and head-gear, perform folk dances and sing traditional songs.
- (vii) Wangala or the Hundred-drum Festival is celebrated in November to mark the end of hard work.

6. Read the following sentences.

- (a) Pepa is a wind instrument made of buffalo horn.

People use buffalo horn for making a pepa. We produce/make an object/ a thing using some material.

Now look at two more such examples.

- (a) Books are made of paper.
- (b) Paper is made from pulp.

What is the basic difference between the expressions 'made of' and 'made from' as used in the above sentences ?

If an object consists of a material that has not been changed in any significant way during the process of making the object, we say 'made of'. 'Paper' remains 'paper' in a book after manufacturing. 'Buffalo horn' remains 'buffalo horn' even after fastening it into a pepa . 'Made of' emphasizes inherent (original) material or qualities of the material used in making the object.

If the material is significantly changed in the process of making or producing the object, we generally say 'made from' . The inherent quality of the material is changed. Paper is solid and pulp is liquid. You cannot reverse it.

(a) Match the things under 'A' with the materials under 'B'. Write the serial numbers in brackets.

A		B
(i) shoes	[]	wood
(ii) blanket	[]	milk
(iii) house	[]	cotton
(iv) ice	[]	flour
(v) shirt	[]	water
(vi) juice	[]	bronze
(vii) bread	[]	iron
(viii) statue	[]	denim
(ix) gate	[]	leather
(x) chair	[]	bricks
(xi) cheese	[]	fruit
(xii) jeans	[]	wool

(b) Now make sentences for each pair using 'made of' or 'made from'.

One is done for you.

(i) Shoes are made of leather.

I. Let's Learn Study Skills:

(a) The table below contains necessary facts on the festivals which the eight states of North East India celebrate. But some facts are missing. Copy and complete the table supplying the missing information.

State	Festival	Time	Purpose	What people do
Assam	Rongali Bihu	onset of spring	mark the start of the New Year, beginning of the harvest season	-put on traditional clothes -sing melodious folk songs -perform traditional dance
	Kongali Bihu			
	Bhogali Bihu			
Arunachal Pradesh				
Manipur				
Meghalaya				
Mizoram				
Nagaland				
Sikkim				
Tripura				

(b) Use the information/facts available in the table you have completed above and write a paragraph of 4 to 5 sentences on the festivals of each state.

J. Let's write:

1. Write answers to all questions under the activity- D. "Let's understand the text."
2. You are going to celebrate a popular festival of your locality. Write a letter to your friend inviting him/her to visit your place on the occasion. Mention the important features, such as name, time, preparation, gathering, fun and merry making, entertainment, sales and purchase, usefulness, etc.

K. Let's do this activity:

"Festivals of North-East India" is full of many interesting facts. Therefore, your teacher can organize and conduct a quiz activity on the topic in order to revisit the facts/information for your better understanding and learning.

The quiz programme will have three rounds. The 1st round will be based on "one-sentence answer"; the 2nd round, on "True/False response" , and the 3rd one, on "One-word option".

The sample questions for each round are as follows :

Round 1: What are the different types of Bihu Festival ?

(Participants are to answer each question in one complete sentence.)

Round 2: The River Brahmaputra flows through the state of Tripura.

(Competitors will answer : 'TRUE' or 'FALSE'.)

Round 3: Which of the following is not a new-year festival ?

A. Cheiraoba

C. Wangala

B. Losar

D. Rongali Bihu

Instructions to the Teacher to conduct the quiz :

Prepare 10 questions – two parallel sets, each having 5 questions – for each round. Each set of questions will legibly written/typed on separate sheets of paper and arranged/tagged round wise. In addition, prepare the answer sheet for quick/ready reference at the time of administering the quiz.

Declare the date/time for the quiz when teaching/learning of the lesson is complete in all respects. You may need two or more consecutive periods. In such a situation, seek your colleague's cooperation to lend you his/her period(s) with the knowledge of the headmaster/headmistress.

If possible, you may arrange for the winner's award/consolation prize as a token of inspiration/encouragement.

Once again, see that everything is well prepared for the show.

On the day as scheduled, enter the class, greet the pupils, welcome them to the programme. Divide the class into two groups with equal learning ability. Tell them about the rules of the quiz. Keep the kids in good humour. Start the session. Yes, one thing more. You are the quiz master. And choose someone, of course not from among the participants, who will act impartially to record the scores on the blackboard. Why not choose one of your colleagues?

Perhaps you know the rest – how to go on.

When the quiz programme is over and the winner is declared, invite your institutional head or a senior colleague to give away the prize(s) with a few words of encouragement to the partakers.





THE FLOWER-SCHOOL

Rabindranath Tagore

A. Lead- in :

Flowers are a beautiful creation of God. We enjoy their beauty, smell their fragrance to refresh our mind. But do you know they also go to school? Where is their school? Who teaches them? Do they have full freedom at school or have some restrictions? Do they have holidays?

Let's read the poem to know the answer to these questions.

B. Let's listen to the Poem :

Your teacher reads the poem aloud. Listen to the teacher without opening the book. S/he reads the poem again. Now open the book and follow him/her line by line to mark the ways of reading and get the meaning and message out of the text.

C. Let's read the Poem :

Read the poem silently. You may refer to the notes and glossary to understand it.

D. The Text :

When storm-clouds rumble in the sky and June
showers come down,
The moist east wind comes marching over the
heath to blow its bagpipes among the bamboos.

Then crowds of flowers come out of a sudden,
from nobody knows where, and dance upon
the grass in wild glee.

Mother, I really think the flowers go to school underground.

They do their lessons with doors shut, and if they want to come out to play before it is time, their master makes them stand in a corner.

When the rains come they have their holidays.

Branches clash together in the forest, and the leaves rustle in the wild wind, the thunder-clouds clap their giant hands and the flower children rush out in dresses of pink and yellow and white.

Do you know, Mother, their home is in the sky, where the stars are.

Haven't you seen how eager they are to get there?
Don't you know why they are in such a hurry?

Of course, I can guess to whom they raise their arms;
they have their mother as I have my own.

E. About the Poet :

Rabindranath Tagore (1861-1941) was born in Kolkata on 7th May 1861. He was a great poet, painter, patriot, playwright, novelist, storyteller, philosopher and educationist. The common theme in his writing is nature. Nature left a deep-seated impression on him. He was enchanted by nature. It inculcated a sense of freedom in him. It is also the inner voice of his poetry. He became the first Asian to win the Nobel Prize for Literature in 1913 for his collection of poems, "Gitanjali". He is also well known for his contribution to art and music.

F. About the Poem :

In this poem the speaker is excitedly watching the monsoon rain and noticing small flowers that have bloomed all over the place. He wonders where they had been all the year round. He imagines they must have been in school just like him. The speaker wonders why the pretty flowers are so eager to come out and play. He concludes that they too need the warmth and love of their mother.

G. Notes and Glossary :

- rumble : to make a long deep sound or series of sounds
- showers : a fall of rain lasting a short time
- moist : slightly wet
- heath : a large open area of wild unfarmed land covered with rough grass and other small wild plants
- bagpipes : a musical instrument
- in wild glee : in a very excited and happy way
- master : here, the teacher
- clash : here, hit against one another during a storm
- rustle : to make a sound of leaves moving or rubbing together
- giant : very large

H. Let's understand the Poem :

Read the poem silently and answer the following questions.

1. What is the poem about?
2. What rumbles in the sky?

3. What comes marching over the heath?
4. Which word tells that the east wind is not dry?
5. How does the moist east wind come?
6. How do the crowds of flowers come out?
7. Where do the flowers dance and how?
8. Which season is described in the poem?
9. Where are the flowers all the year round?
10. Who are the flowers compared to?
11. How do they do their lessons? Why?
12. Who does 'their master' refer to?
13. Their master is strict or lenient? Which line in the poem tells us so?
14. When are they made to stand in a corner?
15. When do the flowers have their holidays?
16. What changes take place in nature when the rain comes?
17. How do the flower children enjoy their holidays?
18. Who is the speaker sharing his thoughts with?
19. Where is the home of the flower children?
20. Why are they eager to go to the sky?
21. What does the speaker guess?
22. Why are the flower children raising their arms?
23. Why are they in a hurry?
24. Which line tells that the speaker also longs for his mother?

I. Let's appreciate the Poem :

- A)**
1. Why do you think the flowers dance upon the grass in wild glee?
 2. Do you think the speaker feels that holidays are funnier than school days?
 3. Why does the speaker think that the flowers go to school underground?
 4. How does the speaker describe the storm?
 5. Do you think that the speaker's description about the flowers and their school has any reality in real life?
 6. Which elements of nature celebrate holidays with the flower children and how?
 7. Identify the lines and phrases in the poem which indicate that the flower children have a strict system of schooling?

- B)**
1. The poet presents a lively description of nature during the monsoon showers in June. The objects of nature seem to behave like human beings. Such a device in poetry is known as personification. Personification means that a thing, an idea or an animal is given human qualities and described as a living thing.

Pick out as many such examples as you can from the poem. One is done for you.

- Storm clouds rumble in the sky.

2. Poets use word pictures to bring out comparison between persons, ideas or objects with similar quality or appearance.

What are the things below compared to in the poem you just read?

One is done for you.

- the bamboos — bagpipes
- the flowers
- the underground
- the rains

- pink, yellow and white
- the sky
- the stars

3) The theme of a poem is the main idea of the poem. The theme may not always be stated, but can be hinted at indirectly. Which of the following ideas support the theme of 'The Flower- School'? Tick your choice.

- * love for wildlife
- * appreciation of nature
- * praise of God
- * featuring imagination of a flower school
- * dislike for the strict school system
- * lauding the schoolmaster
- * longing for the mother

4) The poet's longing for his deceased mother creates _____ in the reader's mind.

- (a) pity (b) panic (c) pathos (d) pride

J. Let's do the activities

1. Role-play

The students play the roles of 'Small Boy' and 'Flower Child' in pair and practise the dialogue naturally. They are to be invited to the front of the class to play the role. They change their role after the first round.

- Small Boy** : Flower Child, Flower Child, where are you going?
Flower Child : I'm going to school.
Small Boy : School! You're going to school!
 Which school do you go to?
Flower Child : I go to school underground.
Small Boy : Really? Who teaches you there?
Flower Child : Our master.

- Small Boy** : Nice. Does anybody disturb you there?
- Flower Child** : No, not at all. We do our lessons with doors shut.
- Small Boy** : How is your master?
- Flower Child** : He's very strict.
He makes us stand in a corner when we play before the school is over.
- Small Boy** : Thank God. Do you always study ?
Don't you have any holidays to enjoy?
- Flower Child** : Of course. We have.
We have holidays when the rains come.
- Small Boy** : What do you do then ?
- Flower Child** : We wear colourful dresses and come out to enjoy the beautiful nature.
- Small Boy** : Where is your home?
- Flower Child** : It is in the sky. My mother lives there.
I am eager to go there.
- Small Boy** : Oh really? My mother also lives there.

2. Listen and Correct :

The teacher reads aloud the following sentences with some intentional factual errors. The students listen and correct them saying: "Excuse me, Sir/Ma'm. I think it is not _____, but it is _____".

Sentences (with errors):

- i. When the storm clouds rumble on the earth, June showers come down.
- ii. The moist west wind comes marching over the heath.
- iii. The wind blows the bagpipes among the pine trees.

- iv. The crowds of flowers dance upon the bamboos in a very excited way.
- v. The flowers go to school on the top of a hill.
- vi. The flower children do their lessons with their classroom doors open.
- vii. Their teacher makes them stand under a tree.
- viii. They have their holidays at the advent of summer.
- ix. Their home is in the sea.
- x. The flowers are eager to go to their school.

3. Writing

1. Given below is the summary of the poem "The Flower -School". Fill in the blanks with suitable words to complete the summary. You may take the help of "HELP BOX" given below.

After the first shower of June, when the (a) _____ wind approaches blowing its (b) _____ to herald the advance of (c) _____, the (d) _____ bloom and (e) _____ upon the grass in (f) _____ happiness. The poet thinks that before the arrival of spring, the flowers go to a school (g) _____ and learn their lesson. They have their holidays only when it rains and they come out rushing in colourful dresses. The sky is their home towards which they raise their (h) _____ because their (i) _____ lives there and they are always in a (j) _____ to go home.

