

ENGLISH

READER

TEXT BOOK FOR

SECONDARY COURSE

PART - 2



BOARD OF SCHOOL EDUCATION HUBLI, KARNATAKA

ಬೋರ್ಡ್ ಆಫ್ ಸ್ಕೂಲ್ ಎಜುಕೇಶನ್ ಹುಬ್ಬಳ್ಳಿ, ಕರ್ನಾಟಕ



Upper Ground Floor IT Park, Deshpande Nagar



0836-4061132



www.bseh.ac.in



contact@bseh.ac.in

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15



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MY VISION FOR INDIA

On national days such as the Republic Day and the Independence Day, you must have heard the speeches made by our leaders. These speeches inform us about the progress of the nation. They also tell us about some new initiatives which the government plans to take for the continuous development of the nation. Do you feel inspired and enthusiastic when you hear such speeches? Do they make you feel that you too should contribute a bit and make India one of the best nations in the world?

Let us read the speech delivered by our former President, Dr. A.P.J. Abdul Kalam and know what his vision for India is.



OBJECTIVES

After completing this lesson you will be able to:

- appreciate the former President Dr. Kalam’s vision for India;
- identifying an individual’s role in India’s development;
- use identical pairs of words having different meanings in sentences of your own;
- use modals appropriately; and
- write a descriptive paragraph.



15.1 LET US READ THE TEXT

I have three visions for India. In 3000 years of our history people from all over the world have come and invaded us, captured our lands, conquered our minds. From Alexander



Notes

vision: a dream, a goal
 invaded: attacked,
 grabbed: took hold of
 enforce: put in force
 nurture: take care of
 lack: not have
 self reliant:
 independent
 self assured: confident
 proclaim: declare
 inefficient:
 incompetent
 garbage: rubbish
 destination: the
 address to which a
 (here) mail or letter is
 sent
 pits: depths
 echoing: (here)
 repeating
 invaded: attacked
 grabbed: took hold of
 enforce: put in force
 nurture: take care of
 proclaim: declare
 inefficient:
 incompetent
 garbage: rubbish

onwards the Greeks, the Turks, the Moguls, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture and their history and tried to enforce our way of life on them. Why? Because we respect the freedom of others. That is why my **FIRST VISION** is that of **FREEDOM**. I believe that India got its first vision of this in 1857, when we started the war of Independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

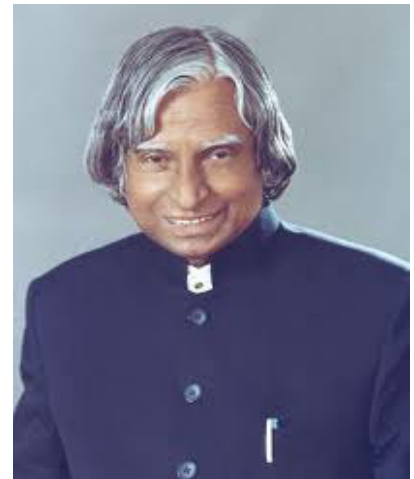


Fig. 15.1

We have 10 percent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognised today. Yet we lack the self-confidence to see ourselves as a developed nation, self-reliant and self-assured. Isn't this incorrect? **MY SECOND VISION** for India is **DEVELOPMENT**. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation. We are among top five nations in the world in terms of GDP.

I have a **THIRD VISION**. India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. My good fortune was to have worked with three great minds. Dr. Vikram Sarabhai, of the Dept. of Space, Professor Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life.

I was in Hyderabad giving this lecture, when a 14 year-old girl asked me for my autograph. I asked her what her goal in life is. She replied: I want to live in a developed India. For her, you and I will have to build this developed India. You must proclaim India is not an under-developed nation; it is a highly developed nation.

You say that our government is inefficient. You say that our laws are too old. You say that the municipality does not pick up the garbage. You say that the phones don't work, the railways are a joke, the airline is the worst in the world, and mails never reach their destination. You say that our country has been fed to the dogs and is the absolute pits. You say, say and say. What do you do about it?

Dear Indians, I am echoing J.F.Kennedy's words to his fellow Americans to relate to Indians "ASK WHAT WE CAN DO FOR INDIA AND DO WHAT HAS TO BE DONE TO MAKE INDIA WHAT AMERICA AND OTHER WESTERN COUNTRIES ARE TODAY."



15.2 LET US UNDERSTAND THE TEXT

15.2.2 PART 1

I have will respect us.

Our country has been invaded and controlled by many different rulers during our 3000 year old history. You must have heard about the British rule in India. But you would have never heard of India attacking another nation or conquering it. This is because we fought very hard to win our own freedom and so we respect others' freedom. Now that we have our freedom we must value it. Dr. A.P.J. Abdul Kalam says that by protecting our freedom we can get the respect of other nations.



INTEXT QUESTIONS 15.1

1. Who is 'I' in the above passage?
2. State the impact that the invaders had on India.
3. Why have we never invaded other countries?
4. "I believe that India got its first vision of this in 1857." What is Dr. Kalam referring to?
5. What according to Dr. Kalam should Indians protect, nurture and build on?
6. In the poem "Where The Mind Is Without Fear," Rabindra Nath Tagore says,

"Where the mind is without fear and the head is held high

.....

Into that heaven of freedom, my Father, let my country awake.

You can read this poem from allpoetry.com/poem/8516621_where_the_mind_is_without_fear

Think what freedom means to you. Express your opinion in about 30 words.



Notes



LET US LEARN NEW WORDS 15.1

1. List 5 words from the text which indicate that we were enslaved for many years.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Use the above listed words in two sentences of your own.

- a. _____

- b. _____



LET US DO 15.1

As a good citizen, think and write five things you should and should not do. One example has been provided.

DO	DON'T
Respect others' freedom	Grab what is not yours
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____



? DO YOU KNOW

Dr. Avul Pakir Jainulabdeen Abdul Kalam

- Born in the island town of Rameshwaram in Tamil Nadu on October 15, 1931
- Became the 11th President of India, serving from 2002 – 2007 and was popularly known as the People’s President
- Spent most of his childhood in financial problems and worked at an early age to supplement his family’s income.
- Was the Chief Scientific Adviser to the Prime Minister and the Secretary of Defence Research and Development Organisation from July 1992 to December 1999
- Project Director for (SLV-II) and Chief Executive of the Integrated Guided Missile Development Program (I.G.M.D.P)
- Patronised grassroots innovations
- Closely associated with the Honey Bee Network and The National innovation Foundation.
- An iconic and inspirational figure among the masses, he is immensely loved and adored by the children of India
- His clean image and ability to inspire the youths in India made him the **Bharat Ka Paryavaran Ambassador**
- The first Asian to be bestowed upon with **Hoover Medal**, America’s top engineering prize, for outstanding contribution to public service on April 29, 2009
- Was honoured with the nation’s highest civilian honours: the **Padma Bhushan** in 1981, the **Padma Vibhushan** in 1990 and the **Bharat Ratna** in 1997 for his work with ISRO and DRDO and his role as a scientific advisor to the Indian government

15.2.2 PART 2

We have terms of GDP.

Dr. Kalam eludes being in the top five positions of the world. According to Dr Kalam, although our nation has been developing continuously and we are recognized globally, we unfortunately are not confident about ourselves. We need to believe in our own ability to become a developed nation.



Notes



INTEXT QUESTIONS 15.2

1. Mention a few achievements which have given India global recognition. In which fields is India still lacking?
2. List three positive things about India mentioned by Dr. Kalam.
3. Most of us in India claim our rights but do not perform our duties, e.g. all of us want good roads but are not willing to look after them. How does this affect a country's development? Illustrate with two examples.



LET US DO 15.2

You may have heard your parents talk about their childhood. Compare your life with that of your parents when they were children. List two differences in the table below.

Parents	Self
My parents never went to school. _____	I am getting an opportunity to study. _____
_____	_____

Have the changes been for the better? Express your views in about 20 words.

15.2.3 PART 3

I have a third vision opportunity of my life.

In this section Dr Kalam tells the Indians to work together to empower India to become a developed nation. He says India will have to stand upto the world not only as the military power but also as economic and scientific power.



INTEXT QUESTIONS 15.3

1. According to Dr. Kalam in which field should India stand strong?
2. Dr. Abdul Kalam worked with three great minds. In the table given below list their names and the department with which they were associated.

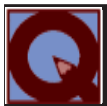


Name	Department
Dr.A.P.J.Abdul Kalam	Indian Space Research Organization
1.	
2.	
3.	

15.2.4 PART 4

I was in Hyderabad Western Countries are today.

People constantly complain about the government and its functioning. Dr. Kalam says that we need to stop complaining, and be responsible citizens and work towards creating a better India for ourselves and our future generations.



INTEXT QUESTIONS 15.4

1. What according to Dr. Kalam should an Indian proclaim while talking about India?
2. What is your vision of a developed country? In what ways can you contribute towards realising it? Explain in about 30 words



LET US LEARN NEW WORDS 15.2

Look at the ways in which one word has been used to convey different meanings.

1. **catch** Try to **catch** the meaning of the sentence.
The final match was lost when Ramaswamy dropped the important **catch** of Raman Manglam.
2. **goal** Udyan’s **goal** is to become a judge.
In the Inter School Hockey tournament Vaidya scored the highest number of **goals**.
3. **note** Ameena Bano noted down her home work carefully.
The Government has released a new 500 rupee **note**.
4. **post** Mridula went to **post** a letter.
Why don’t you apply for the **post** of a Legal Advisor in a nationalized bank?



Notes

Exercise 1

Now it's your turn. Use these words in sentences to convey two different meanings.

- (a) **match** 1. _____
2. _____
- (b) **fast** 1. _____
2. _____
- (c) **bear** 1. _____
2. _____
- (d) **course** 1. _____
2. _____
- (e) **addition** 1. _____
2. _____

Exercise 2

Circle the odd word from each set.

1. confusion congestion chaos disorder
2. brave courageous bold cheeky
3. invaded captured conquered succeeded
4. vision idea suggestion dream
5. advance promote forward farther

**LET US DO 15.2**

According to Dr. Kalam people have a lot of complaints against the government. Talk to some people in your neighborhood to find out about the complaints they have about different agencies associated with roads, electricity, water, telephone, transport etc.

Give practical suggestions as to how you and your neighbours can collectively resolve these problems.



S.No.	COMPLAINT	SUGGESTIONS	YOUR CONTRIBUTION
1.			
2.			
3.			
4.			
5.			



15.3 LET US LEARN GRAMMAR

Use of Modals

I. Read the sentences given below:

1. They can go to the movie now.
2. Could I use your mobile phone?
3. Ira will complete the model in two days.
4. Would you give me a ride to the nearest station?
5. We must follow the safety rules.

The underlined words are modals. These words express ability, possibility, giving or seeking permission, orders etc.

Modal	Meaning	Examples
(a) can/could	*talk about possibilities	Sagar can come during these days. You can speak in English if you try.
	* expresses ability	Mr Srivastava can teach you how to speak English. Anirudh could swim well at the age of ten.
	* seeking permission	Could I talk to your brother Sagar? Could I have your magazine?
(b) will/would	*making predictions	I think Meena will be a great singer.
	*insisting	Parul will do her best to help you.
	*state intentions	Chetna will wear her new shoes. Abhimanyu told me that he would return my book.
		Diya said that she would operate on the patient.