HELP BOX

mother	arms	hurry	great
east	bagpipes	flowers	rain
underground	dance		

2. Imagine that you are a child of the Flower- School. Write a letter to your mother describing your experience and feelings in your school. You may begin your letter as follows: -

	Flower School
Dear Mother,	Date-
How are you? You'll be glad to know that I go to school every day. Do you know how and where our school is? The school is situated underground. _____	
_____ We make a lot of fun. But our class teacher is	

I am looking forward to the holidays.	
I miss you a lot, Mom.	
	Yours lovingly, (Name)

Air Pollution – A Hidden Menace



A. Lead in :

Has it ever happened to you that when you come back home from outside, you have a running nose or you keep on coughing ? Have rain drops ever tasted sour ? When you are on public roads, you inhale a lot of polluted air and you feel uneasy. Many factors contribute to this air getting polluted. Air pollution is a hidden menace and poses the greatest threat to mankind in the future. Let us read the following piece and think of ways in which we can ensure that we breathe clean and pure air.

B. The Text :

No one can forget one of the most tragic **industrial** accidents that occurred at Bhopal on 3 December, 1984. Deadly gas from a chemical plant operated by **Union Carbide** escaped into the atmosphere, killing over 4000 local residents and rendering blind and **crippling** a large section of the city's surviving population. Not only Bhopal but now every city, every town, every corner of the earth is facing such a crucial problem. Every day, every moment we breathe polluted air and may become a **victim** of air pollution.

A man can live without food for a month, without water for two or three days, but he cannot live without breathing even for a minute. It is estimated that an average adult exchanges 15 kg of air a day, in comparison to about 1.5 kg of the food consumed and 2.5 kg of water **intake**. It is obvious that the quantum of pollutants that enter our body through respiration would be **manifold** in comparison to those taken in through polluted water or **contaminated** food.

Air is a mixture of gases comprising 78 percent nitrogen, 21 percent oxygen and a little less than 1 percent **argon**, together with 0.03 percent carbon dioxide. These elements make up 99.9 percent of dry air. As long as this composition is maintained, the air is pure. If this composition is altered, i.e. the oxygen level gets reduced or irritating gases enter the atmosphere, then the air is said to be polluted and inhalation of this polluted air can lead to respiratory disorders.

Our air is being poisoned with the by-products of an expanding technological society. Air pollution is nothing new, but what is new is the scope and **severity** of air pollution.

In recent times, quite a large number of industries can be seen in urban areas as well as in rural pockets. Most of these industries **spew** dense smoke from their chimneys. What is this smoke made of and how is it produced ? Industries require steam and to produce it various fuels such as coal, coke, furnace oil are burnt. During burning, along with heat, smoke is also produced. Where does this smoke go ? Apparently, it disappears in a short time but in reality it never does so. Instead, it mingles with the atmospheric air and pollutes it. We respire this polluted air containing **obnoxious** gases, ash and dust particles. Without our knowledge, our lungs slowly become garbage dumps for these pollutants.

Thermal power stations are rated the first among the industries that discharge high amounts of smoke and ash. Other significant industries contributing to air pollution are cement, steel and ore processing industries. Some of the chemical industries also release toxic fumes into the air, along with smoke.

The automobile **exhausts** are in no way less dangerous than the industrial smoke. It is reported that automobiles in Greater Kolkata alone spew about 1500 tonnes of pollutants into the atmosphere every day. It is stated that a person living in Kolkata, whether he is a smoker or not, is forced to inhale toxic substances equivalent to smoking two packets of cigarettes a day. The levels of pollution in cities like Delhi, Mumbai and Chennai are equally alarming. To meet the demands of an exploding population, the number of buses **plying** on the roads are being increased. Equally a greater number

of lorries and other goods carriers are on the move. Along with heavy vehicles, use of cars, jeeps and two-wheelers such as bikes, scooters and mopeds have increased dramatically – all contributing to significant levels of air pollution. Automobiles are responsible for 60 percent of air pollution in various parts of the world as they release maximum carbon monoxide into the atmosphere. The **menace** of air pollution attributed to the automobile exhausts has now reached the peak level, and if this trend continues, we may have to wear nasal filters on our nose in future.

The damage caused by pollution is enormous. In money alone it represents a loss of billions of dollars each year. Many flower and vegetable crops suffer ill effects from car exhaust gases. Trees have been killed by pollution from power plants. Cattle have been poisoned by the fumes from **smelters** and recover aluminum from ore. Air pollution causes rubber tyres on automobiles to crack and become **porous**. Fine buildings become shabby, their walls blackened with soot that has settled on them. Building surfaces may actually deteriorate because of air pollution.

But the high cost of air pollution is most strikingly illustrated in its damaging effects on the human body. Air pollution causes eye irritations, scratchy throats, and respiratory illnesses. It also contributes to a number of serious diseases. In both the United States and Europe, periods of high levels of air pollution were linked to an increased number of deaths.

Much direct harm is done by air pollution. Scientists are alarmed because the amounts of gases such as carbon dioxide, methane, and nitrous oxide in our atmosphere are increasing. These gases tend to trap the radiation that reaches the earth from the sun and as a consequence of which the atmosphere could become warmer. This process would eventually lead to global warming.

Scientists have been concerned, too, about the widespread use of a substance that may destroy the atmospheric layer that protects us from harmful kinds of solar energy. This substance belongs to a group of chemicals and **chlorofluorocarbons**. It is used as a refrigerant and a cleaner and was once widely used in spray cans.

Another concern is acid rain. This is rain or other **precipitation** that contains oxides of sulphur and nitrogen, along with other chemicals. Acid rain causes damage in lakes and rivers. It poisons the plants and animals that live in the water. It may also affect crops and other plants, stone buildings and monuments and drinking water.

Acid rain affects everything it falls on. The water in rivers and lakes turns acidic. For instance, in Sweden, 4000 lakes have been so severely affected that no fish has survived. It also changes the soil's nutrient content. It washes or **leaches away** nutrients like potassium, calcium and magnesium from the upper layer that help trees grow. Acid rain kills large stretches of forests, leaving behind leafless skeletons of trees.

When forests begin to die, the animals and birds in those forests follow. Among the growing list of species threatened by acid rain are the Pied Flycatcher and Apollo Butterfly in Sweden. The Dipper fish has vanished from the river of Central Wales, and the Brown Trout from Norwegian lakes. The list goes on.

What about our health ? Acid rain irritates the sensitive tissues of our eyes and lungs, particularly in children. It can also cause skin **lesions**.

Living beings apart, even buildings are not spared. In Poland, the beautiful old buildings of Krakow are slowly being destroyed by acidic **smog**. In Athens, a city which is highly polluted, acid rain is eating into the marble of its world-famous monuments. Experts say that more damage has been done in the past 25 years than in the previous 2000 !

There are three basic approaches to control air pollution – Preventive measures, such as changing the raw materials used in industry or the **ingredients** of fuel; **dispersal measures** such as raising the heights of **smokestacks**; and collection measures, such as designing equipment to **trap** pollutants before they escape into the atmosphere.

Nearly, all the highly industrialized countries of the world have some type of **legislation** to prevent and control air pollution. One difficulty is that pollutants may be carried by the wind from one country to another, often for distances of thousands of miles. The death of lakes in eastern Canada has been caused by acid rain that originated in the United States. Acids produced in Britain and France have caused damage in Sweden.

There have been many initiatives in different countries for making law, setting standards and norms to check air pollution and ensure quality air. Air quality programmes have brought improvements in many areas. For example, burning low-sulphur coal and oil in factories and power plants has lowered pollution in many cities. To meet standards, automobile engines have been re-designed and new cars have been equipped with devices such as the catalytic converter which changes pollutants into harmless substances. Because of these new devices, air pollution from car exhaust has also been reduced.

It is not easy to bring about the new developments needed to control air pollution. Many people – physicians, engineers, **meteorologists**, botanists, and others are involved in research, seeking new ways. Vast sums of money will have to be spent in the future to clean the air and to keep it clean. Often pollution control means higher prices – to cover the cost of control devices in **emission systems** of new cars, for example. But to most people, the cost is justified. Perhaps the day will come when people everywhere can breathe pure air in cities where the sunlight is no longer blocked by an umbrella of pollution.

C. Notes and glossary :

industrial	:	relating to industry
Union Carbide	:	name of the industry in Bhopal
crippling	:	damaging
victim	:	someone who suffers as a result of something
intake	:	consumption

manifold	:	of many different kinds
contaminated	:	impure
argon	:	chemically inactive gas
severity	:	seriousness
spew	:	throw out
obnoxious	:	unpleasant
exhausts	:	the gas or steam out of the engine of a car etc.
plying	:	running
menace	:	threat
smelters	:	furnaces
porous	:	having small holes
chlorofluorocarbons	:	chemicals used for cooling in refrigerators
precipitation	:	fall of rain, snow or hail
leaches away	:	washes away
lesions	:	wounds or injuries
smog	:	a mixture of smoke and fog
ingredients	:	things used to make something
dispersal measures	:	ways of scattering things
smokestacks	:	tall chimneys that carry smoke away from factories
trap	:	retain
legislation	:	a body of laws
meteorologists	:	persons who study weather conditions
emission system	:	a system of sending out smoke

D. Let's understand the text :

1. What accident took place at Bhopal in 1984 ?
2. Why is it called an industrial accident ?
3. What were the tragic consequences of it ?
4. How is air important for man ?
5. What is the major source of contamination of the human body ?
6. What is the composition of air ?
7. When is air said to be polluted ?
8. What fuels do the industries use ?
9. How does the released smoke affect man ?
10. Why do thermal power stations cause more pollution ?
11. What are the other industries equally harmful for us ?
12. Why are the automobiles increasing on the road ?
13. How do the automobiles contribute to air pollution ?
14. What are the effects of air pollution on vegetable crops and trees ?
15. How are buildings affected by polluted air ?
16. What health problems are caused by polluted air ?
17. How is air pollution responsible for increasing the temperature ?
18. What harm can refrigerant do ?
19. What is acid rain ?
20. How is water affected by acid rain ?
21. What is the impact of acid rain on soil ?
22. What are the ways to control air pollution ?
23. How have different countries tried to check it ?
24. How have the air quality programmes brought us benefits ?
25. Why do we still need to find out better ways to control air pollution ?

E. Let's go beyond the text :

- (i)
1. Why does the oxygen level in the atmosphere get reduced ? What could be its consequences ?
 2. How do the chemical industries cause dangerous air pollution ? What is its far reaching consequences ?
 3. How is acid rain caused ?
 4. How does polluted air travel from one country to another ?
 5. What steps can be taken to reduce the pollution caused by automobiles` ?
Is air pollution a global problem ?
- (ii) Given below is a table. Read the text and complete the table.

Air Pollution

Caused by	Impact on	Nature of Damage
industries		
		smoke and ash in air
automobile		
	soil	
		destroying atmosphere layers

F. Let's do some activities :

1. Let's think together.

The text you have read mentions some steps to reduce air pollution. Now work in groups to suggest more steps for dealing with the problem. You can refer to newspapers, journals and discuss among yourselves to get more ideas (The teacher divides the class into four or five groups for the purpose)

2. Let's speak and listen.

Each group presents its ideas in the class regarding the steps to control air pollution. Other groups listen and react to the ideas.

After all the groups have presented ideas, commonly agreed aspects should be finalized (The teacher acts as the observer and coordinator.)

3. Let's write :

Write a letter to the Editor of a newspaper / the Minister, Department of Environment explaining the importance of clean air and suggesting ways to keep it clean and pure.

4. Let's debate:

Some speak 'for' the motion and some 'against'. The teacher acts as Chairperson.

- i) Use of private vehicles should be banned to control air pollution.
- ii) Industries being the major source of pollution need to be disestablished.

G. Let's enrich our vocabulary :

- i) There are some words / phrases in the text used to convey the harmful effects of air pollution on mankind.

A few examples are given : deadly, irritating gases

Pick out the other such words / expressions from the text and write in your copy.

- ii) (a) The word 'respiration' is the noun form of the verb 'respire' : Now with the help of a dictionary find out verb / noun forms of the following.

Noun	Verb	Verb	Noun
Resident		Consume	
Pollution		Alter	
Composition		Believe	

Inhalation	Reduce
Emission	Produce
Comparison	Operate
Knowledge	Expect
Recovery	Represent
Destruction	Radiate
Contamination	Illustrate
Precipitation	Justify
Deterioration	Prevent

(b) Arrange the words provided under **noun** and **verb** in the order in which they should come in a dictionary.

iii) Read the sentences below :

..... buildings of Krakow are slowly being destroyed by acidic smog.

Mark the word underlined. Two words, i.e. 'smoke and fog' (smoke + fog) have formed the word 'smog'. Such process of word formation is known as **blending**. Many new words are being made in this process and are increasingly in use. Given below is an exercise. Complete it.

Foreign + exchange bank = bank

..... + policy = exim policy

Slim + tender =

..... + = telecast

iv) Given below are some expressions. Use a single word for each expression. Go to the text to find the words.

a great threat

getting worse day by day

things used to make something

a body of laws

one who studies weather conditions.

H. Let's learn language :

a) Mark the following sentences used in the text :

- i) irritating gases enter the atmosphere.
- ii) Every day, every moment we breathe polluted air to become a victim of air pollution.

The words underlined above are known as 'participle adjectives'.

Here 'irritating' is the present participle adjective and 'polluted' is the past participle adjective in the above sentences.

Find out in the text how many such participles are there and make a list.

Present Participle _____, _____, _____, _____,

Past Participle _____, _____, _____, _____,

Complete the following sentences with appropriate participles of the verbs given in brackets.

- 1. The beggar is wearing a shirt. (tear)
- 2. My father bought me a suit. (swim)
- 3. My friend wanted a instrument .(clean)
- 4. I never like to take a egg. (boil)
- 5. Air pollution causes problem. (breathe)
- 6. People get deceased in a atmosphere. (pollute)
- 7. Air pollution has effect on buildings. (damage)
- 8. Severity of air pollution is more found in countries. (develop)

b) Punctuate the following text :

In the United States control of air pollution is chiefly the responsibility of the state and local governments all the states have air quality management programmes which are patterned after federal laws the basic federal law dealing with air pollution is the clean air act of 1970 amended in 1990 under this law the federal environment protection agency sets standards for air quality what are the standards.

I. Let's prepare a Project :

You live in a locality. You might have experienced some sort of pollution in your locality. It might be pollution of air or water or soil or could be noise pollution. Survey your area with a focus on the **nature of pollution, its ill effects, causes of pollution** and **measures to control** the same. Analyse and interpret the data/ information collected. Write all these in a project format.

(It could be an individual or group project.)



From the Formalin Jar

Dr. Reeta S. Mani



A. Lead-in :

Do you know that road accidents are very common in India nowadays? You will be shocked to know that 152,000 people died in India, including 5315 in Odisha in 2018 as a result of road accidents. The number of those who get injured or disabled is nearly three to four times higher than the number of deaths. Increasing incidences of traffic violation and lack of awareness about safety rules have turned out to be the major factors of such deaths. The WHO (World Health Organisation) has identified five major risk factors of road injuries such as speed, alcohol, seat belt, helmet and visibility. We can also add distracted driving such as using cell phones or listening to music while driving, besides tiredness and unsafe roads as the major reasons for death.

Let's read an interesting poem '**From the Formalin Jar**' to know about road safety.

B. Let's listen to the poem :

- Listen to your teacher as s/he reads the poem aloud with proper rhythm. Don't open your books while listening.
- Your teacher will read it aloud for the second time. You listen to him/her. Then read the poem silently and answer the questions that follow.

C. The Text :

Hi ! I am Vicky's brilliant brain
Sitting in a formalin jar with disdain;
On display to promote knowledge gain
Watching people stare at me again and again.

How insulting to be called a 'specimen'
Two years ago I was part of a living human;
I got no stroke, tumour or bugs within
Yet ended up in this jar, to my chagrin.

Vicky was a young boy, smart and sane
Full of life and vigour, sun, wind or rain;
Computers and maths were his domain
His motto in life was 'No pain, No gain'.

Vicky's love for his parents was truly insane
And he adored his gran'ma, wrinkles and cane;
In college, when he stole a glance at Lorraine
Why his heart went thud-thud, only I could explain!

On a wet monsoon day, for a task mundane
Vicky rode his bike to his friend in the next lane;
For once, from wearing his helmet he did refrain
God! He met with an accident gory and inhumane.

All it took was a stray moment inane
A young life lost, a family crushed with pain;
Dear friends, take care; risky driving can be bane
DRIVE SAFE- let your precious life not be in vain!

D. About the Poet :

Dr. Reeta S. Mani is a doctor by profession and a writer by passion. She is a Neurovirologist at the National Institute of Mental Health and

Neurosciences (NIMHANS), Bengaluru. Dr. Reeta has published (online and in print) several short stories, poems, essays and travelogues, including several short stories for children. She loves to weave health information into her stories to educate and foster inquisitiveness in children.

E. About the Poem :

This poem (*From the Formalin Jar*) was written in September 2013 to create awareness about 'Safe Driving' and other road safety rules in the community and published online at *youthspring.net*, a forum for nurturing youth well-being. Road traffic injuries are the leading causes of death and disabilities, especially among children and young adults. This heart-breaking poem conveys how a moment of simple carelessness cost a young, lively and caring boy his precious life.

NIMHANS has a unique Human Brain Museum where many brain specimens affected by various disease conditions (like infection, tumor, stroke, injury and neurological disorders, etc.) are preserved in formalin and displayed in see-through jars. One of the brain specimens is from an unfortunate accident victim who succumbed to head-injuries. Perhaps, he would not have lost his life had he worn a helmet while driving his two-wheeler. 'Vicky' is a fictional character created by the poet for this poem, as she tenderly reflects on the individual behind the 'brain specimen' in the formalin jar, whose life was tragically cut-short in a road accident.

The poem teaches a lesson that age, fame, beauty, strength or wisdom becomes meaningless unless a person is careful about his safety.

E. Notes and Glossary

formalin : a simple chemical compound made of hydrogen, oxygen and carbon

disdain	: the feeling that someone, or something is unworthy of respect
stare	: to look at somebody, or something for a long time
specimen	: sample
stroke	: sometimes called a 'brain attack', it occurs when blood supply to an area in the brain is cut off.
tumour	: a mass of cells growing in or on a part of the body, usually causing medical problems
bug	: an infectious illness that is usually fairly mild
chagrin	: a feeling of unhappiness, disappointment or annoyance
smart	: looking clean and neat, well dressed in new and attractive
sane	: having a normal healthy mind/sound health (not mentally ill)
vigour	: energy/force/enthusiasm
domain	: an area of knowledge, or activity
motto	: aims and beliefs of a person
No pain, No gain	: It is necessary to work hard or suffer in order to gain success in life
insane	: (here) excessive
adored	: loved very much
wrinkles	: lines on the skin due to old age etc.
cane	: stick (walking stick)
mundane	: ordinary, not intensive or exciting, not important
refrain	: to stop yourself from doing something
gory	: involving a lot of blood/bloodshed
inhumane	: cruel, unkind
stray	: separated from others
inane	: stupid or silly
crushed	: suffered
bane	: cause of misery, opposite of boon, curse
in vain	: useless, or unsuccessful

F. Let's understand the Poem :

1. What is this poem about?
2. Where is Vicky's brilliant brain?
3. Why is the brain put inside the formalin jar?
4. Who does 'I' refer to in the poem?
5. How does the brain feel inside the jar?
6. Who is the brain talking about?
7. What does the brain say about Vicky?
8. Do you think that Vicky and the brilliant brain are two persons?
Why ?
9. Which were Vicky's favourite subjects ?
10. What was the motto of his life ?
11. Was Vicky good at studies ? How do you know this?
12. Vicky loved his parents. Which line says so?
13. Which word says that Vicky loved his grandmother very much?
14. What else, besides studies, did Vicky do during his college days?
15. Who was Lorraine? Why did he steal a glance at her ?
16. Why does the poet say that only the brain could explain the cause of Vicky's heart-beat; thud-thud?
17. Read the stanza 5 and stanza 6 again. What are they about ? How are they different from others ?
18. Where was Vicky riding ? When and why ?
19. Where was his friend's house? Was it very far?
20. Why did he go to his friend?
21. What caused the accident ? Which words in the poem describe the accident ?

22. What meaning does the line-‘For once, from wearing his helmet he did refrain’ convey? Was it Vicky’s habit to wear his helmet while riding his bike ?
23. How did the accident affect Vicky and his family ?
24. What message does the poet have for the young generation through this poem ?
25. Can you say why such dreadful accidents occur on road and cause death every moment?
26. Suggest some ways to reduce Road Traffic Injuries (RTI)?

G. Let’s appreciate the Poem :

1. Who donated Vicky’s brain to the Medical College? How is it preserved and used?
2. What does the line ‘On display to promote knowledge gain’ express?
3. What is called a specimen? Why is the brain preserved as a specimen?
4. How was the brilliant brain a part of a living human two years ago?
5. What does the phrase-‘Yet ended up in this jar’ mean to you?
6. Which expression suggests that Vicky was hard working?
7. Why does the poet say, “Only I could explain”?
8. Should we consider such demise ‘by chance or by choice’?
9. The poet uses flashback, which is often used to recount events that had happened before the story started. Which stanzas talk about the past events and which ones the present incident?
10. Find the rhyming words in the poem.
11. Why does the poet use capital letters for the first two words in the last line of the poem?
15. You read and understood the poem. Do you like the title of the poem? Why/Why not? Can you suggest another title for the poem?

H. Let's listen and speak :

(a) Listen to the following sentences about the poem (Your teacher reads the sentences aloud.) and say whether they are right or wrong. Then correct the sentences in case you find them wrong.

- i. Vicky's brain was sitting in the formalin jar with pleasure and respect.
- ii. The brain didn't like the people staring at him.
- iii. The brain felt insulted to be a specimen for others.
- iv. Vicky was a strong and stout young man.
- v. He was good at math and computer
- vi. He believed in taking pain to succeed in life.
- vii. He liked neither his grandmother nor her wrinkles and stick.
- viii. All his friends in the college disliked him.
- ix. He rode to his friend on a monsoon day for an important work.
- x. His friend's house was very far from his place.
- xi. He usually liked to wear helmet.
- xii. He was killed in a serious accident.
- xiii. He was clever, handsome and careful.

(b) Pronounce the following words correctly.

disdain, gain, again, human, sane, rain, insane, cane, explain, mundane, refrain, inhumane, pain, bane, in vain

(c) Imagine that Vicky's friend, Akash visited the Medical College, where Vicky's brain was preserved in a formalin jar. Given below is a dialogue between Vicky's brain and his friend, Akash. Practise the dialogue.

Brain : Hi, Friend! How're you?

Akash : Good. Who's speaking?

- Brain : I'm Vicky's brain!
- Akash : Where you're?
- Brain : In the formalin jar!
- Akash : Who put you here?
- Brain : The doctor.
- Akash : What for?
- Brain : For display! Students will gain knowledge.
- Akash : How did the doctor find you?
- Brain : Listen, Vicky was a young college boy. He was strong, stout, careful and brilliant. One monsoon day he was riding without wearing the helmet to his friend who lived the next lane. On the way he was killed in an accident. The doctor parted me from his body and put here for his students to gain knowledge.
- Akash : How sad !
- Brain : Dear Friend, Vicky was a brilliant boy, but on that fateful day he took it casually to wear his helmet as he was to ride to his friend who was staying the next lane. For his carelessness a precious life was lost. So please be careful and always **DRIVE SAFE** on road. Don't lose your life and put your family in sorrows and sufferings.
- Akash : Thank you Friend for your advice. I'm very sorry for Vicky, my fast friend, bye, see you!

I. Let's read and write :

(a) Given below is a table showing a chart of penalties for the road offences. Read the table and write a sentence for each.

One is done for you.

Sl No	Offence	Penalty (Rs) (Minimum Amount)
1	General	500
2	Rules of road regulation violation	500
3	Travelling without ticket	500
4	Unauthorised use without licence	5000
5	Driving without licence	5000
6	Disobedience of orders of authorities	2000
7	Drink and Drive	10,000
8	Speeding or Racing	5000
9	Vehicle without permit	10,000
10	Driving without qualification	10,000
11	Without Seat belt	1000
12	Without helmet	1000
13	Oversized vehicles	5000
14	Not providing way for emergency vehicle	10,000
15	Over speeding	1000/2000
16	Driving without insurance	2000
17	Dangerous driving penalty	5000
18	Offences by juveniles	25,000
19	Overloading of passengers	1000/1passenger
20	Overloading of two wheelers	2000

Example :

1. As per the Motor Vehicle Act, if you ride a bike without licence, you will have to pay a fine of Rs1000/.

(b) Read the traffic symbols and write one sentence for each. The first one is done for you.