Notes

(c) must	*express obligation	Nayantara must work hard to achieve her goals.
		Hitendra must complain the matter to the police
	*duty	We must use our right to vote thoughtfully.
		We must look after our old parents.

NOTE: **Would** and **could** are the past forms of will and can.

Would and **could** are often used to make one's speech polite.

Exercise 1

Use the modals (can, could, will, would, should, must) appropriately in the blanks given below. Hints are given in brackets.

1. Shreya: What're you doing here?
Chiranjeev: I am watching TV.
Shreya: _____ (inquiring) you make some coffee for me?
Chiranjeev: I ____ but ____ (seeking willingness) you bring the milk from the market?

2. Harjeet: _____ (polite request) you bring me a glass of milk?
Kamaljeet: I _____ (possibility) but has turned sour.

3. All the students _____ (obligation) work hard now as the examinations are drawing near.

4. Salman _____ be in his office at this time tomorrow.

5. Vaidya _____ see a doctor at once.

6. _____ we take our dog with us?



15.4 LET US WRITE

Read the following information about Dr Rajendra Prasad and develop a paragraph about him.



Dr. Rajendra Prasad

- Born in Zeradei, Bihar on December 3, 1884
- Father—Mahadev Sahai, wife—Rajvanshi Devi
- Joined Presidency College, Calcutta in 1902.
- Got Masters degree in Law and won gold medal in 1915.
- Deeply moved by the dedication, conviction and courage Gandhiji displayed in Chamaparan, Bihar
- 1914 floods ravaged Bihar and Bengal – distributed food and clothes to victims
- 1934 earthquake shook Bihar, caused immense damage and loss of property – immediately got involved in relief work
- Elected nation’s first President by the Constitution of Independent India on January 26, 1950
- The only President to be elected twice
- Retired as President in 1962 and was awarded Bharat Ratna
- Died on February 28, 1963

THE FIRST PRESIDENT OF INDIA



WHAT YOU HAVE LEARNT

Dr. A.P.J. Kalam has three goals that he would like India to achieve. All the three goals are related to each other. **Freedom** and independence will have real meaning if we develop economically. Economic **development** will help us to be strong and will make other countries **respect** us. But we the people of India are responsible for the development of our country, and for making it one of the leading nations of the world. Each one of us needs to do whatever is necessary to make Dr. Kalam's VISION come true. It is time to stop complaining about the problems in our country and to start doing something about them. In this lesson we have learnt to evaluate and reflect on our contributions towards the development of India.



TERMINAL QUESTIONS

1. According to you what is the importance of freedom?
2. If you had been asked about your goal in life by Dr. Kalam, what would have been your reply?
3. Why must India be strong both as a military and an economic power?



ANSWERS

15.2.1 PART 1

INTEXT QUESTIONS 15.1

1. Professor Dr. A.P.J. Abdul Kalam
2. The invaders captured our lands, took away our riches and conquered our minds.
3. We have never invaded another country because we respect the freedom of others.
4. Dr Kalam is referring to the uprising of 1857. He says so because the uprising is considered as the first war of Indian Independence.
5. We should protect, nurture and build on our freedom.
6. Individual response.

LET US LEARN NEW WORDS 15.1

1. (a) invaded
(b) captured



- (c) conquered
 - (d) looted
 - (e) grabbed
2. Individual responses.

15.2.2 PART 2

INTEXT QUESTIONS 15.2

1. Individual responses.

Suggested responses

The hosting of the Commonwealth Games, development in entertainment, literature, science and information technology.

India is lacking in self-confidence, self-reliance and self-assurance.

2. (a) 10% growth rate in most areas.
(b) Global recognition
(c) belief in freedom for all
3. Individual response.

15.2.3 PART 3

INTEXT QUESTIONS 15.3

1. According to Dr. Kalam India should be strong in the field of military & economic power.
- | | |
|----------------------------|---------------------|
| 2. 1. Dr. Vikram Sarabhai | Department of Space |
| 2. Professor Satish Dhawan | Department of Space |
| 3. Dr. Brahm Prakash | Nuclear Technology |

15.2.4 PART 4

INTEXT QUESTIONS 15.4

1. While talking about India one should proclaim that India is not an under-developed nation, it is a highly developed nation.
2. Individual responses.

LET US LEARN NEW WORDS 15.2

Exercise 2

1. congestion
2. cheeky



Notes

3. succeeded
4. suggestion
5. farther

15.3 LET US LEARN GRAMMAR

Exercise 1

1. could, can, could
2. could, cannot
3. must
4. would, would, must,

TERMINAL QUESTIONS

1. Individual responses.

Suggested response.

Freedom is important because:

it is our fundamental right, we can express our opinions, choice of religion, work, etc.

2. Individual response. Accept all responses.
3. India must be a strong military and economic power because only then will we be respected by other countries, protect our freedom and become a leading power.



16



202en16

MY ONLY CRY

You all know that atom bombs were dropped on the two Japanese cities of Hiroshima and Nagasaki in 1945. You also know how much destruction, death and sickness this caused. Since that time the world has become a store house of very dangerous weapons. To become more powerful than other countries, and to protect itself from other countries, each country is buying or building more and more destructive weapons. Do the adults not know the dangers of building and collecting huge amounts of arms and ammunition? Do they not know that these weapons can destroy the world in which their children will live tomorrow? Here we present a touching appeal for peace by the children of the world.



OBJECTIVES

After completing this lesson you will be able to:

- state the theme of the poem;
- relate to the poet's fears and apprehensions about weapons;
- identify the difference between blank verse and rhyming verse;
- express your protest against an issue, and
- use adverbial antonyms.



16.1 LET US READ THE TEXT

My Only Cry: Close the Arms Factories

Who are you deceiving?
You ask me to speak to children,

deceiving: giving a false impression, telling lies



Notes

fellowship:
companionship,
friendship

taming: (here)
controlling the
destructive ideas of
countries and people
and using them for
the welfare of the
mankind

right-wing politics: a
political ideology
that promotes and
supports a rigid and
traditional social
order

left-wing politics:
political ideology
that promotes the
rights of the
underprivileged and
weak sections of
society

essentially:
fundamentally,
basically

veil: a covering, a
curtain

but I shall also address you, the grown-ups.
I am still a child, I don't know how to lie like you.
All the children of the world, oh adults of the world,
 Could not rebuild what you destroy.
A better world won't be able to be rebuilt
 without you, the adults.

You know that our cries are useless,
 in a deaf world.
Now, my friends, let's not talk of friendship,
 Peace and fellowship,
these words should be spoken by adults.

 Enough promises.
 Enough waiting.
Come everyone, ask them to stop making arms,
 to stop making wars break out,
 to stop telling lies.

Listen, listen carefully: we are sick,
 you are sick;
 but we are here.

So, in your name, we children,
 we ask them:
 "Close your arms factories
and think about taming the winds."

Right-wing politics matter little to us,
 we are children.

Left-wing politics matter little to us.
Our life is essentially affection
 But, through your fault,
 a veil of dust lies over it.

– Leila Ibrahim Semaan



16.2 LET US UNDERSTAND THE TEXT

16.2.1 PART 1

Who are you deceiving.....spoken by adults.

Can you hear the cry of helplessness of the child, who speaks for all the children of the world, to grown-ups who have created destructive weapons? The child says that the children will have no future if the adults continue to produce deadly weapons. Arms and ammunition put humanity in serious danger. The poem talks of the fears and worries to which the adults pay no attention or which they simply dismiss with their lies. Can you guess the lies? The lies are usually – “No, we will not use arms against anyone. The world is safe. There is no need to worry.” The child desperately repeats that the grown-ups must stop destroying the world but he finds that they don’t listen to him. The problem is that only the adults can build a better world, but it is the adults who are destroying it. It does not make much difference when the children speak of peace, friendship and fellowship. It is the adults who should understand the importance of peace and friendship in the world.

In this unit the child is pleading to the grown ups. Mark the use of pronouns. The poet refers to people only by pronouns. For clear comprehension, you need to know who the pronoun is referring to in each stanza.

I stanza

You - adults

II stanza

You - children of the world

our - children including the child who is speaking

III stanza

them - adults and arm makers

The child knows the truth and tells the truth, whereas the adults know the truth but hide it with their lies.



INTEXT QUESTIONS 16.1

1. Why does the child want to speak to grown-ups about the arms factories?
2. Who are the adults deceiving?
3. Why does the child feel helpless?



Notes

4. Who does the child call 'my friends'? Choose the correct option from the ones given below:
 - children
 - adults
 - both
5. Why does the child want the adults to talk of peace and fellowship?
6. Why does the child call it a deaf world?



DO YOU KNOW

- The nations that possess nuclear weapons are referred to as the Nuclear Club.
- These nations are the USA, Russia, the United Kingdom, France and China.
- The nations that have conducted nuclear tests are India, Pakistan and North Korea.
- Concerned with the safety of the world, the Non Proliferation Treaty (NPT) was signed on March 5, 1970.
- Currently there are 189 nations which have signed the Non Proliferation Treaty.
- By signing the NPT a nation agrees that it will:
 - not transfer nuclear devices or technology to other nations
 - not use nuclear weapons except in response to a nuclear attack
 - use nuclear technology for peaceful purposes only



LET US DO 16.1

The adults know the dangers of arms yet they ignore them. They use arms - smaller arms to settle small disputes within the family, in the neighbourhood. In villages people often wound or kill each other over issues which can be settled amicably. Get together with other boys and girls of your area/village. Invite the adults to a common place for a discussion.

Take care that during the discussion you do not behave like an advisor or preacher of peace. You may politely steer the discussion in the right direction.



16.2.2 PART 2

Enough promises.....a veil of dust lies over it.

The child is tired of waiting for the adults to keep their promises. He wants adults to stop making promises which they do not want to keep. He calls upon everyone—the children and the adults, to join in the protest against arms factories and arms makers. He asks the arms makers to stop producing weapons and to work to stop wars.

In this unit the poet uses the pronouns *them*, *we*, *you*, *your* and *us* to refer to arms makers, all the children including himself, and the adults. In the fourth stanza while talking to the adults, he uses ‘*them*’ instead of ‘*you*’ to separate the arms makers from other grown-ups who feel like him. In the last stanza the child talks directly to the arms makers and addresses them as ‘*you*’.

In the first unit we see the child pleading but in the second unit we find him talking to the arms makers directly. Is the poet suggesting that when pleading does not help we should take upon ourselves the responsibility of asserting what is right?

The poet says that the children are not interested in any politics or any party because politics divides people, creates hatred and leads to wars and destruction.

You have seen that the poet is using the same pronoun for different people in different lines.

There is a continuous shift in reference points of pronouns. For example:

In the fourth line *You* is for adults.

In the fifth line *You* is used for children.

Why does he do so?

It is to make you feel the presence of other characters in the poem, although it is only the child who speaks throughout when the child uses the pronoun *You*, for other children, adults and arm makers, we feel as if he is turning and talking to each of them.



INTEXT QUESTIONS 16.2

Pick out the lines that show that the child is desperate for a change.

1. State the three things that the child wants everyone to stop doing.
2. Who are ‘*we*’ and ‘*you*’ in ‘*we are sick, you are sick*’?
3. What is the essential need of the child?
4. Who does the child hold responsible for depriving him of this essential need?

**16.3 APPRECIATION**

When you read this poem, do you miss the usual rhyme and jingle of a poem?

The lines in this poem do not end in similar sounds. The sound at the end of each line is different from the sound at the end of other lines.