				
Right Hand Curve	Left Hand Curve	Right Hair Pin Bend	Left Hair Pin Bend	Right Reverse Bend
				
Left Reverse Bend	Steep Ascent	Steep Descent	Narrow Road Ahead	Road Wideness Ahead
				
Narrow	Slippery	Loose Gravel	Cycle Crossing	Pedestrian

					
Stop	Give Way	One Way	No Entry	One Way	One Way Both Direction
					
Right Turn Prohibited	Left Turn Prohibited	One Way	U-Turn Prohibited	Over Taking Prohibited	Horns Prohibited
					
Speed Limit	Compulsory Turn Left	Compulsory Ahead Only	Compulsory Turn Right Ahead	Compulsory Ahead Or Turn Right	Compulsory Ahead Or Turn Left
					
	Compulsory Keep Left	Compulsory Sound Horn			

Example:

1. The first symbol indicates that there is a right hand curve ahead.

- (c) Imagine that you are a reporter of 'The Times of India' in Bhubaneswar. Write a report basing on the incident/contents of the poem 'From the Formalin Jar' for the newspaper. Suggest some ways to check road accidents, and advise young children to be careful about the traffic rules.
- (d) Work in groups of four and prepare placards / posters on ROAD SAFETY. Display them near school notice board. (Your teacher will guide you.)



School's Goodbye

Lord Eustace Percy

A. Lead – in :

This is your final year in school. You will say goodbye to your school soon after your test examination is over, won't you ? Your last day at school will be a sorrowful one as you are going to leave it for good. You won't be able to enjoy life at your school ever again. You feel emotionally attached to your school. When you say goodbye to it, it is like saying goodbye to your own family. But your education does not end here. You move out from school to the wider world to prepare yourself for facing the challenges in life. Read the lesson to learn how to face the reality of life.

B. The Text :

You are now about to leave school and before you go we desire to send you our best wishes for your future **welfare**.

Although you are **parting from** school in which you have spent so many years, we hope you will not forget it and think that your education is finished. In whatever trade or profession you desire to follow, you will soon find that, if you are **ambitious to succeed** in it, you must continue your education.

Success in life is not easily **secured**; it only comes to those who work hard and continue learning.

Very soon you will require to choose a trade or profession. Choose with the greatest care and avoid **as far as** you can any occupation that leads nowhere. Aim rather at work that has in it the promise of an interesting and happy future ; and if at first you are forced to take a job that can only last for a short time, try to get one, as soon as possible, that is to your liking. If at any time you are in doubt **as to** the choice you should make, do not hesitate to ask advice from one of your teachers.

Success in life depends largely on good health. Keep your body fit, and by cleanliness, fresh air, regular habits, and suitable **recreations**, make yourself strong to play the game, and to do it in every sense of the word. Avoid anything that will **sap** your health. Smoking in your youth **stunts** the body, and **clouds** the brain. Be temperate in all things, and **beware of** drink. It is the deadly enemy of health and efficiency.

Above all remember that your character is a priceless possession. Keep it therefore **untarnished**. Be truthful in all things, **considerate** to everybody, fair to your rivals, kind and helpful to all who are weak and suffering, and do not be afraid to have courage to stand up for what is good, pure and noble. Avoid gambling in every form; it is a mean game trying to get something for nothing and at somebody's cost.

Make provision for hard times.

In your leisure hours, avoid mere idling. Fill such hours with interesting hobbies, good books, and with companionships and associations calculated to exercise over you an influence for good. To a large extent, you will be known by the company you keep.

With a sound mind in a sound body, a good character, courteous manners, and loyalty to the duties of your nation and its high ideals, you will, by God's grace, be a credit to your family, a good citizen, and in your whole life, a real success.

C. About the Author :

The essay "School's Goodbye" conveys a message to school children by Lord Eustace Percy, a former Minister of Education in Britain. You will benefit from reading it as it tells students how to become good human beings and citizens in future.

D. Notes and glossary :

welfare	:-	the health and happiness of people.
part from	:-	to leave someone
ambitious	:-	actively seeking success, wealth, status etc.
succeed	:-	to achieve a desired aim
secure	:-	to obtain something
as far as	:-	to the extent that

as to (formal)	:-	about, concerning
recreation	:-	a hobby, amusement, game or pastime
sap	:	gradually weaken
stunt	:-	to prevent something or somebody from growing properly
cloud	:-	to make uncertain or confused
beware of	:-	be careful, be on your guard against something
above all	:-	most importantly
untarnish	:	free from / without any black spot
considerate	:-	unselfish, giving thought to the happiness and comfort of others

E. Let's understand the text:

- Q.1. Who is the speaker in the essay ? Who are the audience ?
- Q.2. What does the speaker speak about ?
- Q.3. What is the wrong notion pupils generally have when they say goodbye to their school ?
- Q.4. Why is it necessary to continue your education even after leaving school ?
- Q.5. What care should be required for the choice of a profession ?
- Q.6. What should you do if you are forced to take up a job you do not like ?
- Q.7. Who should you seek advice from if you are not able to decide on the right profession ?
- Q.8. What are the things that prevent someone from achieving success ?
- Q.9. What is most essential for achieving success in life ?
- Q.10. How can you keep in good health ?
- Q.11. What should we avoid to remain healthy ?
- Q.12. What is the priceless possession of an individual ?

- Q.13. How can one's character be kept sound and strong ?
- Q.14. What should be avoided to safeguard one's character ?
- Q.15. How should one spend one's leisure hours ?
- Q.16. How can an individual prove himself an asset to the nation ?

F. Let's understand the text better :

- Q.1. Who are the real audience in the essay ?
- Q.2. Why does the speaker advise the audience to continue their education after school ?
- Q.3. Why do students seek advice from their teachers ?
- Q.4. How does good health help you ?
- Q.5. What is the harmful effect of smoking ?
- Q.6. Why is drink called the deadly enemy of health and efficiency ?
- Q.7. Why is character a priceless possession of a human being ?
- Q.8. Why should we help the weak and the suffering ?
- Q.9. What do you mean by hard times ?
- Q.10. How can we spend our leisure hours wisely ?
- Q.11. How can we achieve real success ?

G. Let's read between the lines:

- 1. Even after school one should continue one's education.

Suggest various ways in which one can continue learning.

- a. Self - study (One has been suggested for you)
- b. _____
- c. _____
- d. _____

2- We should seek advice from our teachers.

Our teachers advise us to

- a. work hard our studies. (One has been mentioned for you.)
- b. _____
- c. _____
- d. _____

3- We must make provisions for hard times.

Hard times

Provisions

Monetary crisis

Savings (One has been done for you.)

4- We should be loyal to our nation and be good citizens.

List the duties of a good citizen

- 1. Sacrifice for the nation (One of the duties has been stated for you)
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

H. Let's listen and speak:

Discuss in pairs / groups.

- I. Rights of a good citizen
- II. Duties of a good citizen

Students are divided into two groups. One group will discuss "Rights of a good citizen". Another group will discuss "Duties of a good citizen".

The discussion will take place under the guidance of the teacher.

I. Let's learn some words :

(i) Match the words under 'A' with their meanings under 'B'

A	B
beware of	polite or well-mannered
untarnished	mercy
stunt	chiefly or mainly
for good	habit of betting money
above all	honest
courteous	be careful
grace	pure and bright
largely	permanently
gambling	stop something from growing
fair	most importantly

(ii) Express the following in a single word :

- i. the health and happiness of people
- ii. having ambition
- iii. to obtain something
- iv. profession or a job of a person
- v. to prevent something or somebody from growing properly
- vi. too valuable to have a price
- vii. quality of being loyal
- viii. to weaken someone's strength slowly
- ix. quality of being efficient
- x. be on your guard against something

(iii) Convert the following verbs to nouns and frame sentences :

calculate, associate, consider, educate, hesitate, profess, occupy

(iv) Write “the -ing” forms of the following verbs :

decide, make, occupy, part, begin, gamble, sap, promise, forget, study, provide.

J. Let's learn language :

(a) Although / Though

Both the words ‘although’ and ‘though’ can be used as conjunctions. They are used to join two contrasting statements.

Ex. Although he is leaving school, he will not forget his school days.

We can now break the above sentence and make two independent sentences:

- i. He is leaving school.
- ii. He will not forget his school days.

Combine the following sentences using though / although

- i. My bicycle is very old. It will run well.
- ii. It was raining heavily. I went out without a raincoat.
- iii. The man is poor. He is happy.
- iv. He went on running. He was tired.
- v. The bus was overloaded. We were able to find seats.
- vi. My granny is eighty. She still likes singing devotional songs.
- vii. Bubli has a scooty. She often goes to school on foot.
- viii. They are sisters. They never talk to each other.
- ix. Jyotishree invited me cordially. I did not attend her birthday.
- x. The boy looks weak. He is really very strong.

b. Imperative Sentences

Look at the sentences below :

- a. Avoid anything that will sap your health.
- b. Make provision for hard times.
- c. Be a credit to your family.

In the above sentences the subject 'you' is not mentioned. These sentences express an order, a request, a piece of advice, a command, a warning or a suggestion.

In the imperative sentences

- the subject 'you' is usually not expressed.
- the sentence can be made negative.
- there is no change in tense, aspect, voice and modality.

Turn the following statements to imperatives.

1. I want you to go ahead.

Ans:- Go ahead.

2. I want you to get up early in the morning.
3. The commander ordered the soldiers to march forward.
4. The doctor advised him to take this medicine after food.
5. The watchman warned you to beware of the dog.

K. Let's write :

The class is divided into groups, each group consisting of four or five students. The following areas are distributed among the groups. Each group is asked to prepare notes on the area given by making indepth analysis of the relevant portion of the text. They may also provide additional information from their experiences.

- Each group is expected to develop a write-up on the basis of the notes.
- Each group presents its note and write-up before the class.

Areas : Choosing a profession

Good health

Sound character

Use of leisure hours.

(Teacher may facilitate the activity.)

□□□

NON-DETAILED TEXT

A TIGER IN THE HOUSE



A. Before you read :

You are going to read “A Tiger in the House” (The teacher writes the title on the blackboard; asks a guessing question). What do you think the story will be about : A tiger entered a house or someone pets a tiger in his house or something else? Read the story and check your guess about the story.

B. Text

I

TIMOTHY, THE TIGER-Cub, was discovered by Grandfather on a hunting expedition in the Terai Jungle near Dehra.

Grandfather was no shikari, but as he knew the forests of the Siwalik hills better than most people, he was requested to accompany the party- it consisted of several very important persons from Delhi- to advise on the land and the direction the beaters should take once a tiger had been spotted.

The camp itself was sumptuous- seven large tents (one for each shikari), a dining tent, and a number of servants' tents. The diner was very good, as Grandfather admitted afterwards; it was not often that one saw hot-water plates, finger- glasses and seven or eight courses, in a tent in the jungle! But that was how things were done in the days of the Viceroys. There were also some fifteen elephants, four of them with howdahs for the shikaris, and the others specially trained for taking part in the beat.

The sportsmen never saw a tiger, nor did they shoot anything else, though they saw a number of deer, peacocks and wild boar. They were giving up all hope of finding a tiger, and were beginning to shoot at jackals, when Grandfather, strolling down the forest path at some distance from the rest of the party, discovered a litter tiger about

eighteen inches long, hiding among the intricate roots of a banyan tree. Grandfather picked him up, and brought him home after the camp had broken up. He had the distinction of being the only member of the party to have bagged any game, dead or alive.

Comprehension check :

- 1) Who was Timothy and where was it discovered?
- 2) Why did Grandfather accompany the party ?
- 3) The writer says that the camp was very splendid. Why ?
- 4) Who discovered Timothy and when ?
- 5) Do you think Grandfather was very bold ? Why do you think so ?
- 6) What kind of special quality did Grandfather have ? How was Grandfather different from other members of the party ?
- 7) Do you think Grandfather will pet the tiger cub at home ?

(Read the next part of the story to know what happens to the tiger cub.)



At first the tiger cub, who was named Timothy by Grandmother, was brought up entirely on milk given to him in a feeding bottle by our cook, Mahmoud. But the milk proved too rich for him, and he was put on a diet of raw mutton and cod liver oil, to be followed later by a tempting diet of pigeons and rabbits.

Timothy was provided with two companions- Toto, the monkey, who was bold enough to pull the young tiger by the tail, and then climb up the curtains if Timothy lost his temper, and a small mongrel puppy, found on the road by Grandfather.

At first Timothy appeared to be quite afraid of the puppy, and darted back with a spring if it came too near. Finally, he allowed the puppy to crawl on his back and rest there !

One of Timothy's favourite amusements was to stalk anyone who should play with him, and so, when I came to live with Grandfather, I became one of the tiger's favourites. With a crafty look in his glittering eyes, and his body crouching, he would creep closer and closer to me, suddenly making a dash for my feet, rolling over on his back and kicking with delight, and pretending to bite my ankles.

He was by this time the size of a full-grown retriever, and when I took him out for walks, people on the road would give us a wide berth. When he pulled hard on his chain, I had difficulty in keeping up with him. His favourite place in the house was the drawing room, and he would make himself comfortable on the long sofa, reclining there with great dignity, and snarling at anybody who tried to get him off.

Timothy had clean habits, and would scrub his face with his paws exactly like a cat. He slept at night in the cook's quarters, and was always delighted at being let out by him in the morning.

'One of these days', declared Grandfather in her prophetic manner, 'we are going to find Timothy sitting on Mahmoud's bed, and no sign of the cook except his clothes and shoes !'

Of course, it never came to that, but when Timothy was about six months old a change came over him; he grew steadily less friendly. When out for a walk with me, he would try to steal away to stalk a cat or someone's pet Pekinese. Sometimes at night we would hear frenzied cackling from the poultry house and in the morning there would be feathers lying all over the veranda. Timothy had to be chained up more often. And, finally, when he began to talk Mahmoud about the house with what looked-like villainous intent, Grandfather decided it was time to transfer him to a zoo.

The nearest zoo was at Lucknow, two hundred miles away. Reserving a first class compartment for himself and Timothy -no one would share a compartment with them- Grandfather took him to Lucknow where the zoo authorities were only too glad to receive as a gift a well fed and fairly civilized tiger.

Comprehension check:

- 1) Who are there in this part of the story ?
- 2) Who named the tiger cub and who brought it up ?
- 3) What was the diet of the tiger cub ?
- 4) Who were Timothy's companions at home ?
- 5) What was Timothy's favorite amusement ? How did the writer become Timothy's favourite ?
- 6) What kind of change came over Timothy, when he was six months old ?
- 7) Grandfather decided to transfer Timothy to a zoo. Why ?
- 8) Where did Grandfather take him and how ?
- 9) Do you think Timothy will be happy at the new place ?

Read the last part of the story and see whether your prediction is right or wrong.



About six months later, when my grandparents were visiting relatives in Lucknow, Grandfather took the opportunity of calling at the zoo to see how Timothy was getting on. I was not there to accompany him, but I heard all about it when he returned to Dehra.

Arriving at the zoo, Grandfather made straight for the particular cage in which Timothy had been locked up. The tiger was there, crouched in a corner, full-grown and with a magnificent striped coat.

'Hello Timothy !' said Grandfather and, climbing the mailing with ease, he put his arm through the bars of the cage.

The tiger approached the bars, and allowed Grandfather to put both hands around his head. Grandfather stroked the tiger's forehead and ticked his ear, and, whenever he growled, smacked him across the mouth, which was his old way of keeping him quiet.

He licked Grandfather's hands and only sprang away when a leopard in the next cage snarled at him. Grandfather 'shoed' the leopard away, and the tiger returned to lick his hands; but every now and then the leopard would rush at the bars, and the tiger would slink back to his corner.

A number of people had gathered to watch the reunion when a keeper pushed his way through the crowd and asked Grandfather what he was doing.

'I'm talking to Timothy', said Grandfather. 'Weren't you here when I gave him to the zoo six months ago?'

'I haven't been here very long', said the surprised keepers, 'Please continue your conversation. But I have never been able to touch him myself, he is always very bad tempered.'

'Why don't you put him some where else?' Suggested Grandfather. 'That leopard keeps frightening him. I'll go and see the Superintendent about it.'

Grandfather went in search of the Superintendent of the zoo, but found that he had gone home early; and so, after wandering about the zoo for a little while, he returned to Timothy's cage to say goodbye. It was beginning to get dark.

He had been stroking and slapping Timothy for about five minutes when he found another keeper observing him with some alarm. Grandfather recognized him as the keeper who had been there when Timothy had first come to the zoo.

'You remember me', said Grandfather. 'Now why don't you transfer Timothy to another cage, away from this stupid leopard?'

'But- sir-' stammered the keeper, 'it is not your tiger'.

'I know, I know' said Grandfather testily. 'I realize he is no longer mine. But you might at least take a suggestion or two from me'.

'I remember your tiger very well,' said the keeper. 'He died two months ago.'

'Died'! exclaimed Grandfather.

'Yes, Sir, of pneumonia. This tiger was trapped in the hills only last month, and he is very dangerous!'

Grandfather could think of nothing to say. The tiger was still licking his arm, with increasing relish. Grandfather took what seemed to him an age to withdraw his hand from the cage.

With his face near the tiger's he mumbled, 'Goodnight, Timothy', and giving the keeper a scornful look, walked briskly out of the zoo.

Ruskin Bond

Comprehension check :

- 1) Read the last part of the story and say what it is about.
- 2) When did Grandfather visit the zoo and why ?
- 3) What did Grandfather do at the cage where Timothy was kept ?
- 4) How did the tiger behave towards Grandfather?
- 5) What did he suggest the Keeper ?
- 6) Was the tiger really Timothy ? How do you know this ?
- 7) What did the Keeper say to Grandfather about the tiger ?
- 8) What made Grandfather give a scornful look to the keeper ?
- 9) Which character in this story do you like most and why ?
- 10) Can you give another title to the story ? Give reasons for your new title ?

C. Glossary :

expedition	:	party / trip
sumptuous	:	impressive
howdah	:	a seat for riding on the back of an elephant or a camel, often for more than one person
stroll	:	a slow relaxed / leisurely walk
intricate	:	having a lot of different parts and small details that fit together
tempting	:	attractive
mongrel	:	a kind of dog (that is a mixture of different breeds)
dart	:	run suddenly
stalk	:	follow stealthily / quietly
crouch	:	bend the knees and bring the upper body forward and down.
retriever	:	a large dog with thick black or light brown fur

D. Writing :

Answer the following questions in about fifty words.

- 1) Who was Timothy ? What made Grandfather to bring him home with him ?
- 2) Who were Timothy's companions and how was he brought up at home ?
- 3) Why did Grandfather decide to transfer Timothy to a zoo ?
- 4) What things did Grandfather do at the cage when he visited the zoo ?
- 5) How did the tiger react to Grandfather's activities ?
- 6) What made Grandfather become so sad and what happened to him in the end ?
- 7) Can you suggest some more lines to end the story in a different way ?

E. Activity :

Activity -1

Read the statements under column 'A' and write the names of the characters under 'B' (Who said) and the names under 'C' (To whom?). The first one has been done for you.

'A'	'B'	'C'
Statements of the Characters (What?)	Who said ?	To whom ?
I become one of the tiger's favourites I'm talking to Timothy. It is not your tiger. I realize he is no longer mine. He died two months ago. Good night ! Timothy	The writer	The readers

Activity-II

Read the following jumbled sentences and arrange them in proper order to get the summary of the story, 'The Tiger in The House':

- 1) Grandfather took Timothy to a zoo at Lucknow.
- 2) Timothy was brought up properly by attractive and good diet.
- 3) Timothy was discovered by Grandfather on a hunting expedition and was brought home.
- 4) The zoo authorities were glad to receive the well fed and fairly civilized tiger as a gift.
- 5) When Timothy was about six months old, a change came over him and he became less friendly and more furious.
- 6) About six months later, Grandfather visited the zoo to see Timothy, the tiger.
- 7) Grandfather left the zoo very sadly.
- 8) The Keeper said that the tiger had died two months before.
- 9) Timothy lived happily like one of the members of the writer's family.



THE BEGGAR

A. Before you read :

- 1) Before you start reading the story, take a close look at the title '**The Beggar**'. What do you think the writer is going to tell us in the story ?
- 2) You must have seen beggars everywhere in our country. Where do you find more beggars ?
- 3) How do you feel when you come across a beggar begging at your door or a beggar requests you for help ?
- 4) Do you like people to beg ? Why ? / Why not ?
- 5) Can we have a society without beggars ? Suggest some ways.

Now read the story to know what the writer tells us about the beggars.

B. The Text

I

“Kind sir, have pity; turn your attention to poor, hungry man ! For three days I have had nothing to eat; I haven't five copecks for a lodging. I swear it before God. For eight years I was a village school teacher and then I lost my place through **intrigues**. It is a year now since I have had anything to do.”

The advocate, Sergei, looked at the ragged, fawn- coloured overcoat of the suppliant, at his dull, drunken eyes, at the red spot on either cheek, and it seemed to him as if he had seen this man somewhere before.

“I have now had an offer of a position in the province of Kaluga,” the mendicant went on. “But I haven't the money to get there. Help me kindly; I am ashamed to ask, but - I am obliged to by circumstances”.

Sergei's eyes fell on the man's overshoes, one of which was high and the other low, and he suddenly remembered something.

"Look here, it seems to me I met you the day before yesterday in Sadovya Street," he said; 'but you told me then that you were a student who had been expelled, and not a village school teacher. Do you remember ?"

"N-no, that can't be so", mumbled the beggar, taken aback. "I am a village school teacher, and if you like I can show you my papers".

"Have done with lying ! You called yourself a student and even told me that you had been expelled for. Don't you remember ?"

Sergei flushed and turned from the ragged creature with an expression of disgust.

"This is dishonesty, my dear sir !" he cried angrily. "This is swindling- I shall send the police for you. Damn you !".

"Sir !" He said, laying his hand on his heart, "the fact is I was lying ! I am neither a student nor a school teacher. All that was fiction. Formerly I sang in a Russian choir and was sent away for drunkenness. But what else can I do ? I can't get along without lying. No one will give me anything when I tell the truth, what can I do ?"

"What can you do ? You ask what you can do ?" cried Sergei, coming close to him. "Work ! That's what you can do ! You must work !"

"What-yes. I know that myself; but where can I find work ?"

"How would you like to chop wood for me ?"

"I wouldn't refuse to do that, but in these days even skilled wood-cutters find themselves sitting without bread."

"Will you come and chop wood for me?"

"Yes sir, I will".

"Very well; we'll soon find out."

Comprehension check :

- 1) Who are the characters described in this part of the story? What are they doing?
- 2) Which country are they from ? How do you know this ?
- 3) What does the beggar look like ?
- 4) Did Sergei get angry with the beggar ? Why ?
- 5) Do you think the beggar was lying ? What made him tell lies ?
- 6) Did Sergei help the beggar to find work ? What kind of work did he suggest for the beggar ?
- 7) The advocate asked the beggar to do hard work like chopping wood. Was it a punishment or help ?
- 8) Do you think the beggar would give up begging and work for Sergei ?

What will happen next ? Will the beggar work for Sergei ? Read the next part to know the answer.



Sergei hastened along, rubbing his hands. He called his cook out of the kitchen.

“Here, Olga,” he said, “take this gentleman into the woodshed and let him chop wood.”

The scarecrow of a beggar shrugged his shoulders, as if in perplexity, and went irresolutely after the cook. It was obvious from his gait that he had not consented to go and chop wood because he was hungry and wanted work, but simply from pride and shame and because he had been trapped by his own words. It was obvious too that his strength had been undermined by vodka and that he was unhealthy and did not feel the slightest inclination for toil.

Sergei hurried into the dining room. From its windows one could see the woodshed and everything that went on in the yard. Standing at the window, Sergei saw the

cook and the beggar come out into the yard by the back door and make their way across the dirty snow to the shed. Olga glared wrathfully at her companion, shoved him aside with her elbow, unlocked the shed, and angrily banged the door.

Next he saw the pseudo-teacher scat himself on a log and become lost in thought with his red cheeks resting on his fists. The woman flung down an axe at his feet, spat angrily, and, juggling from the expression of her lips, began to scold him. The beggar irresolutely pulled a billet of wood towards him, set it up between his feet, and tapped it feebly with the axe. The billet wavered and fell down. The beggar again pulled it to him, blew on his freezing hands, and tapped it with his axe cautiously, as if afraid of hitting his overshoe or of cutting his finger; the stick of wood again fell to the ground.

Sergei's anger had vanished and he now began to feel a little sorry and ashamed of himself for having set a spoiled, drunken, perhaps sick man to work at menial labour in the cold.

An hour later Olga came in and announced that the wood had all been chopped.

"Good ! Give him half a rouble," said Sergei. "If he wants to he can come back and cut wood on the first day of each month. We can always find work for him."

On the first of the month the **waif** made his appearance and again earned half a rouble, although he could barely stand on his legs. From that day on he often appeared in the yard and every time work was found for him. Now he would shovel snow, now put the wood-shed in order; now beat the dust out of rugs and mattresses. Every time he received from twenty to forty copecks, and once, even a pair of old trousers was sent out to him.

When Sergei moved into another house he hired him to help in the packing and hauling of the furniture. This time the waif was sober, gloomy, and silent. He hardly touched the furniture, and walked behind the wagons hanging his head, not even making pretence of appearing busy. He only shivered in the cold and became embarrassed and his tattered, fancy overcoat, after the moving was over Sergei sent for him.

“Well, I am happy that my words have taken effect”, he said handing him a rouble. “Here’s for your pains. I see you are sober and have no objection to work. What is your name ?”

“Lushkoff”.

“Well, Lushkoff, I can now offer you some other, cleaner employment. Can you write ?”