This is so because the poem is in blank verse.

Blank verse or a poem written in blank verse consists of unrhymed lines but it has a singular pattern of movement. It has a regular rhythm of its own.

? DO YOU KNOW

In the Peace Park of Hiroshima, one of the cities which suffered a nuclear attack in 1945, there stands a statue of a little girl holding a golden crane with the inscription...

“This is our cry. This is our prayer. Peace on Earth.”

The statue was inspired by Sadako Sasaki, who was two years old when Hiroshima was bombed. When Sadako was twelve she got leukaemia, also known as the ‘atom bomb disease’. Sadako’s friends reminded her of a Japanese belief that if she folded ten thousand paper cranes, she might live. Sadako died before she could complete the task. Her friends raised money to build a memorial for all the children who had died due to the atomic attack.

**LET US DO 16.1**

Form a club. Prepare and perform in your area/village a *Nukkad Natak* about how nuclear weapons are a threat to humanity

**16.4 LET US LEARN GRAMMAR****Adverbs**

Read the sentences given below:

Listen, listen carefully.

Life is essentially affection.



The words 'carefully' and 'essentially' are adverbs. An adverb is used to describe a verb, an adjective or an adverb.

Adverbs generally end in 'ly' but all words ending in 'ly' are not adverbs. For example, words like *lonely* and *friendly* end in 'ly' but are not adverbs. They are adjectives.

Some adverbs have no particular form. Look at the examples:

well, fast, very, never, always, often, still

Like other words adverbs also have their antonyms. These are called adverbial antonyms. For example the antonym of the adverb 'carefully' is 'carelessly'.

Exercise

1. Fill in the blanks with the adverbial antonyms of the words given in brackets.

- _____ he lost his baggage on the flight. (fortunately)
- Tourists _____ visit the Taj Mahal in Agra. (seldom)
- One should _____ be true to one's word. (sometimes)
- The soldiers fought _____ for their country. (fearfully)
- The boy who was running _____ won the race. (slowly)

2. Replace the underlined adverbs with their antonyms in the sentences given below without changing the meaning and the tense of the sentences. One sentence is done as an example.

- If you do not work willingly, you can not succeed.

If you work unwillingly, you cannot succeed.

- Seema did not accept the job happily.
- The child did not break the window intentionally.
- We should not speak impolitely.
- My friend is not well.
- You should never use bad construction material to build your house.



A. Write a formal letter of appeal to the Prime Minister asking him to ensure that nuclear energy is used for constructive and peaceful purposes in the country.

Hint: When you write an appeal you should keep the following points in mind:

- clearly state the issue



Notes

- mention the reasons for your appeal
- make a polite but firm request

Note: Refer to the lessons *A Tiger Comes to Town – II* or *A Prayer for Healing* for tips on how to write a formal letter.

B. All energies, atomic or nuclear are meant to promote better livings why do we use them for destructive purposes? Discuss with your friends and state the reasons in 30-40 words.



WHAT YOU HAVE LEARNT

The world is destroying itself by making more and more dangerous weapons. The adults disregard their responsibility to save the world and keep it secure for future. The frequent appeals of peace-loving people to stop the race for destructive nuclear power have fallen on deaf ears. It is time to stop believing that the possession of destructive weapons makes us safe. Weapons kill. Weapons destroy. Weapons have the potential to destroy everyone including those who make them. Energy should be harnessed for peaceful purposes to promote human welfare.



TERMINAL QUESTIONS

I Answer the following questions:

1. How is the world of children different from the world of adults? State in about 50 words.
2. What do you think the poet means by the given phrases? Choose the correct answers:
 - (a) 'think about taming the winds' means——
 - check the storms which cause damage/war.
 - subdue and control natural calamities.
 - use wind for energy.
 - (b) 'through your fault' means——
 - the fault of all adults
 - the fault of arm makers
 - the fault of right and left wing people
 - (c) 'a veil of dust lies over it' means——
 - our life is under the dust left by gun powder and other explosives.



- our lives are under the threat of weapons.
 - our lives are buried under dust and dirt
3. Who can build a better world?
 4. State in about 50-60 words the theme of the poem. How is it relevant in the modern world today?
 5. Read the poem once again and answer questions about the following points:
 - is there a rhyme scheme in the poem?
 - do all the stanzas have the same number of lines?
 - are all lines equal in length?
 - do all the stanzas have a similar pattern of long and short lines?

Based on your answers to the above questions, state in a few lines your observations about blank verse.

6. Why has the poet chosen a child to voice his concerns?



ANSWERS

16.2.1 PART 1

INTEXT QUESTIONS 16.1

1. The child wants to speak to grown-ups because the grown ups are building arms which threaten the world, and only the grown ups can bring about a change in the world.
2. The adults think that they are deceiving children but actually they are deceiving themselves.
3. The child feels helpless because children alone cannot change the situation. They need the help of adults, but the adults do not realize that they are destroying the world by making arms. Instead they deceive the children and themselves with lies.
4. The child calls other children 'my friends'.
5. The child wants the adults to speak about and discuss peace and fellowship so that they may understand how important these ideas are for the world.
6. The child calls it a deaf world because it doesn't hear his cries.

**16.2.1 PART 2****INTEXT QUESTION 16.2**

1. The child wants everyone to:
 - stop making arms
 - stop making wars break out
 - stop telling lies
2. *We* means children and *you* is used for adults.
3. A world in which there is peace, love and friendship is the essential need of the child.
4. The child holds the adults responsible for depriving him of his essential needs.

16.4 LET US LEARN GRAMMAR

1. a. Unfortunately
b. often
c. always
d. fearlessly
e. fast
2. a. Seema accepted the job unhappily.
b. The child broke the window unintentionally.
c. We should speak politely.
d. My friend is unwell.
e. You should always use good construction material to build your house.

TERMINAL QUESTIONS

- I 1. Individual responses.
- Suggested response: The world of children is a world of love and innocence. Children do not tell lies. They are not involved in political rivalries. They want love and affection. They want peace in the world. In times of peace the world is safe for everyone. In times of peace we can work to make the world better for children. Adults tell lies and make war to acquire power over others. For adults peace and friendship are words which can be used to hide and cover up their destructive activities.
2. (a) subdue and control natural calamities
(b) the fault of all adults



(c) our lives are under the threat of weapons

3. The adults can build a better world

4. Individual responses

Suggested response: The poem focuses on the dire consequences of developing destructive weapons. Weapons can eliminate life. Weapons can destroy the world. Weapons lead to war and war is made by adults. Adults should stop making weapons and war. They should make the world a happy, safe and peaceful place for children.

The poem is very relevant in the contemporary context. Today many countries possess nuclear weapons which have huge destructive potential. The poem is a reminder to the world to stop the production of destructive weapons.

5. The poem is in blank verse. The lines do not rhyme at the end. The

number of lines in each stanza varies. All the lines are not equal in length. There is no uniform pattern of long and short lines in the various stanzas.

Individual responses.

Suggested response: In blank verse the poet has the freedom to vary the number and the length of lines according to the need of the thought of the poem. There is a rhythm in the poem which makes the movement of the thought easy and effortless.

6. The answer could include the following points:

- the child is innocent
- the child can speak the truth
- the child is the future



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17

CARING FOR OTHERS

Love and care are two important feelings that bind us together. We all love our friends and relatives but there are some people who share their love with all of humanity. They take care of those who are alone and helpless; they extend their hand to help those who are in difficult situations. They do not look forward to any reward for their kind actions. What can we call such people? Shall we call them the saviours of humanity? We should be proud of them.

The lesson is divided into three parts. The first is an interview with Mother Teresa. The second is a report about Janki Iyer and her school, Ananda Bharati. The third is the story of a young girl called Bhagya.



OBJECTIVES

After completing this lesson you will be able to:

- state the purpose of taking an interview;
- frame questions for an interview;
- recognise the selfless services of some great women;
- use the adverb clause of time;
- observe the positive impact of love and care;
- recognise the need to sacrifice for the benefit of humanity, and
- develop self awareness about how you make difficult choices and decisions.



17.1 LET US READ THE TEXT



Notes

Mother Teresa looked after the poor and the needy. What did she do for the dying?

We will get to know about Mother Teresa. She was born in South Yugoslavia. At the age of nineteen she came to Darjeeling, India to teach. In 1931 she decided to serve the poorest of the poor. She belonged to the order of Missionaries of Charity. They run forty schools, where about 30,000 children are educated. They also have mobile dispensaries, training centers and destitute homes for the poor and the needy. In 1979, she received the Nobel Prize for her services to the poor. She was also given the Bharat Ratna by the Government of India in 1980.

Here is an extract from an interview with Mother Teresa. The interviewer is the well known journalist, Malcolm Muggeridge. Does it tell us how Mother Teresa cared for the poor? Let's read and find out.

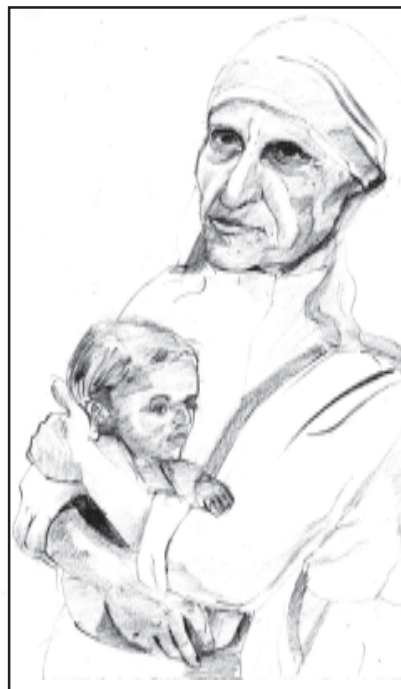


Fig. 17.1

Section I

Malcolm: When you say *Home for the Dying* do you mean that these are people on the streets who have been abandoned and are dying?

Mother Teresa: Yes, the first woman who I saved, was picked up from the street. She had been half-eaten by the rats and the ants. I took her to the hospital, but they could not do anything for her. They only took her in because I refused to move until they accepted her. From there I went to the municipality and asked them to give me a place, where I could bring such people. The health officer of the municipality took me to the Kali Temple and showed me the dharamshala. I was very happy to have that place. Within twenty four hours we had our patients there, and we started the work of the home for the sick and the dying. In 1952, we opened the first Home for the Dying.

Malcolm: What exactly are you doing for these dying people? I know you bring them in here.

Mother Teresa: First of all we want to make them feel they are wanted; we want them to know that there are people who really love them, who really care for them at least for the



Notes

few hours that they have to live. They too should know that they are the children of God and that they are not forgotten and that they are loved and cared.

Malcolm: What happens to those who are cured?

Mother Teresa: Those who are able to work – we try to find some work for them, the others – we try to send them home, where they can spend at least a few years in happiness and comfort.

Section II

A little distance from the Tarnaka crossroads, you come across a quiet house called *Needa* (refuge). Attached to it is a small school where in the afternoons, you will come across many little girls who are domestic servants, learning to read. This is no non-formal education center. Education is a very serious business here. The girls get to write their public exams, some of them join residential schools (after clearing the entrance exams) and some others go for higher studies. Innovative teaching methods help these first generation learners. Field trips, discussion on current events are common features in this school. Ananda Bharati is not just about education, many people have commented that the children here are transformed into confident individuals and that the values imbibed here stay with them wherever they go.

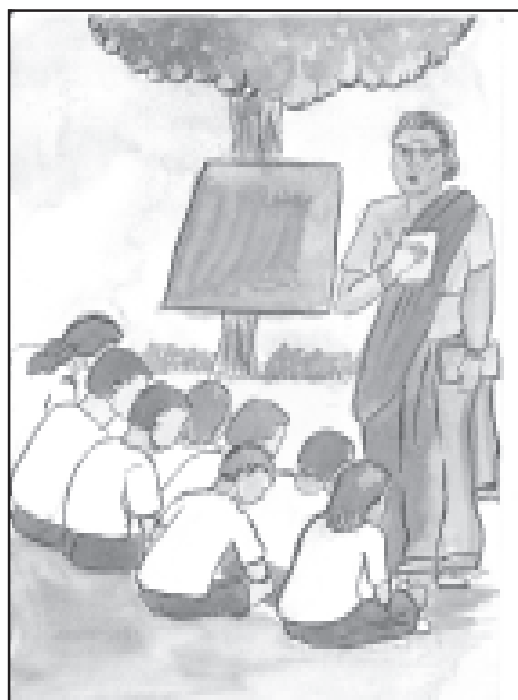


Fig. 17.2

Innovative - introducing new ideas, methods

imbibe - develop

sprightly - active and lively

unassuming - modest, humble, simple

unprecedented - not matched by any previous example

preponderance - superiority in power or influence

The woman who runs the school and whose house is in 'Needa' is Janaki Iyer, simply called Ja by her friends. Janaki could well be your neighbour across the wall babysitting her grandchildren. This sprightly 70-year-old is an unassuming, soft-spoken lady and comes across as a very gentle person. She chooses her words carefully, the precision speaks of a well-ordered mind.

She attracts young people to her like bees to honey. Her school, appropriately enough called Ananda Bharati, has attracted many younger professionals in an unprecedented way to lend their time and effort to this venture. A computer professional helps with the accounts; a Linguistics professor teaches Hindi; another professor teaches English, and another music. Despite the preponderance of highly-educated teachers, Janaki has been able to attract and retain teachers from under-privileged backgrounds. When a child needs

to be put into a residential school, or needs to go in for higher studies in college, Janaki has many friends who help in sorting out the myriad problems that crop up.

Sandhyarani, a 15 year old, says that she liked the combination of studies with vocational training.

Janaki Iyer is doing a yeoman service to these domestic workers by educating them. “I am getting a lot of help from committed teachers and young enthusiastic professionals, who volunteer to help in the school. I am very thankful for it,” she says. With such committed social workers, there is hope on the horizon.

BHAGYA is a ten-year old, who attends my non-formal education unit “Ananda Bharati”. She comes to my class, which starts at 2 p.m. with her younger sister Swarna and baby sister, Swapna. As soon as she comes to class there is a change in Bhagya. She sheds her responsibilities the instant she hands over Swapna to me. For the next two and a half hours, she like any other child of her age, is interested in her work be it an exercise in Telugu or sums or some drawing.

After playing around for a while and scribbling on a slate Swapna settles on my lap for her siesta. Work gets more intense after Swapna is put down. Before any of us realize it, it is 4.15 and time for games. On good days Swapna sleeps through this also. At a quarter to five all are ready to leave for home.

One afternoon in July, Bhagya came to class wearing a pair of rubber slippers. She explained that she had started working for the occupants of a flat. This gave her a little money to get some things for herself which she badly needed. Another day she wore pretty green bangles on her slender wrists. They looked beautiful on her bringing Sarojini Naidu’s “delicate, bright rainbow-tinted circles of light” to my mind. Soon she had a set of new clothes.

Days went by. We continued our work in the afternoon. Bhagya was busy cooking and looking after Swapna in her own home. She also had her work in the flat on the 3rd floor. Some days she was late coming to my class and took my admonition with a serious downcast look.

One day I found Lakshmi, another of my students going along with Bhagya to the newly constructed flats. When I asked her what she was up to she said Bhagya had got her work in one of the new apartments. Bhagya herself came running to me and said, “The lady of that house wanted me to work for her for a hundred rupees per month. I know that I cannot take on more work if I want to study in the afternoon. So I decided that I would give Lakshmi the job.” I was stunned.



Fig. 17.3



Notes

yeoman service - a useful service

myriad - many in number

siesta - afternoon nap, a short sleep in the afternoon

admonition - scolding



Notes

Bhagya had made a deliberate choice, giving up a hundred rupees every month in order to study. What was even more remarkable was the matter of fact way she said it. To her the issue seemed crystal clear. There was awe in her voice when she mentioned the grand sum of 100 rupees or 'Vanda' as she called it in Telugu but there was no a trace of regret in either her face or voice for having given it up.

17.2 LET US UNDERSTAND THE TEXT

17.2.1 PART 1

Malcolm: When you say home forfew years in happiness and comfort.

Have you heard of Mother Teresa? Mother Teresa looked after the dying and the destitute. She was born in South Yugoslavia. At the age of nineteen, she came to Darjeeling, India. She belonged to the order of Missionaries of Charity. She is a winner of the Nobel Prize and the Bharat Ratna for her work among the poor.

In this interview the well known journalist Malcolm Muggeridge talks with Mother Teresa about her work. Mother Teresa tells about how she set up her Home for the Dying. She also explains what they do for the people who are brought to the Home for the Dying. Poor, sick, and helpless people who are unwanted and abandoned by their own families are brought to the Home for the Dying. They are loved and cared for in the Home. Some of them die, but they die knowing that they are loved and cared for. Some of them become healthy again, and the Missionaries of Charity try to send them to their own homes or help them to find jobs.



INTEXT QUESTIONS 17.1

1. What kind of people did Mother Teresa take care of and why?
2. How did Mother Teresa force the hospital to take in the sick woman?
3. Where did Mother Teresa set up the first home for the sick and the dying?
4. How did she settle her patients when they were cured?
5. Tick the correct answer to complete the given statement.

Malcolm Muggeridge interviewed Mother Teresa to

- know about her work and achievements
- know her opinions
- test her knowledge for a job

6. Think of a sick, unhappy or helpless person in your family/neighbourhood who has responded well to love and care. What change have you noticed in this person?



17.2.2 PART 2

A little distance from.....hope on the horizon.”

What should a 70-year old woman do? Sit at home? Play with her grand-children? Or should she take an unusual path and start teaching under-privileged children in her courtyard? *The Deccan Chronicle* tells us how Janki Iyer chose the last option, and runs a school called Ananda Bharati.

Janaki Iyer is a 70 year old woman who is very different from other women of her age. She teaches girls who are domestic helpers and who therefore can not attend a formal school. *The Deccan Chronicle* publishes a report about Janki Iyer and her non formal school called Ananda Bharati. The report tells us that although the school is a non formal institution, the students and the teachers are very serious about education and examinations. The school has very highly qualified teachers and other staff. The aim of the school is to educate the students as well as to make them strong and confident people with values and skills which will stay with them all their lives.



DO YOU KNOW

Non formal education takes place outside recognised educational institutions. It is based on the following principles:

- an acceptance and belief that education is important
- relevance to the disadvantaged group
- concern with special categories of persons
- clearly defined objectives and purposes
- flexibility in organisation and methods



INTEXT QUESTIONS 17.2

1. Who set up Ananda Bharati school and for whom?
2. Ananda Bharati is a non formal school but the author says, “This is no non-formal education center.” Why does the author say that?
3. Describe Janki Iyer in 60-80 words.
4. Who are the people who help Janki Iyer in her work?
5. Choose the correct options to complete the following statements.
 - a. A first generation learner is a person ...



Notes

- who goes to school for the first time.
 - who is the first in the family to go to school.
 - who learns about first generation.
- b. A well ordered mind is ...
- a mind that is in order.
 - a balanced mind.
 - a fit mind.
6. Say whether the following are true or false:
- a. Ananda Bharati is located in a house called Needa.
 - b. Ananda Bharati does not prepare girls for public exams.
 - c. At Ananda Bharati children are transformed into confident individuals
 - d. Many professionals teach at the school.
 - e. The school has a combination of highly educated teachers and teachers from the underprivileged class.
 - f. Janki Iyer has to handle all the problems alone.



LET US DO 17.1

Talk to the girls in your neighbourhood who work as domestic helpers. Find out how many of them have or have not received elementary education. Persuade the girls who have not received elementary education to go to a non-formal school, or if you have the time and the will, teach them yourself.

17.2.3 PART 3

Bhagya is a ten year oldall the rainy teaching days seem worthwhile.

As you know there are many people who want to go to school and improve their lives by educating themselves. Yet they are not always able to do this for many reasons such as family responsibilities, sickness, or shortage of money. In this unit Janki Iyer tells the story of one such person called Bhagya. Bhagya is a poor girl who studies at Ananda Bharati. Despite her many and difficult responsibilities, this ten year old girl does not give up her studies. Supported and helped by Janki Iyer, she continues to study. One day she has to make a difficult decision. She has to choose between money and an education. She refuses an offer of work that would give her a lot of money, because this work will not leave her time to study and continue with school.



INTEXT QUESTIONS 17.3

1. Who was Bhagya?
2. How did Janki Iyer share Bhagya's responsibilities in the school?
3. State how Bhagya changed as soon as she came to the class?
4. Where did Bhagya start working?
5. What new things did she buy with the money she earned?
6. Why did Janki Iyer scold her?
7. What was the difficult choice Bhagya had to make?
8. a. What choice did Bhagya make?
b. What was remarkable about her choice?



DO YOU KNOW

According to world surveys of primary education in the world...

- the difference between the number of girls and boys in primary education is the biggest in India
- there are about 8 million fewer girls than boys in the first five years of education in India

Some of the schemes launched by the Government of India and the State Governments to promote the education of girls are:

- the Ladli Scheme of Department of Women & Child development, Delhi. The scheme gives Rs 100,000 to a girl student when she becomes 18 years old.
- Haryana, Madhya Pradesh and some other states provide bicycles to girl students
- the Central Government's scheme to award scholarships for the girl child



17.3 LET US LEARN GRAMMAR

Adverb Clause of Time

Read these statements from Part 3. The underlined words are adverb clauses of time.

As soon as she comes to the class there is a change in Bhagya.



Notes

After Swapna has played around for a while she has her afternoon nap.

An adverb clause begins with words like whenever, while, after, before, since, when, as, as soon as, till. An adverb clause of time tells us about the time when a certain action is performed. An adverb clause answers the question ‘when’ about the main clause. For example: **When** is there a change in Bhagya? **When** does Swapna have her afternoon nap?

An **adverb clause** should not be confused with an **adverb**.

Look at the two sentences given below:

- I saw the movie yesterday.
- I saw the movie before I left for Jaipur.

Both the sentences answer the question ‘when’, but in the first sentence ‘yesterday’ is an adverb. It is not a clause.

In the second sentence, when you ask the question ‘When did you see the movie?’ you get the answer ‘before I left for Jaipur’, which is a clause. A clause has a subject and a full verb, i.e. a subject and a predicate. The answer ‘before I left for Jaipur’ has a subject (I) and a verb (left). So it is an adverb clause of time.