“ I can.”

“Then take this letter to a friend of mine tomorrow and you will be given some copying to do. Work hard, don’t drink, and remember what I have said to you. Goodbye!”

Pleased at having put a man on there right path, Sergei tapped lushkoff kindly on the shoulder and even gave him his hand at parting. Lushkoff took the letter, and from that day forth came no more to the yard for work.

Comprehension check :

- 1) What is this part of the story about ? Did Lushkoff agree to chop wood for Sergei?
- 2) What did Sergei see from the window of the dining room ?
- 3) What other work did Lushkoff have to do besides chopping wood ?
- 4) What kind of person was Sergei, Kind/ cruel ? How do you know this ?
- 5) Sergei said “Well, I am happy that my words have taken effect. Why did Sergei say so ? Was he right in saying this ?
- 6) Did Lushkoff know reading and writing ? What did Sergei want Lushkoff to do for earning money ?
- 7) Do you expect that Lushkoff will get a better job and he won’t come to Sergei for chopping wood ?

(Read the last part to know about Sergei’s future life.)



Two years went by. Then one evening, as Sergei was standing at the ticket window of a theatre paying for his seat, he noticed a little man beside him with a coat collar of curly fur and a worn sealskin cap. This little individual timidly asked the ticket seller for a seat in the gallery and paid for it in copper coins.

“Lushkoff, is that you ?” cried Sergei, recognizing in the little man his former wood-chopper. “How are you ? What are you doing ? How is everything with you ?”

“All right. I am a notary now and am paid thirty-five roubles a month”.

“Thank Heaven ! That’s fine ! I am delighted for your sake. I am very very glad, Lushkoff. You see, you are my godson, in a sense. I gave you a push along the right path, you know. Do you remember what a roasting I gave you ? I nearly had you sinking into the ground at my feet that day. Thank you, old man, for not forgetting my words”.

“Thank you, too”. said Lushkoff. “If I hadn’t come to you then I might still have been calling myself a teacher or a student to this day. Yes, by flying to your protraction I dragged myself out of a pit.”

“I am very glad, indeed.”

“Thank you for your kind words and deeds. I am very grateful to you and to your cook. God bless that good and noble woman ! You spoke finely then, and I shall be indebted to you to my dying day, but, strictly speaking, it was your cook, Olga, who saved me.”

“How is that ?”

“When I used to come to your house to chop wood, she used to begin; ‘Oh, you sot, you ! Oh you miserable creature ! There’s nothing for you but ruin.’ And then she would sit down opposite me and grow sad, look into my face and weep. ‘Oh, you unlucky man ! There is no pleasure for you in this world and there will be none in the world to come. You drunkard ! You will burn in hell. Oh, you unlucky man ! Oh, you unhappy one ! And so she would carry on, you know, in that strain. I can’t tell you how much misery she

suffered. How many tears she shed for my sake ! But the chief thing was- she used to chop the wood for me. Do you know, sir, that I did not chop one single stick of wood for you ? She did it all. Why this saved me, why I changed, why I stopped drinking at the sight of her I cannot explain. I only know that, owing to her words and noble deeds, a change took place in my heart; she set me right and I shall never forget it. However , it is time to go now; there goes the bell” . Lushkoff bowed and departed to the gallery.

Anton Chekhov

Comprehension check :

- 1) When and where did Sergei meet Lushkoff ? How was Lushkoff dressed ?
- 2) What work did Lushkoff do then ? How much salary did he get everymonth ?
- 3) Did Sergei become happy to see the beggar in a different form? How do you know this ?
- 4) Was Lushkoff very grateful to Sergei ? Which statement(s) say so ?
- 5) Who really saved and changed the beggar’s life and how ?
- 6) What made the beggar stop drinking ?
- 7) Which character in the story do you like most ? Support your answer with suitable reasons.

C. Glossary :

copeck : Russian coin equal

swear : promise

intrigue	:	a secret plot / plan
ragged	:	wearing old torn clothes
fawn	:	light brown
suppliant	:	a person making humble request
mendicant	:	beggar
expel	:	to force a pupil to leave a school
swindling	:	cheating a person of money
flush	:	become red
disgust	:	strong disapproval
fiction	:	imaginary story
choir	:	singing group or melody party
billet	:	a thick piece of wood
vodka	:	a colourless strong alcoholic drink
waif	:	a homeless person
shovel	:	remove snow with a shovel (a tool like a spade with a broad blade and typically unturned sides)
roasting	:	an informal or humorous word : here scolding
sod	:	a habitual drunkard

D. Writing :

Answer the following questions in fifty words.

- 1) Who were Sergei and Lushkoff ? Describe their first meeting.
- 2) Did Lushkoff become a beggar by circumstances or by choice ? What reasons did the beggar give to Sergei for telling lies ?

- 3) Why did Lushkoff agree to chop wood ? What were the other things Lushkoff had to do ?
- 4) Collect information about Sergei's cook and write a short paragraph.
- 5) What made the beggar change his way of life ?
- 6) Which character do you like most and why ?
- 7) Write a short paragraph suggesting some ways for abolishing the practice of begging in our country.

E. Activity

Activity -1

Read the following statements and write the names of the persons who said the statements in the blank spaces provided.

- a) She set me right and I shall never forget it . _____
- b) For three days I have had nothing to eat . _____
- c) I only know that, owing to her words and noble deeds, a change took place in my heart. _____
- d) I shall send the police for you . _____
- e) Well, I am happy that my words have taken effect. _____
- f) Help me kindly : I am ashamed to ask - but I am obliged to by circumstance. _____
- g) Work ! That's what you can do ! You must work ! _____
- h) No one will give me anything when I tell the truth . _____
- i) Work hard, don't drink, and remember what I have said to you. _____
- j) Thank you for your kind words and deeds. _____
- k) I am delighted for your shake. _____
- l) How are you ? What are you doing ? How is everything with you ? _____

Activity-II

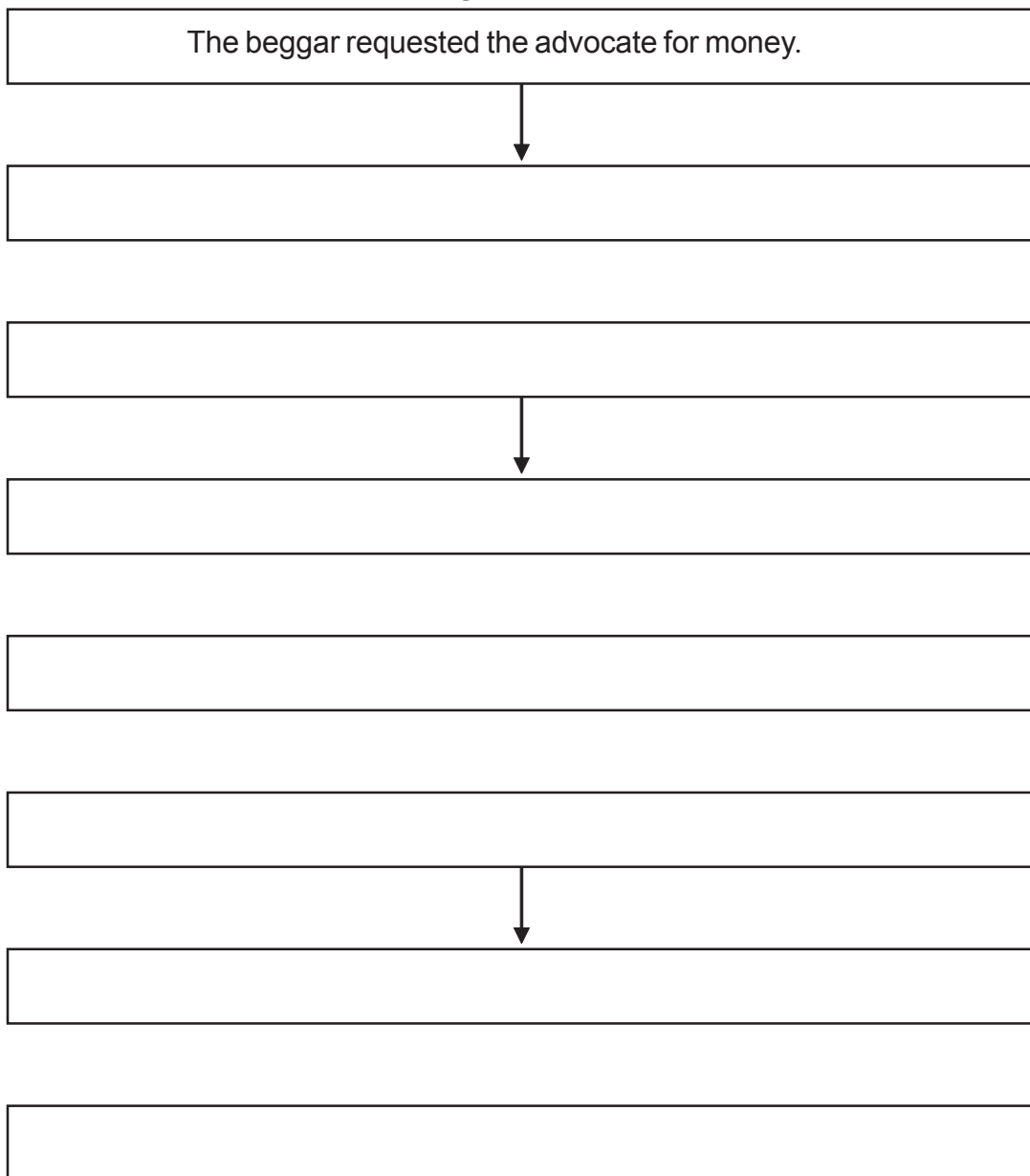
Arrange the above statements in proper order as they are used in the story.

Activity - III

Supply appropriate information from brackets for the blank spaces in the flow chart. One is done for you.

(asked the beggar to chop wood, the beggar requested the advocate for money, the advocate offered another one of copying, advocate met Lushkoff after two years, the beggar owed a lot to the cook and departed, the advocate wanted to know the truth, the beggar told him every thing about his change, on the first of every month appeared and earned half a rouble)

FLOW CHART



Activity - IV

Read the story and fill in the blanks in the table with information about the characters.

Name of the Characters	Physical appearance	Profession	Dress	Quality	Work



THE VILLAGE JUDGE



A. Before you read :

- 1) Do you sometimes fight with your brother(s) and sister(s) ? Who do you go to settle your quarrel ?
- 2) Why do people go to the judge ?
- 3) Do you know about the village 'Panch' ? Can you tell the class what you know?
- 4) The title of the story you are going to read is "The Village Judge". Do you think it will be a story about friendship or enmity?

B. The Text :

I

Jumman Sheikh and Algu Chaudhuri were great friends. Each trusted the other completely. Jumman Sheikh had an old aunt. She had a small piece of property. Jumman had **persuaded** her to transfer the property to his name. So long as it was not done, the aunt had been treated with great kindness and respect. But when the property was transferred, all kindness vanished. Jumman and his wife, Kariman, became harsh and rude.

For some time the aunt bore all this. But when she could bear it no more, she complained to Jumman. "Soon, I can't go on like this anymore. You should give me some money. I shall cook and eat separately.

Jumman replied rudely. "Money does not grow on trees here."

The aunt grew angry. She threatened to call a panchayat. Jumman said " Certainly, have a panchayat by all means. I also would like a decision. I hate there daily quarrels myself."

For several days after this the old woman ran from village to village with a stick in her hand to support her. Most of the people did not hear the story of the poor woman with care and attention and did not offer her any comfort. After making her rounds, she came at last to Algu Chaudhuri. She threw her stick, waited for a while to regain her breath and said : “Son, you also should come to my panchayat for a short while.”

Algu : “I can come along if you like. But I shall not open my mouth there”

Aunt : “Why son ?”

Algu : “Jumman is an old friend of mine. I cannot quarrel with him.”

Aunt : “Son, will you hesitate to say the honest thing, because you fear a quarrel?”

Algu had no reply to give to his question of the old woman. But her words continued to echo in his heart. “Will you hesitate to say the honest thing, because you fear a quarrel ?”

Comprehension check :

- 1) Who are the main characters here ?
- 2) How did Jumman and his wife treat his aunt when she had her property?
- 3) Why did their behaviour change ?
- 4) What did the Aunt decide to do ? Who did she finally go to ?
- 5) Algu was not ready to help Jumm’s aunt. How do you think he felt after she had left ?



The panchayat met under a tree one evening. The old woman stated her case and then said to Jamman, “Whom would you like to be the panch?”

Jumman answered angrily, “Let me not say anything now, aunt. It is your show. Have anyone you like.”