Exercise

1. Fill in the blanks in the following sentences to get an adverb clause of time:

- a. You should not drive _____ you have drunk alcohol.
if
because
after
- b. We should heat up the iron _____ we iron our clothes.
before
so that
if
- c. _____ the crop is harvested (cut), it is sold in the market.
if
although
after
- d. Do not talk _____ she is singing.
if
though
while



- e. You can go home _____ you finish your work.
so that
when
because
2. Complete the following sentences by adding an adverb clause of time:
- a. They go to their daughter's school when _____.
- b. Bhavana shifted to Mumbai after _____
- c. I had arrived at the platform before _____
- d. The doctor comes whenever _____
- e. They were asked to wait till _____



17.4 LET US WRITE

You have read an **interview** in Part 1 and a **report** in Part 2.

What is an interview?

- An interview is a conversation between two or more persons.

It is a conversation in which questions are asked by the interviewer to get information from the interviewee.

An interview is conducted for a specific reason.

- It could be an interview to test the knowledge and suitability of a person for a particular job. This is the most common kind of interview.
- An interview can be conducted to collect information about the life, work and achievements of a famous person.
- It could also be an interview of a well known person to find out his/her opinion about important social, political, cultural and other topics.

What is a report?

- A report is a presentation of information already collected through an interview, observation, or in some other way.
- Some important features of a report are:
 - relevant and accurate facts.
 - use of narrative style for presentation.
 - coherence and connectivity of points.

Comments may be added.



Notes

When interviewing someone you have to form your questions very carefully so that you are able to get the maximum information from the interviewee.

Exercise

Imagine that you have to interview Janki Iyer to collect information about Ananda Bharati School. Make a list of five questions you would ask her.



WHAT YOU HAVE LEARNT

Love and care join people. You can create a better society if you take care of the people who need you. You can do it in many ways. You can take care of the sick and neglected like Mother Teresa did, or you can hold the hand of a little child who has to cope with the responsibilities of an adult and help him/her to move forward like Janki Iyer did. There are other ways you can help the needy, and each of us should try to help such people in whatever way we can. However, a person who is in a difficult situation should set goals for himself/herself and work very hard to achieve them like Bhagya did. You should not give up hope and courage or forget what your goals are. You sometimes need help from others who are in a position to help, but you also need to help yourself by working hard to improve your life and achieve your goals.



TERMINAL QUESTIONS

I. 1. Read the following phrase from the text:

“delicate bright rainbow tinted circles of light”

In the above phrase, the poet Sarojini Naidu has used some adjectives to describe bangles. Explain how each adjective describes a feature of the bangles.

2. Now read the sentence given below:

“It’s rainbows like these that make all the rainy teaching days worthwhile.”

In the above sentence the writer has used ‘rainbows’ and ‘rainy days’ as symbols.

Complete the statements below by choosing the correct meaning of **rainbows** and **rainy days** from the given options.

- a. Rainbows in the context of the lesson refer to:
- seven colours
 - beautiful moments



- a beautiful phenomenon of nature
- b. Rainy days in the context of the lesson refer to
- when it is raining.
 - old age
 - difficult moments
- II. 1. How did Mother Teresa make her patients feel comfortable?
2. In what way is Ananda Bharati a unique school?
3. Who should be given the credit for Bhagya's education - Janki Iyer or Bhagya? Why?
4. State the three words the writer has used to describe Janki Iyer. Do you know somebody who has one or all three of these characteristics? Write a short description of that person in about 50 words.
5. Think of a time when you had to make a difficult choice. Describe the situation and the options you could choose from. State the choice you made. Explain why you made that choice.

**ANSWERS****17.2.1 PART 1****INTEXT QUESTIONS 17.1**

1. Mother Teresa took care of the old and the sick who were unwanted and abandoned by their relatives.
2. Mother Teresa refused to move away from the hospital until they admitted the sick woman.
3. Mother Teresa set up her first home for the sick and the dying in a dharamshala near the Kali Temple.
4. Mother Teresa found work for those who could work. She tried to send others to their homes.
5. Malcolm Muggeridge interviewed Mother Teresa to know about her work and achievements.
6. Individual responses.



Notes

17.2.2 PART 2**INTEXT QUESTIONS 17.2**

1. A seventy-year-old woman called Janki Iyer set up Ananda Bharati school for girls who worked as domestic helpers.
2. Ananda Bharati is a non formal school. It is not a formal and recognised educational institution. When the author says, “This is no non-formal education center” he means that Ananda Bharati is very serious about education just like a formal school. The teachers and the students work very hard to achieve their educational goals. The school has flexible methods and timings like a non formal institution, but it is as serious about studies as a formal school.
3. Janki Iyer is a seventy year old soft-spoken and gentle woman who takes care of the needs of others. She takes over Bhagya’s responsibility of looking after her little sister so that Bhagya can study. Janki Iyer is very serious about education for girls, and cannot tolerate carelessness about studies. She loves Bhagya and helps her but also scolds her when she comes late to the class. She is a very good manager and also very good at building huge social support for her school.
4. Young professionals help Janki Iyer to run the school. A computer professional helps with the school’s accounts, a Linguistics professor teaches Hindi, another professor teaches English and another one teaches music. There are also some teachers from the less privileged class who work at the school.
5.
 - a. A first generation learner is one who is the first in the family to receive education.
 - b. A well ordered mind is a balanced mind.
6.
 - a. F
 - b. F
 - c. T
 - d. T
 - e. T
 - f. F

17.2.3 PART 3**INTEXT QUESTIONS 17.3**

1. Bhagya was a poor, ten-year-old girl. She had the responsibility of taking care of her two younger sisters. Bhagya also worked as a part time domestic helper. She was very keen to study and was a regular student at Ananda Bharati.



2. Janki Iyer took care of Bhagya's baby sister, Swapna as soon as Bhagya came into the class. She kept the baby busy with playful activities to give Bhagya time to study.
3. As soon as Bhagya entered the class she shed off her responsibilities and began to enjoy school like any other child.
4. She started to work for the occupants of a newly constructed flat.
5. She bought a pair of slippers, green bangles and new clothes for herself.
6. Janki Iyer scolded Bhagya because she was late for class. Janki Iyer did not want Bhagya to neglect her studies.
7. For the work Bhagya did as a domestic helper she got money with which she could buy clothes, slippers and other pretty things. When she was offered more work as a domestic helper she knew that she would get more money for it but have less time to study and go to school. She liked school and she also liked all the things she could buy with the money she earned. She had to make a difficult choice between her studies and the money she could earn.
8. a. Bhagya decided not to accept the offer of more work as a domestic helper so that she would have time to study in the afternoon.

b. Individual responses.

Suggested response: Her choice was remarkable because the money she could earn for the extra work was a big amount for her. To refuse such an offer was very difficult for a poor girl like her. It was a remarkable choice because she made it after thinking very clearly about her goals, and about what was more important to her – education or money.

17.3 LET US LEARN GRAMMAR

1. a. after
b. before
c. After
d. while
e. when

2. Individual responses.

Suggested responses:

- a. They go to their daughter's school when they are called for a meeting.
- b. Bhavna shifted to Mumbai after she took up a job.
- c. I had arrived at the platform before the train arrived.



Notes

- d. The doctor comes whenever he is called for.
e. They were asked to wait till the signal was red.

17.4 LET US WRITE

Exercise

Individual responses. Students will frame their own questions.

Suggested responses: Some sample questions are given below.

- How did you think of setting up Ananda Bharati School?
- What are your objectives for your students?
- You do not have funds to employ teachers. How do you manage this problem?
- Do you ever feel that you are alone and the responsibilities are big?

TERMINAL QUESTIONS

- I. 1. ‘delicate’ -suggests that the bangles may be made of glass which can break easily.
‘bright’ - suggests that the colours are bright.
‘rainbow tinted circles of light’ - the colours are a mix of seven colours of the rainbow. The bangles are round so they are called circles.
2. a. Rainbows refer to beautiful moments.
b. Rainy days refer to difficult moments.
- II. 1. Mother Teresa looked after her patients. She made them feel wanted. She made them feel that they were not alone. She made them feel that there were people who loved and cared for them.
2. Ananda Bharati is a unique school because although it is a non formal school, it is very serious about education. It is flexible like a non formal institution yet its students write public examinations and even go on for higher studies like the students of a formal school. It shares the problems of its students and tries to solve them. It builds their trust and confidence in themselves and supports them throughout their stay in the school.
3. Individual responses.
4. Sprightly, soft spoken, unassuming are three words the writer uses to describe Janki Iyer.
Individual responses.
5. Individual responses.



18



202en18

THE LITTLE GIRL

All fathers are not alike. Some show their love and affection for their children and play with them. Others also love and care for their children but they show it by working hard for them and giving them instructions and advice. Read the story and find out what the little girl's father was like.



OBJECTIVES

After completing this lesson you will be able to:

- describe the kind of relationship between Kezia and her parents;
- comment on Kezia's father's attitude towards her and analyse its impact on her personality;
- analyse your own relationship with your parents in terms of mutual communication and expectations;
- suggest ways to promote a healthy relationship between parents and children;
- write short and consistent paragraphs;
- use simple past tense, and
- improve your vocabulary.



18.1 LET US READ THE TEXT

To the little girl he was a figure to be feared and avoided. Every morning before going to work he came into her room and gave her a casual kiss, to which she responded with "Goodbye, father". And oh, the glad sense of relief when she heard the noise of the carriage growing fainter and fainter down the long road!

fainter and fainter:
Sound becoming low
gradually



Notes



The Little Girl

In the evening when he came home she stood near the staircase and heard his loud voice in the hall. “Bring my tea into the drawing-room...Hasn't the paper come yet? Mother, go and see if my paper's out there-and bring me my slippers.”

“Kezia”, mother would call her, “if you are a good girl you can come down and take off father’s boots.” Slowly the girl would slip down the stairs, more slowly still, across the hall, and push open the drawing-room door.

By that time he had his spectacles on and looked at her over them in a way that was terrifying to the little girl.

“Well, Kezia, hurry up and pull off these boots and take them outside. Have you been a good girl today?”

“Id-d-don’t know, father.”

“You d-d-don’t know? If you stutter like that mother will have to take you to the doctor.”

She never stuttered with other people—had quite given it up – but only with father, because then she was trying so hard to say the words properly.

“What's the matter? What are you looking so wretched about? Mother, I wish you teach this child not to appear on the brink of suicide . . . Here, Kezia, carry my tea cup back to the table carefully.”

He was so big – his hand and his neck, especially his mouth when he yawned. Thinking about him alone was like thinking about a giant.

On Sunday afternoons grandmother sent her down to the drawing – room to have a “nice talk with father and mother”. But the little girl always found mother reading and father stretched out on the sofa, his handkerchief on his face, his feet on one of the best cushions, sleeping soundly and snoring.

She sat on a stool, gravely watched him until he woke and stretched, and asked the time – then looked at her.

“Don’t stare so, Kezia. You look like a little brown owl.”

One day, when she was kept indoors with a cold, the grandmother told her that father’s birthday was next week, and suggested she should make him a pin-cushion for a gift out of a beautiful piece of yellow silk.

to pull off: remove

to stutter: not to speak normally due to a speech problem

wretched: miserable, very sad

brink of suicide: extremely dejected and frustrated

nice talk: here means polite and informal talk/ interaction

stretch out: to keep legs straight on the sofa or bed

gravely: seriously

The Little Girl



Laboriously with double cotton, the little girl stitched three sides. But what to fill it with? That was the question. The grandmother was out in the garden, and she wandered into mother's bedroom to look for 'scraps'. On the bed table she discovered, a great many sheets of fine paper, gathered them up, tore them into tiny pieces, and stuffed her case, then sewed up the fourth side.

That night there was a hue and cry in the house. Father's great speech for the Port Authority had been lost. Rooms were searched-servants questioned. Finally mother came into Kezia's room.

"Kezia, I suppose you didn't see some papers on a table in our room?"

"Oh yes," she said, "I tore them up for my surprise."

"What" screamed mother "Come straight down to the dining-room this instant."

And she was dragged down to where father was pacing to and fro, hand behind his back.

"Well?" he said sharply.

Mother explained.

He stopped and stared at the child.

"Did you do that?"

"N-n-no," she whispered.

"Mother, go up to her room and fetch down the damned thing-see that the child's put to bed this instant."

Crying too much to explain, she lay in the shadowed room watching the evening light make a sad little pattern on the floor.

Then father came into the room with a ruler in his hands.

"I am going to beat you for this," he said.

"Oh, no, no", she screamed, hiding under the bed clothes.

He pulled them aside.

"Sit up," he ordered, "and hold out your hands. You must be taught once and for all not to touch what does not belong to you."



Notes



to stuff: to push in a something into a small space in a careless way

stared: looked angrily

to fetch down: to bring down

screamed: shouted/cried fiercely due to fear



Notes

“But it was for your b-b-birthday.”

Down came the ruler on her little, pink palms.

Hours later, when the grandmother had wrapped her in a shawl and rocked her in the rocking-chair, the child clung to her soft body.

“What did God make fathers for?” she sobbed.

“Here’s a clean hanky, darling. Blow your nose. Go to sleep, pet; you’ll forget all about it in the morning. I tried to explain to Father but he was too upset to listen tonight.”

But the child never forgot. Next time she saw him she quickly put both hands behind her back and a red colour flew into the cheeks.

The MacDonalds lived next door. They had five children. Looking through a hole in the fence the little girl saw them playing ‘tag’ in the evening. The father with the baby Mao on his shoulders, two little girls hanging on to his coat pockets ran round and round the flower beds, shaking with laughter. Once she saw the boys turn the hose on him—turn the hose on him—and tried to catch them laughing all the time.

Then it was she decided there were different sorts of fathers.

Suddenly, one day, mother became ill, and she and grandmother went to hospital.



The little girl was left alone in the house with Alice the cook. That was all right in the daytime, but while Alice was putting her to bed she grew suddenly afraid.

“What’ll I do if I have a nightmare?” she asked. “I often have nightmares and then Grannie takes me into her bed—I can’t stay in the dark—It all gets ‘whispery’”

“You just go to sleep, child,” said Alice, pulling off her socks, “and don’t you scream and wake your poor Pa.”

But the same old nightmare came—the butcher with a knife and a rope, who came nearer and nearer, smiling that dreadful smile, while she could not move, could only stand still, crying out, “Grandma! Grandma!” She woke shivering to see father beside her bed, a candle in his hand.



The Little Girl

“What’s the matter?” he said.

“Oh, a butcher—a knife—I want Grannie.” He blew out the candle, bent down and caught up the child in his arms, carrying her along the passage to the big bedroom. A newspaper was on the bed—a half-smoked cigar was near his reading-lamp. He put away the paper, threw the cigar into the fire-place, then carefully tucked up the child. He lay down beside her. Half asleep still, still with the butcher’s smile all about her it seemed she crept close to him, snuggled her head under his arm, held tightly to his shirt.

Then the dark did not matter; she lay still.

Tired out, he slept before the little girl. A funny feeling came over her. Poor father, not so big, after all—and with no one to look after him. And everyday he had to work and was too tired to be a Mr. Macdonald. She had torn up all his beautiful writing... She stirred suddenly, and sighed.

“What’s the matter?” he asked her. “Another dream?”

“Oh,” said the little girl, “my head’s on your heart. I can hear it going. What a big heart you’ve got, father dear.”



– Katherine Mansfield
(an adaptation)

18.2 LET US UNDERSTAND THE TEXT

18.2.1 PART 1

To the little girllittle brown and owl.

Unit -1 tells you about the relationship between Kezia and her father and how Kezia is affected. Lets read and find out what Kezias father expects from her and how she responds to it. The expression ‘to be feared and avoided’ indicates that she was afraid of her father. He would always give her instructions or orders but never made an effort to know what she expected from him. She wanted his love and company. He only wanted her to be obedient, disciplined, organized and a perfect person. He expected her to accept the things as they are and not to question anything. As a result she couldn’t build up self confidence and didn’t feel free to talk. If she tried to talk she would end up stuttering. Her father never tried to find out what was going wrong on in her life. He never gave her time to open her mind to him.





Notes



LET US DO 18.1

Your father is back home from his place of work. You have told him about your programme of going to a movie with your friends and have demanded money for it. He is not happy at your decision and does not approve of it. You have objected to his disapproval by saying, “Papa, I don’t expect this of you!” In this connection your father has asked you to share your expectations from him. He also tells you about his expectations from you. Write three expectations you think your parents should fulfil and three which they would want you to consider. One example is given for you. Write two more.

Children’s expectations		Parents’ expectations	
1.	Parents should not force their likes and dislikes on their children	1.	Children should give due respect to their parents.
2.		2.	
3.		3.	



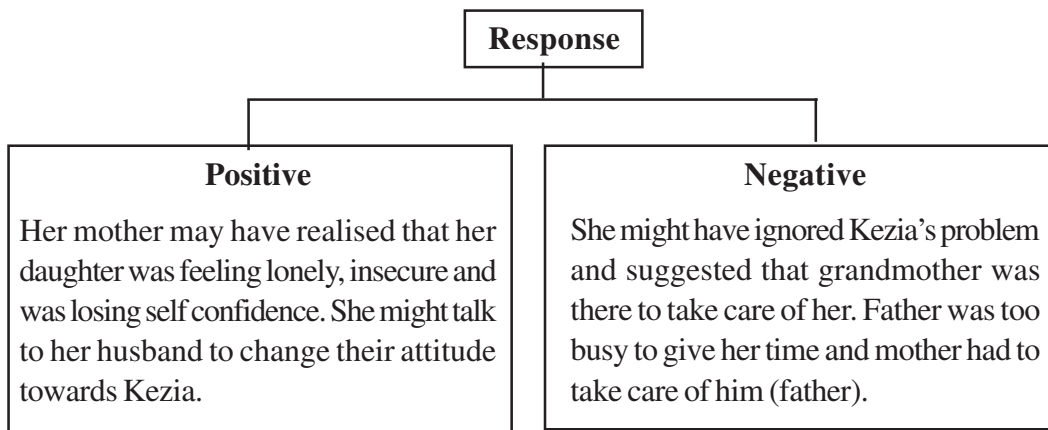
INTEXT QUESTIONS 18.1

Answer the following questions.

- 1 (i) Write Kezia's feelings about her father. Pick out the expressions/phrases from the text to support your answer.
- (ii) What was the real reason behind Kezia’s stuttering?
- (iii) Kezia’s parents never encouraged her to have an open conversation with them. Give an example from the text.
- (iv) Kezia did not object to her parents’ attitude towards her. Describe at least two options she could have considered in order to make them understand her view point, also mention one positive and one negative consequence of her efforts. One example is given for you.

Example :

Option: Kezia could have expressed her feelings to her mother that she wanted to have a more open relationship with them.



2. Why do you think Kezia was more attached to her grandmother than to her mother?
3. Kezia's mother is passive in her attitude towards her. If you were in her mother's place what would you have done to promote a more positive relationship between Kezia and her father?
4. Read the following statements and write 'True', 'False', or 'Not sure' against each one.
 - a. Kezia was scared of her father.
 - b. Her father did not like her.
 - c. Her father did not love her.
 - d. Her grandmother always showed interest in her.
 - e. Kezia's mother was careless about her daughter.
 - f. Her father always disapproved of every move of hers.
5. Tick the right option to complete the following statement
 Kezia's grandmother sent her to have a nice talk with her parents so that
 - she could get over the feeling of fear of her father.
 - she could tell her father how deeply she missed his love and company.
 - her mother comes to understand her daughter's feelings and takes interest in her.
 - the communication gap that was harming her personality development could be overcome.
 - all the above reasons.



LET US LEARN NEW WORDS 18.1

Pick out the words from the passage which are similar in meaning to the following:

- seriously _____
- very unhappy _____



Notes



LET US DO 18.2

What makes us give gifts to our parents? How do we expect them to respond to our token of affection?

Tick your choice

- (i) Take it and put it among other gifts.
- (ii) Give us a return gift.
- (iii) Appreciate our feelings behind it.

Kezia gives a gift to her father on his birthday. Let us read and find out how he responds to her.

18.2.2 PART 2

One day when she was kept indoors..... red colour flew in to the cheeks.

On the suggestion of her grandmother Kezia makes a beautiful pin cushion for her father's birthday. She thought he would appreciate her feelings behind it. Out of ignorance she stuffed it with papers which were very important to her father. He was furious when he came to know about this. She pleaded that it was for his birthday. Instead of being soft to her he punished her by hitting her palms with a ruler. She screamed but her father believed this was the only way to teach her not to touch what did not belong to her. Kezia was deeply hurt at heart. Her question to her grandmother 'What did God make fathers for?' shows the intensity of her feelings. Her grandmother believed that she would forget the incident but she did not. She was hurt emotionally. Physical wounds heal but emotional ones don't.



INTEXT QUESTIONS 18.2

Let us answer the questions:

1. Tick the correct answers to complete the statements:
 - A Kezia made a pin cushion for her father because
 - a. she loved him and wanted to give him a surprise.
 - b. he needed it for his study table.
 - c. her grandmother gave her the idea.
 - B. Kezia's father punished her because
 - a. he didn't love her.



- b. he already had a pin cushion.
 - c. Kezia had accidentally destroyed father's speech and punishment was his way of teaching her a lesson.
2. Kezia's grandmother believed that Kezia would forget the pain by next morning. Was she right? Pick out the words from the text to support your answer.
 3. Kezia told the truth to her mother about the missing sheets of paper. Her mother handed her over to her father. Do you think it was right on her part? If you were in her mother's place, what would you have done?
 4. Kezia clung to her grandmother and sobbed, "What did God make fathers for"? Why do you think she said so? Choose the correct option:
 - a. She found her father to be harsh and angry all the time.
 - b. She wanted to be with her grandmother only.
 - c. She wanted her father to spend more time at home with her.
 5. You are Kezia. Express your feelings about your father's behaviour when you gave him a birthday gift. Write your answer in 50-60 words.



LET US LEARN NEW WORDS 18.2

1. Pick out the words from the passage which are similar in meaning to the following:
 - a. small pieces of something _____
 - b. shouting with anger _____
2. Fill in the blanks in each of the following sets of sentences with suitable words from the bracket.
 - a. (planned, suggested, advised)
 - (i) My brother _____ me to see the doctor without delay.
 - (ii) My friend _____ that we should go for evening walk together.
 - b. (preparing, making, doing)
 - (i) My sister is _____ a beautiful sweater for me.
 - (ii) Sooraj will not accompany us as he is _____ for exams.
 - c. (gazed, stared, glanced)
 - (i) She became self conscious when her teacher _____ at her.
 - (ii) Both father and daughter _____ at the stars as they sat by the lake.



Notes

18.2.3 PART 3

The McDonaldsWhat a big heart you have, father dear.