She said, “Son, have fear of God. The panch is nobody’s friend or enemy. Do you accept Algu Chaudhuri ? I name him as Chief Judge.”

Jumman was overjoyed, but he hid his feelings and replied: “ Let it be Algu Chaudhuri.”

Algu did not want to be mixed up in this affair. He wanted to get out and exclaimed: “Aunty, you know Jumman and I are close friends.”

The aunt replied gravely: “Son, nobody can sell his **conscience** for friendship. God lives in the heart of the panch. Whatever the panch says is spoken by God himself.”

Algu said : “Sheikh Jumman, you and I are old friends. But at this moment, you and old aunt are exactly the same to me. You may state your case before the panchayat.”

Jumman was now confident that he had won. He imagined that Algu’s talk was mere show. Therefore, with his heart at peace, he stated his case.

Algu Chaudhuri started asking questions which Jumman found hard to answer. Finally, Algu gave his judgement. “ Jumman Sheikh ! The elders have considered this matter. They think it proper that aunt should have a monthly allowance. This is our decision. If you do not agree to pay the monthly expenses, then the property should be returned to her.”

Comprehension check :

1. Who was selected as the main judge ? Why ?
2. Algu was not ready to join the Panch. Why did he change his mind?
3. What was the judgement ? Did you expect this judgement ?

Do you think Jumman and Algu will continue to be friends now ? Read and find how far your answer is correct.

III

Jumman had never expected such a judgement from a friend like Algu. It broke up the friendship between Jumman and Algu. Now they were never to be seen talking together. Jumman began to think of taking revenge.

A year before, Algu had bought a very beautiful pair of bullocks from the fair at Batesar. **As hill luck would have it**, one of these bullocks happened to die only a month after Jumman's panchayat. Jumman exclaimed among friends. "This is punishment for his **deception**. God sees all the good and evil." Algu suspected that Jumman had poisoned his bullock. His wife said "Jumman is behind this."

A single bullock was of no use to Algu. So he decided to sell it off. There was a certain Samjhoo Sahu in the village who used to drive an **ekka** to the town. He would carry ghee and sugar to the town market and return from there with a lot of salt and oil, which he then sold in the village. He thought if he had this bullock, he could make three trips a day easily. He bought the bullock, and promised to pay off the price in a month's time.

Samjhoo Sahu began to overwork this bullock. He began making three to four trips per day. He worried neither about giving it fodder nor water. He worried only about his trips. Within a month the bullock became a mere bag of skin and bones.

One evening Sahuji put a double load on it during the fourth trip. The animal was dead tired by the day's work. It could not get going. Sahuji whipped it with the greatest cruelty. The bullock made a last effort, but fell down on the ground, never to rise again.

Comprehension check :

1. What happened to the relationship between Jumman and Algu after the judgement?
2. One of Algu's bullocks' died. What did Jumman say ? What did Algu think ?
3. A new character is introduced in this section. Who is he ?

4. Why did he want to buy the single bullock of Algu ? Did he pay Algu for the bullock ?
What did he promise ?
5. How did Sahuji treat the bullock ? What happened to it ?

What do you think will happen now ? Read and find how far your answer is right.

IV

When Algu asked for the price of his bullock, both husband and wife said angrily, “This is amazing ! He gave us a dying bullock and now wants the price for it.”

Algu had many enemies. They too gathered and helped Sahuji. Algu was helpless. But how could he lose a hundred and fifty rupees ? He lost his temper. The good people of the village gathered round and advised them to take the matter to the panchayat. Both Algu and Sahuji agreed to this.

Three days after this, the panchayat again met under the same tree.

“Who should be the panch ?” Someone asked Algu.

Algu replied : “Let Sahu have his own choice.”

Samjhoo stood up and thundered : “Jumman Sheikh on my behalf.”

Jumman was at first surprised and then began to think to himself. “ I am now a judge. Whatever I say now will be the voice of God. I should stick to the truth and nothing but the truth.”

The elders put many questions to both the parties. At last Jumman gave the decision : “Algu Chaudhuri and Samjhoo Sahu ! The elders have considered your case carefully. Samjhoo ought to pay the full price of the bullock. The bullock died only because it was driven too hard and no proper arrangement was made to feed it.”

Algu Chaudhuri was happy. He got up and gave a loud cheer. “ Long live the God that is the panch !”

After a short while, Jumman approached Algu and embraced him, He said, "Brother ! After you gave your decision, I had become your **mortal** enemy. But today I feel sure that God Himself speaks through the panch."

Algu broke down. The tears washed away all the dust in their eyes.

Prem Chand :

Comprehension check :

1. Sahuji had not paid Algu for the bullock. When Algu asked for the money, did Sahuji pay him ? Why ? / Why not ?
2. A 'Panch' was called again. Who was the judge this time ?
3. What was the decision of the 'panch' ?
4. Everyone hearing the judgement said " This is the work of God" . Why ?
5. There were two unexpected judgements in the story. Which one surprised you more ? Why ?
6. Which character did you like the best in the story ? Why ?

C. Glossary :

- Trust : to have faith in
Persuade : to convince
deception : misleading (being deceived)
fodder : food for animals
mortal : which must die or cannot live for ever.

D. Writing :

Answer the following questions in about fifty words.

- 1) Why did Jumman's aunt want a 'panch' ?
- 2) How did Jumman's aunt win the case ?
- 3) How did Sahuji's bullock die ?
- 4) Why was the second panch called ?
- 5) People who heard the judgement said that it was the work of God. Why ?

E. Activity :

The following is the summary of the story. But it is jumbled. Put the sentences in order to get the summary. Pay special attention to the underlined words. These are the clues to help you to arrange the summary. The first and the last sentence are in order.

- 1) Jumman Shikh treated his old aunt badly after she gave her property to him.
- 2) Algu's judgement was in favour of the old woman.
- 3) Sahuji treated the bullock badly and it died.
- 4) He decided in favour of Algu.
- 5) Jumma was very angry and decided to take revenge on Algu.
- 6) Now that the bullock was dead, he refused to pay the money to Algu.
- 7) A Panch was called where Jummun was the chief judge.
- 8) Soon after the judgement, one of Algu's bullock's died and he sold the other to Samjhoo Sahu.
- 9) So his aunt called for a Panch and finally Algu Choudhuri became the chief Judge.
- 10) All the people praised the Panch.





A GRAIN AS BIG AS A HEN'S EGG

A. Before you read :

- 1) Every day you eat rice and chapati. Have you seen a grain of rice / wheat ? How big are these grains ?
- 2) Ask your parents / grandparents about the size of the grains during their time.
- 3) Imagine the size of a grain as big as hen's egg. Where does it grow, and who grows it ? Why can't we grow that size of grains in our fields ?
- 4) Discuss in groups and note down the ideas.

Now read the following story to know more about the grains which are as big as hen's eggs.

B. Text :

I

One day some children found, in a ravine, a thing shaped like a grain of corn, with a groove down the middle, but as large as a hen's egg. A traveller passing by saw the thing, bought it from the children for a penny, and taking it to town sold it to the king as a curiosity.

The King called together his wise men, and told them to find out what the thing was. The wise men pondered and pondered and could not make head or tail of it till one day, when the thing was lying on a window-sill, a hen flew in and pecked at it till she made a hole in it, and then every one saw that it was a grain of corn. The wise men went to the king and said : 'It is a grain of corn'.

At this the King was much surprised; and he ordered the learned men to find out when and where such corn had grown. The learned men pondered again, and searched in their books, but could find nothing about it. So they returned to the King and said :

'We can give you no answer. There is nothing about it in our books. You will have to ask the peasants; perhaps some of them may have heard from their fathers when and where grain grew to such a size.

So the King gave orders that some very old peasant should be brought before him; and his servants found such a man and brought him to the King. Old and bent, ashy pale and toothless, he just managed with the help of two crutches to totter into the King's presence.

The King showed him the grain, but the old man could hardly see it; he took it, however, and felt it with his hands. The King questioned him, saying :

'Can you tell us, old man, where such grain as this grew ? Have you ever bought such corn, or sown such in your fields?'

The old man was so deaf that he could hardly hear what the King said, and only understood with great difficulty.

'No He answered at last. ' I never sowed nor reaped any like it in my fields, nor did I ever buy any such. When we bought corn, the grains were always as small as they are now. But you might ask my father. He may have heard where such grain grew.

So the king sent for the old man's father, and he was found and brought before the King. He came walking with one crutch. The king showed him the grain, and the old peasant, who was still able to see, took a good look at it. And the King asked him:

'Can you not tell us, old man, where corn like this used to grow ? Have you ever bought any like it, or sown any in your fields ?'

Comprehension check :

1. What did the children find in the ravine ?
2. How did the wisemen know that was a grain of corn ?
3. What did the king do to collect information about the grain ?
4. Could the learned men find out the answer ? What was their suggestions ?
5. What was the king's question to the old peasant who came first?

6. Was he able to hear and see ? What was his answer ?
7. How did the old peasant's father come to the king ? Was he able to see ?
8. The king asked the same question to the old man's father. Now goes what could be his answer, will he be able to recognise the grain ? Let's read the remaining part of the story to know when exactly these grains were harvested.



Though the old man was rather hard of hearing, he still heard better than his son had done.

'No', he said, "I never sowed nor reaped any grain like this in my field. As to buying, I never bought any, for in my time money was not yet in use. Every one grew his own corn, and when there was any need, we shared with one another. I do not know where corn like this grew. Ours was larger and yielded more flour than present-day grain, but I never saw any like this. I have, however, heard my father say that in his time the grain grew larger and yielded more flour than ours. You had better ask him."

So the king sent for this old man's father, and they found him too, and brought him before the king. He entered walking easily and without crutches: his eye was clear, his hearing good, and he spoke distinctly. The king showed him the grain, and the old grandfather looked at it, and turned it about in his hand.

'It is long since I saw such a fine grain', said he, and he bit a piece off and tasted it.

'It's the very same kind', he added.

'Tell me, grandfather, said the 'King', 'When and where was such corn grown ? Have you ever bought any like it, or sown any in your fields ?'

And the old man replied :

'Corn like this used to grow everywhere in my time. I lived on corn like this in my young days, and fed others on it. It was grain like that we used to sow and reap and thrash'.

And the king asked :

'Tell me, grandfather, did you buy it anywhere, or did you grow it all yourself?'

The old man smiled.

'In my time', he answered, 'no one ever thought of such a sin as buying or selling bread; and we knew nothing of money. Each man had corn enough of his own.'

'Then tell me', grandfather, asked the king, where was your field, where did you grow corn like this ?'

And the grandfather answered :

'My field was God's earth, wherever I ploughed, there was my field. Land was free. It was a thing no man called his own. Labour was the only thing men called their own.'

'Answer me two more questions, said the King. 'The first is, why did the earth bear such grain then and has ceased to do so now ? And the second is, why your grandson walks with two crutches, your son with one, and you yourself with none? Your eyes are bright, your teeth sound, and your speech clear and pleasant to the ear. How have these things come about ?'

And the old man answered :

'These things are so, because men have ceased to live by their own labour and have taken to depending on the labour of others. In the old time they lived according to God's law. They had what was their own, and coveted not what other had produced.

Leo Tolstoy

Comprehension check :

- 1) How big was the corn in his fathers time ?
- 2) Read the lines that describe the old man's grand father.
- 3) What was the grandfather's reply to the king's question ?
- 4) Did the people in grandfather's time buy or sell bread ?
- 5) Was the land free during his time ? Say the lines that suggest.
- 6) What were the last two questions of the king ?
- 7) What reply did the grandfather give ?

C. Glossary :

- ravine : a very deep narrow valley
- grove : a long, narrow, deep line cut in a surface
- pondered : thought carefully
- ashy pale : unhealthy
- totter : to walk in unsteady way.
- thrash : to beat repeatedly
- have taken to : are attracted to / liked to
- coveted : strong desire to have something that belongs to others.