Let us read and find out what Kezia's choice is: Kezia never got an opportunity to enjoy the company of her parents. She did not have an open relationship with them. In this unit we shall read what she thought when she found the McDonalds playing and enjoying together. She could see the thrill and joy on their faces. She wondered if it could be the same with her family. Her father had never been friendly with her, never encouraged her to feel free with him. She realized that all fathers are not alike. Her father was of a different sort. However, she wanted to enjoy her parents' company.

Another incident happened which made Kezia realise something new about her father. Kezia was left alone at night when her mother was hospitalized and her grandmother accompanied her (mother). She had a nightmare. She screamed calling out for grandmother. Her father came and comforted her. She had an opportunity to be close to him. The way he cared for her, comforted her, gave her a sense of security by taking her under his arms and made her realise that her father had indeed a big heart. He was not able to spend time with her because he was busy during the day. She says, "You have got a big heart, father dear."



LET US DO 18.3

On Sunday your father gives you a choice: spend the day with your parents or go with your friends. What will you choose? Give at least two reasons for your choice.



INTEXT QUESTIONS 18.3

A. Let us answer the following questions:

1. On the basis of your reading of the unit fill in the blanks in the following passage. The first letter of the word is given as a hint.

Kezia observed in the McDonalds family, that their father was d_____ from her father. He spent _t_____ in the _c_____ of his five children. All of them were _f_____ with their father and their life was _h_____ and _i_____. She thought perhaps all fathers are not _s_____.

2. Write short answers to the following:

- (i) Why was Kezia scared of being alone in the dark?
- (ii) Why did Kezia cry out for her grandmother? Who attended to her?

The Little Girl



Notes

- (iii) What did Kezia's father do when he found that she was frightened?
- (iv) Kezia found her father soft and caring. What did she think about her father after the incident of the nightmare?
- 3 Tick the right choice to complete the following statement:
- On the night when Kezia was alone her father was very caring and warm in his behaviour towards her because
- (i) Kezia's grandmother had instructed him to be so.
- (ii) Kezia had called out for him.
- (iii) he cared for her though he had never expressed it.



LET US LEARN NEW WORDS 18.3

1. Pick out the words from the passage which mean the opposite of the following:
- Soft _____
 - Light _____
2. Fill in the blanks using appropriate words from the ones given in the box.

asked, shouted, screamed, trembling, shivering and shaking

- (i) My teacher found me _____ with cold in the examination hall. She gave me her shawl. I felt warm and comfortable.
- (ii) During our visit to a zoo a Cheeta broke out of its cage and ran about. We stood _____ under the tree fearing its attack.
- (iii) The mother _____ for help when her child fell into the ditch.
- (iv) Sagar _____ at the worker when he dropped the hammer on the glass table top.



18.3 LET US LEARN GRAMMAR

Exercise 1

1. Read the following sentences and underline the verbs.
- (i) Raman wanted to continue his studies after schooling but his father wanted him to join the family business. Raman discussed it with him and ultimately convinced him that he would help him as well as continue his studies through NIOS.



- (ii) Yesterday I called my manager and expressed my desire to be allowed to handle the new machinery.

Note-These verbs are in their past form and are the example of simple past tense. Simple past tense refers to the action which took place in the past and the verbs (action words) are used in their second form.

Simple past is some times indicated by the past signals such as 'yesterday', 'last Sunday', 'previously' etc.

2. Fill in the following blanks with the correct form of the verbs given in brackets.

Last Monday we _____ (go) to attend parents' day in my daughter's Aanganwadi school. The teacher _____ (tell) me that she _____ (want) to participate in sports as well as cultural activities in the *Aanganwadi* but due to her poor health she _____ (allow) her to take part only in one activity.

Exercise 2

1. Read the following sentences carefully and notice the structure of each sentence.
- Why did he give up his studies after schooling?
 - He gave up studies because his father wanted him to help him in his family business.
 - Didn't you advise him to join NIOS and appear for his examination?
 - Yes, I told him about NIOS. He said that he would think over it.

- Sentence (a) begins with interrogative word 'Why' and a question has been asked. The structure of the sentence is: 'interrogative word + did + subject + verb in its root form'.
- e.g., why + did + he + give up?
- Sentence (c) is also a question beginning with didn't (negative) + subject + verb in its root form + object. These questions are in the simple past tense.
- Sentence (b) and (d) are statements in the past tense, and their structures are sub + verb + object.

Note: Statements (positive) in simple past take the 2nd form of the verb but Interrogative sentences begin with interrogative words - (when, why, where) followed by did/didn't and subject, and the verb is used in its root form.

- Read the following statements and write appropriate questions against each one keeping the underlined words in focus. One has been done for you:

Example:

Statement: Last Sunday he went to Chennai.



Q. When did he go to Chennai?

- (i) He joined his office last month.

Q. _____ ?

- (ii) They built their office in Badli Village, after shifting from Badarpur.

Q. _____ ?

- (iii) They sold their old house in order to buy a new one.

Q. _____ ?



18.4 LET US WRITE

1. Write about Kezia's father's attitude towards her in 50-60 words.
2. Think of a situation when someone did not listen to you. How did you feel at that time? Express yourself in 100 words.
3. Imagine that you are Kezia's father. The incident of the nightmare has brought about a change in your feelings/attitude towards Kezia. Write your experience, in about 80 words.
4. 'The dark didn't matter, she lay still.' Explain the significance of the statement with reference to Kezia's relationship with her father.
5. Describe any incident where you misunderstood a person, but later realised the truth.



WHAT YOU HAVE LEARNT

In this lesson you have learnt the importance of inter-personal relationships between parents and their children, siblings and elders in a family for a smooth and successful life and a congenial atmosphere in the family.

For better relationship the first and foremost factor is mutual interaction and regular communication among the members of a family because through communication only we can understand each other's aspirations, expectations, desires, strengths and weaknesses in a better way.

It is essential that parents should spend time with their children. They should give them freedom and opportunities to express themselves. Parents should give them respect and due attention to boost their self esteem and self confidence. Children don't like when parents/elders thrust their view point and decision on them. This attitude curbs their free thinking, creativity, independent decision making ability, in other words the spontaneous development of personality gets hampered. Another important factor affecting relationship



Notes

is that each member- child or parents should feel the necessity of fulfilling responsibilities towards one another. Otherwise things don't work and there cannot be mutual understanding and comfortable atmosphere in the family.



TERMINAL QUESTIONS

1. Answer the following questions in about 100 words each.
 - (i) Comment on the role of grandmother in trying to make the family atmosphere warm and friendly.
 - (ii) Why do you think people give gifts to their loved ones?
 - (iii) Do you think Kezia's father was a cruel man who didn't love his daughter? Give reasons.
2. You are Seema /Arjun. You have got an appointment with Kezia's mother for an interview. Complete the following conversation you had with Kezia's mother using the words/phrases given in the box at the end:

Arjun: Good morning Madam.

Mother: Good morning, please, come in.

Arjun: Madam your daughter Kezia is a sweet girl. It seems she is very scared of her father. Is she scared of you too?

Mother: She is very shy and sensitive. She takes her father's comments to heart. I don't think she is scared of me.

Arjun: That's good. I hope you _____ with her.

Mother: Not much, because the _____ keeps me busy. In addition I work for a _____ from home. Her grandmother is there to give her _____

Arjun: Why is her father always so _____ with her? Doesn't he _____ for her?

Mother: He does. But he doesn't _____ it.

Arjun: Why don't you support her when her father scolds/punishes her? Don't you care for her feelings?

Mother: Her father doesn't _____ to me because he believes he is always _____.

angry, company, spend time, care, listen, right, household work, show, firm



3. Given below are the extracts from the personal diaries of three students about their relationship with their parents. Go through them and write briefly about your relationship with your parents.

A. My parents are very strict about my daily routine, such as studies, food habits, choice of clothes, hobbies, friends etc. They think they are always right.

They expect me to obey them, help them, follow their orders, then everything will be smooth in our life. How shall I learn to meet the challenges of the changing world? I don't understand.

B. I am free to pursue my routine, have my likes and dislikes. My parents guide me when and where I need. I discuss and argue with them. But the decision is my own. They are my friends rather than my bosses. I am really fortunate. I feel it is my responsibility to share their problems and support them in their hour of need.

C. My parents are very liberal in providing me a comfortable life and freedom, but they have no time for me. They don't bother to spend time with us. I wish I could share my experiences and problems with them and feel a family bond.

Now write about your relationship with your parents in your diary.



ANSWERS

18.2.1 PART 1

INTEXT QUESTION 18.1

1. (i) Kezia was scared of her father and therefore did not feel free with him. It is evident from the expressions in the text. 'He was a figure to be feared and avoided'.
- (ii) Lack of confidence in the presence of her father. She never stuttered in the presence of others.
- (iii) Kezia's parents never encouraged her to have a free and informal interaction with them. On Sunday noons her grandmother sent her to the drawing room to have a nice talk with them. She always found her father stretching on the sofa with his handkerchief on his face and her mother reading. She sat on a stool watching them and waiting for their attention until he woke up, looked at her. Instead of giving a welcome smile and calling her affectionately to him, he remarked 'Don't stare so, Kezia, you look like a brown owl'. Such remarks would certainly work as a blow to the child's desire to get closer to her parents.



Notes

(iv) You will give your own expectation. You can start with '*I would expect ...*

2. Hint

- spend time with her
- pay attention to her
- take interest in her
- guide her, wherever necessary

3. You shall give your own expectation. You can start with '*I would expect ..*

4. a) True, b) Not sure, c) Not sure, d) True, e) Not sure, f) True

5. All the above reasons

LET US LEARN NEW WORDS 18.1

gravely

wretched

18.2.2 PART 2

INTEXT QUESTION 18.2

1. (c)
2. (c)
3. No, she was not right because Kezia didn't forget it. Whenever she saw her father she put her hands behind her.
4. Put yourself in mother's place, think over the situation and write your own answer.
5. (a)

LET US LEARN NEW WORDS 18.2

1 (a) scraps

(b) hue and cry

2 a (i) advised (ii) suggested b (i) making (ii) preparing

c (i) stared (ii) gazed

18.2.3 PART 3

INTEXT QUESTION 18.3

1. different, time, company, free, happy, interesting, similar

The Little Girl



Notes

2. (i) She had nightmares when she was alone in the dark.
(ii) Because she had a nightmare, her father attended her.
(iii) He carefully tucked up the child and lay down beside her, snuggled her head under his arm.
(iv) She realized that her father was a soft hearted man. He could not spend time with her because he was busy in business matters.
- 3 (iii)

LET US LEARN NEW WORDS 18.3

1. hard, dark
- 2 (i) shivering (ii) trembling (iii) screamed, (iv) shouted

18.3 LET US LEARN GRAMMAR

Exercise 1

- (i) Raman wanted to continue his studies, after schooling but his father wanted him to join the family business. Raman discussed with him and ultimately convinced him that he would help him as well as continue his studies through NIOS.
 - (ii) Yesterday I phoned my manager and expressed my desire to be allowed to handle the new machinery.
2. went, reported, wanted, allowed

Exercise 2

- (i) When did he join his office?
- (ii) Where did they build their office after shifting from Badarpur?
- (iii) Why did they sell their old office?

18.4 LET US WRITE

To answer this questions you can consider the following words and expressions

Always gave instructions/advice, disapproved every action of hers , didn't give her time, never encouraged her for interaction, harsh in his behaviour, used unpleasant words for her.