D. Writing :

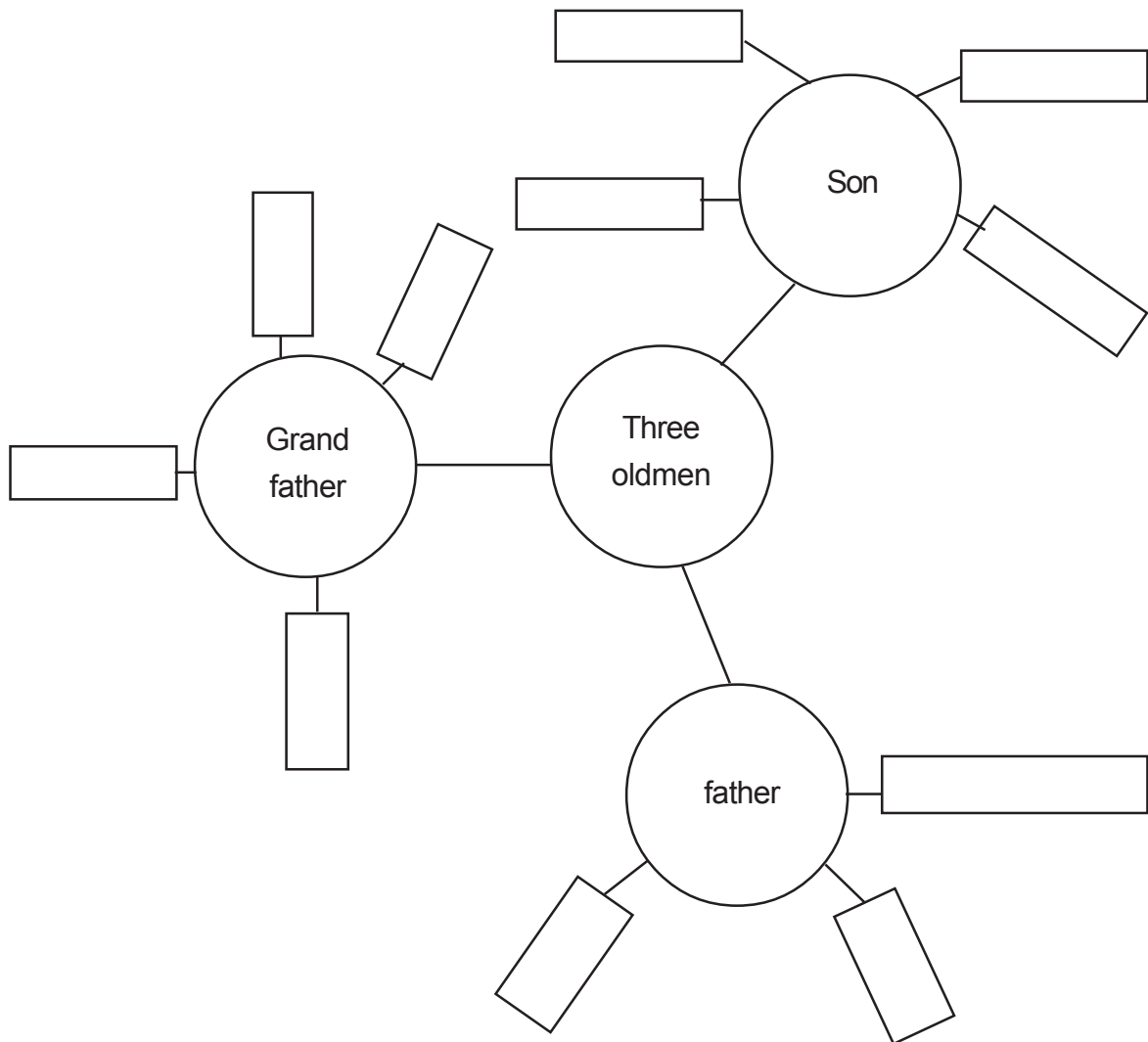
Answer the following questions in about fifty words.

1. How did the grain of corn reach the king ?
2. How did the wise men know that it was a grain of corn ?
3. What suggestions did the learned men give to the king to find out when and where such corns had grown ?
4. What were the replies given by the old peasant and his father regarding the corn ?
5. How were the three old men in the story described ?
6. Briefly describe the life style of the people during grandfather's time.
7. What comments did the grandfather give on the life style of people today?

E. Activity :

1. Draw a family tree using the information given in the story.
 - (a) Here are some words and expressions given in the box. Choose the right words / expressions and fill in the following diagram.

toothless, one crutch, eyes clear, old and bent, two crutches, without crutches, heard better, spoke distinctly, ashy pale still able to see, hearing good.



- (b) Now use the words and expressions in your own sentences to describe the three oldmen. Then arrange the sentences in order of the story.

□□□



A GREAT SON OF INDIA

A. Lead-in :

Many great saints were born in India. One among these carried the teachings of the Upanisads to the people of the world. The great and liberal philosophy of India fascinated the audience when the young saint spoke to them in simple words but with profound faith and confidence. Can you guess the name of the young saint ? Dr. Sarvapalli Radhakrishnan, the great teacher and philosopher speaks about him on the saint's 92nd birth day. Read the lesson to know more about the great son of India.

B. The Text :

I am happy to be here and distribute prizes for recitation and speech competitions. I congratulate those who have won these rewards on their achievements. The students who won the prizes and the many others who competed for them had the great opportunity of reading some of the writings of Swami Vivekananda. I have no doubt they have been impressed and inspired by what they have read. Vivekananda's life and teachings have prepared us for the new age of freedom in which we live. They tell us how best we can consolidate the freedom we have recently won. He was one of the great leaders of the Indian Renaissance.

Like all the great teachers of India, Vivekananda did not profess to be the formulator of a new system of thought. He interpreted for us and the world India's religious consciousness, the treasures of her past. His writings and speeches are all fortified by

quotations from the Indian scriptures and the life and sayings of his great Master, that transcendent religious genius, Shri Ramakrishna.

In the short time at my disposal it will not be possible for me to speak on more than one or two aspects of Vivekananda's teaching.

The two dominant features of our age are science and democracy. They have come to stay. We cannot ask educated people to accept the deliverances of faith without rational evidence. Whatever we are called upon to accept must be justified and supported by reason. Otherwise our religious beliefs will be reduced to wishful thinking. Modern man must learn to live with a religion which commends itself to his intellectual conscience, to the spirit of science. Besides, religion should be sustaining faith of democracy, or race. Any religion which divides man from man or supports privileges, exploitation, wars, cannot commend itself to us today.

If we are passing through a period of the eclipse of religion, of the light of heaven, it is because religions as they are practised seem to be both unscientific and undemocratic.

The most obvious fact of life is its transience. Everything in this world passes away, the written word, the painted picture, the carved stone, the heroic act. Great civilizations are subject to the law of time. The earth on which we live may one day become unfit for human habitation as the sun ages and alters. Our acts and thoughts, our deeds of heroism, our political structures are a part of history, of becoming, or process. They all belong to the world of time. Time is symbolized in India's tradition by birth and death. Is this world which is a perpetual procession of events, self-sustaining, self-maintaining, self-established, or is there a Beyond underlying it, unifying it and inspiring it, standing behind it and yet immanent in it ? Is becoming all or is there being behind it ?

Will man annihilate nothingness or will nothingness annihilate him ? This very problem, this dread, this anxiety that we have, this feeling of the precariousness of the world bears witness to the world beyond. It is a longing for life eternal in the midst of time. Because of the implicit awareness of the ultimate reality we have the sense of godforsakenness.

Comprehension Check :

1. Who is the speaker ?
2. On what occasion does he speak ?
3. What does the 'treasure of her past' refer to ?
4. Where from did Vivekananda collect the treasure ?
5. How are religion and science interrelated ?
6. Why should religion be the maintaining faith of democracy ?
7. What could be the reason for the eclipse of religion ?
8. What is the ultimate truth of life ?
9. How does time act as a powerful force ?
10. What explanation of the fundamental problem is provided by the Upanisads ?

II

By logical investigations and by personal experience, our great thinkers came to the conclusion that there is a Beyond of which all this world is the expression. The Upanisads give us an explanation of this fundamental problem. They mention logical arguments and also experiences of men who bear witness to the reality of the Supreme. What we call the Vedas are merely the registers of the spiritual experiences of the

great seer. Says Vivekananda : 'By the Vedas no books are meant. They mean the accumulated treasure of spiritual laws discovered by different persons in different times'. They are therefore ever-expanding. What is built for ever is for ever building. For Vivekananda religion is Yoga. It is personal change, adjustment, integration. It is not profession of a doctrine. It is the reconditioning of one's nature. It is not intellectual orthodoxy. It is the reconditioning of one's nature. It is not intellectual orthodoxy. It is awakening of the life of spirit in man. He wrote books on Jnana Yoga, Raja Yoga, Bhakti Yoga, Karma Yoga and urged that the goal of spiritual realization can be reached by any one of these different methods.

When we express the truths of spiritual life in intellectual forms, these latter are abstractions from live experience. They do not deal justly with the immensity and mystery of spiritual life. If we exalt the particular creeds over the universal truths, we tend to become intolerant. Intolerance is an expression of religious conceit and not humility.

We today speak of our secular attitude. We are not secular in the sense that we are indifferent to religion. We are secular because we regard all religions as sacred. We believe in freedom of conscience. Each soul has the right to choose its own path and seek God in its own way. Secularism requires us not merely to tolerate, but to understand and love other religions. Bearing in mind Shri Ramakrishna's experience, Vivekananda said: 'We Hindus do not merely tolerate. We unite ourselves with every religion, praying in the mosque of the Mohammedan, worshipping before the fire of the Zoroastrian and kneeling to the Cross of the Christian.'

In his travels abroad, Vivekananda felt miserable about the backwardness of India in several matters, the way in which religion is confused with so much obscurantism and superstition. He protested vehemently against the abuse of religion, about our

insistence on touchability and untouchability. All this was inconsistent with the great principle of our religion that the Divine is in us, in all of us, operative and alive, ready to come to the surface at the first suitable opportunity. The light which lighteth every man that cometh into the world, this antar-jyoti cannot be put out. Whether we like it or not, whether we know it or not, the Divine is in us, and the end of man consists in attaining union with the Divine.

The ultimate tests of true religions are recognition of truth and reconciliation with human beings. To overcome enemies we must possess that which far surpasses enmity, ahimsa, or renunciation of hatred.

Vivekananda raises work to the level of worship and exhorted us to seek salvation through the service of God in man. If we in our country are to profit by the teachings of Vivekananda, it is essential that we should all be interested in not only constructive work, but become dedicated spirits, spirits dedicated to the task of establishing a spiritual religion which transcends ecclesiastical organizations and doctrinal sophistries and subtleties, a religion which leads to the transformation of human society and brings it nearer to the Ramrajya or the Kingdom of God, which our prophets have set before us.

A speech by Dr. S. Radhakrishnan

Comprehension check :

1. What are the Vedas according to Vivekananda ?
2. What is Yoga in his opinion ?
3. Which Yogas have been discussed by him in his writings ?
4. What is secularism ?

5. Which experience of Sri Ramakrishna does Vivekananda teach people ?
6. What are the abuses of religion ?
7. What is 'antar-jyoti' referred to in the text ?
8. What is the ultimate test of true religion ?
9. What are necessary for creating the Ramrajya ?

C. Glossary :

renaissance	: rebirth/reawakening of art, culture etc.
profess	: to claim
fortified	: strengthened
transcendent	: beyond human experience
deliverances	: the act of delivering something
commends	: presents as suitable
transience	: lasting for a short time
perpetual	: never ending
annihilate	: to destroy completely
precariousness	: uncertainty
implicit	: not directly expressed or inherent / implied
godforsaken	: not interesting or attractive in any way
exalt	: to praise highly or promote
obscurantism	: the practice of opposing enlightenment

vehemently	: strongly / forcefully
reconciliation	: setting differences / harmonising
renunciation	: the act of giving up
exhorted	: strongly advised or urged
ecclesiastical	: relating to religion specially to church
doctrinal sophistries	: unsound reasoning for principles
subtleties	: fine distinctions or the ability to make such distinctions

D. Writing :

Answer the following questions in about fifty words.

1. What made Dr. Radhakrishnan think that the students were impressed and inspired ?
2. How can we explain that Vivekananda was one of the leaders of the Indian Renaissance ?
3. Why were the writings and speeches of Vivekananda very powerful ?
4. Why does the speaker consider 'science and democracy' as the dominant features of the modern world ?
5. What could be the reasons for this earth being unfit for human habitation ?
6. Why are the Vedas ever-expanding ? And what is the light that lighteth every man ?
7. How can religion lead to the transformation of human society ?

E. Activity :

- The class is divided into four or five groups.
- Each group is asked to think of an activity, they would like to undertake as per the advice of Vivekananda.
- Each group discusses among its members.
- Each group presents its plan.
- Other groups ask questions, interact and make suggestions.

The following may be written on the blackboard or the teacher may draw the learners' attention to the text.

“If we in our country are to profit by the teachings of Vivekananda, it is essential that we should all be interested in not only *constructive work* but become *dedicated spirits, spirits dedicated to the task of establishing a spiritual religion* which transcends ecclesiastical organization and doctrinal sophistries and subtleties, a religion which leads to the transformation of human society and brings it nearer to the Ramrajya or the kingdom of God, which our prophets have set for us”.

Questions not to be set in the examination from this topic