TERMINAL QUESTIONS

1.
 - (i) She played the role of an elderly and caring person in the family, spent time with Kezia and took interest in her matters, encouraged her to have a nice talk with her parents,



Notes

The Little Girl

advised her to make a pin cushion for her father with the intention to bridge the communication gap between the two.

- (ii) We exchange gifts as a token of love and regard and to enhance our relationship, and to show that we care for their likes, tastes and needs. It provides an opportunity to spend time with them, to have communication and interaction with them.
 - (iii) No, he wasn't cruel. He was a father of a different sort. He advised her to be nice, disciplined and an obedient girl. It shows that he wanted to see these qualities in Kezia. When her mother and grandmother were in the hospital she was alone at home at night and when she screamed and called for grandmother her father immediately came to her and remained with her throughout.
2. Spend time, household work, firm, company, angry, care, show, listen, right.



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A PRAYER FOR HEALING

From ancient times, people across the world, belonging to different cultures and different religions, have prayed to various objects of nature – the sun, moon, stars, earth, wind, water bodies, plants, and animals. This is because man has recognised their importance from the very beginning. The earth is our home, our only home. But have we been good to it? Do we think of protecting it? Do we think of taking care of it? ‘A Prayer for Healing’ is a poem about the earth and about us. It is an appeal to all the people around the globe to make a collective effort to heal the earth. Let us read it.



OBJECTIVES

After completing this lesson you will be able to:

- recognise the importance of planet earth and related environmental issues;
- spread awareness about environmental issues by writing letters, slogans, and through discussions;
- read and enjoy a poem;
- explain the central idea in the poem;
- justify the choice of words in the poem;
- identify the refrain in a poem/song;
- write a letter to the editor of a newspaper, and
- enhance your vocabulary.



Notes



19.1 LET US READ THE TEXT

A Prayer for Healing

A PRAYER FOR HEALING

We join with the earth and with each other
 To bring new life to the land
 To restore the waters
 To refresh the air

We join with the earth and with each other
 To renew the forests
 To care for the plants
 To protect the creatures



We join with the earth and with each other
 To celebrate the seas
 To rejoice the sunlight
 To sing the song of the stars

We join with the earth and with each other
 To recreate the human community
 To promote justice and peace
 To remember our children

We join with the earth and with each other
 We join together as many and diverse expressions
 Of one loving mystery, for the healing of earth and the renewal of all life.

restore: to bring back (something) to its original or former condition

refresh: to make fresh and pure again

renew the forests: to make the forests grow back (as if new)

celebrate: to show that we value and appreciate something

rejoice: to express happiness

recreate: to make it better

community: group of people living in a particular area or place

promote: to help to develop

diverse: different

mystery: something not understood

healing: making whole and healthy again

renewal: making new again



19.2 LET US UNDERSTAND THE TEXT

19.2.1 PART 1 (Stanzas 1, 2 and 3)

We join with the earth and with each other..... To sing the song of the stars.

We all need air, water and food to live. The earth and its atmosphere give us all these. If we want fresh air and water in the future, we must take care of our land, the air around us and the water sources, by not polluting them and by preventing people who try to do so.

Earth is our home and also the home of many plants, trees, animals, birds and insects. When trees are cut down and water bodies are polluted, many creatures lose their homes. Some species from the animal and plant world are already extinct and some are in danger of becoming extinct. We must protect them and take care of them. Forests, the green cover of the earth, must be looked after too.

Can you imagine the night sky without stars? Do you like looking at the shimmering waters of the oceans and seas? On a cold, winter day, have you ever wished for the sun to come out and warm you? We feel happy because we get to enjoy these wonderful gifts of nature. They are not only beautiful but they also sustain (preserve, protect and support) life.



INTEXT QUESTIONS 19.1

1. Tick the correct option.
‘We join with the earth and with each other’ means that
 - a. we are related to each other.
 - b. we agree to work together.
 - c. we should hold each other’s hands.
 - d. we live on the earth.
2. What do the words/phrases ‘to bring to new life’, ‘to restore’, ‘to refresh’ and ‘to renew’ suggest?
3. What ‘creatures’ are being referred to in this unit? Tick the correct option.
 - a. ghosts and spirits
 - b. all types of animals, birds and insects
 - c. human beings who are dependent upon others
4. The words ‘celebrate’ and ‘rejoice’ are expressions of joy.
We celebrate the birth of a child because we are happy. We rejoice in the fact that free and compulsory education is the right of every child now.
But why have these words been used in the context of the sea, sunlight and stars?



LET US LISTEN 19.1

We have only one earth, so we must do our bit to protect it and keep it clean. Environmental slogans help to create awareness about environmental issues.

Form a buddy group. One by one, read aloud the slogans given below.

Let's go green to get our globe clean	When you refuse to reuse, it's our earth you abuse	Air is nothing but life, if polluted how can we survive?
Earth isn't disposable	Earth Day Every Day	Heal the world! Make it a better place
Give earth a chance	When the earth dies, where will you live?	Save forests. Save wildlife
Living beings are equal, protect wildlife to preserve equality	To sit in the shade, you have to save paper first	Reuse the past, recycle the present, save the future
Say NO to crackers	Crackers are of no use, they are just environment abuse	Better earth, better life, better tomorrow...
Save Your Planet, Save Yourself		Your Planet Needs You— Unite to Combat Climate Change

Now make at least two slogans on your own.

A Prayer for Healing



LET US DO 19.1

Take a shopping bag made of cloth or jute. Using fabric colours, write the slogan you liked best in bold letters on the bag. If anyone asks you about it, explain to him/her the importance of the slogan.



LET US TALK 19.1

In your 'buddy group', read aloud *A Prayer for Healing*.

Ask your friends to come up with ideas to preserve the environment (for example, plants, animals, forests, water, air and others)

Write them down in your notebook.

Which ones do you already follow in your day-to-day life? Which two would you like to follow?

If you and your friends have difficulty in coming up with ideas, re-read the slogans given in the section **Let Us Listen** to help to think of ideas.



DO YOU KNOW

- Almost 24 trees are cut down to produce 1 ton of newspaper.
- Recycling 1 ton of paper saves about 17 mature trees, 7,000 gallons of water, 3 cubic yards of landfill space, and 2 barrels of oil.
- Recycling one aluminum can save enough energy to run a 100-watt bulb for 20 hours, a computer for 3 hours, or a TV for 2 hours.
- Plastic takes up to 500 years to decompose.
- Glass is 100% recyclable and can be used innumerable times.



LET US DO 19.2

A. i. Find a poem or song that is related to the environment in any language.

and/or

Compose a short poem (of at least eight lines) related to the environment.



Notes



Notes

ii. Share it with your buddy group.

B. Different festivals are celebrated for different reasons.

- Do you know of any festival in which the sun, stars, water bodies, animals or plants are worshipped (especially in the area/state in which you live)?
- Talk to your elders and neighbours to find out.
- On a sheet of paper, write down the name of the festival, the reason it is celebrated and how it is celebrated.
- Also find out if there is a folk tale associated with it and narrate it your family or friends.

19.2.2 PART 2 (Stanzas 4 and 5)

We join with the earth and with each other.....and the renewal of all life.

The first three stanzas talk about caring for the land, air, water, plants, animals and other natural objects. In this unit, the focus is on the human world. The poet suggests that we should work together to make the human world a better place to live in. We should try to leave the earth in a good condition for the future generations. Don't you think so too? All human beings differ from each other in some way, but we share the same home – the earth, and must work collectively to protect and preserve it.



INTEXT QUESTIONS 19.2

1. What do you think the poet means by 'recreate the human community'?
2. Tick the correct option.
 'To remember our children' means that.....
 - a. children will be adults in future.
 - b. parents love their children.
 - c. we should leave behind for our children a better world.
 - d. naughty children can destroy peace.
3. What two things does the poet want us to promote? (Answer in 30 words.)
4. What does the poet mean by the phrase 'many and diverse expressions of one loving mystery'?



? DO YOU KNOW

To spread awareness about issues related to the earth and its environment, various initiatives have been taken up worldwide. Some important days that are celebrated internationally are:

EARTH DAY – 22 APRIL

Earth Day is celebrated to make people appreciate the earth’s natural environment and raise awareness about its condition. It was first held on April 22, **1970**. It is now celebrated in more than 175 countries every year.



WORLD WATER DAY – 22 MARCH

Water is a basic requirement for all forms of life. It’s very important to utilise and manage this resource in a sustainable manner. In order to create awareness about it, in **1993**, March 22 was declared as World Day for Water.



WORLD ENVIRONMENT DAY-- 5 JUNE

World Environment Day (WED) was first observed in **1972** to mark the opening of the Stockholm Conference on Human Environment. It is commemorated every year on June 5 to stimulate awareness of the environment and to encourage political attention and action.



EARTH HOUR – Last Saturday of March

Earth Hour is a global event organised by the World Wide Fund for Nature (WWF). It is held every year on the last Saturday of March. It asks households and businesses to turn off their non-essential lights and other electrical appliances for one hour, to raise awareness of the need to take action on climate change. Earth Hour was jointly initiated by the WWF and the *Sydney Morning Herald* in **2007**, when 2.2 million residents of Sydney (Australia) participated by turning off all non-essential lights.





Notes

19.3 APPRECIATION

Refrain

When a line is repeated several times in a poem, it is called a refrain. A lot of songs (which are often a form of poetry) contain a refrain. A refrain usually conveys the central idea of the song/poem.

Read the song given below.

WE SHALL OVERCOME

We shall overcome, we shall overcome,
 We shall overcome some day
 Oh, deep in my heart,
 I do believe that we shall overcome some day

We shall all be free, we shall all be free,
 We shall all be free some day
 Oh, deep in my heart,
 I do believe that we shall overcome some day

We shall live in peace, we shall live in peace,
 We shall live in peace some day
 Oh, deep in my heart,
 I do believe that we shall overcome some day

The refrain in this song is: *I do believe that we shall overcome some day*

Exercise

- Read aloud *A Prayer for Healing*.
- Identify the refrain.



LET US DO 19.3

Given below are the names of some organisations working for the protection of the environment:

INTERNATIONAL

- Intergovernmental Panel on Climate Change (IPCC)
- United Nations Environment Programme (UNEP)
- Friends of the Earth

A Prayer for Healing

- Green Cross International
- Greenpeace
- International Union for Conservation of Nature (IUCN)
- World Wide Fund for Nature (WWF)

NATIONAL

- Ministry of Environment and Forests, Government of India
- Forest Survey of India (FSI)
- Central Pollution Control Board (CPCB)
- Forest Research Institute (FRI)
- The Energy and Resources Institute (TERI)
- Bombay Natural History Society (BNHS)
- Wildlife Protection Society of India (WPI)

Task: Find out about the objectives and activities of any two of the organisations mentioned above.



LET US LEARN NEW WORDS 19.1

In this lesson you have learnt about the importance of protecting and preserving the environment.

Given below are the meanings of some words/terms that are often used in this context:

- **pollution:** the release of harmful and/or poisonous substances in the environment
- **deforestation:** clearing of forests by cutting of trees
- **conservation:** protection of a resource from harm, destruction, wastage and overuse
- **biodegradable material:** material that can be decomposed by bacteria or other living organisms. Examples: vegetable peels, paper, cloth.
- **non-biodegradable material:** materials that do not biodegrade or do not biodegrade easily. Examples:
 - a) Glass bottles – take a million years to biodegrade
 - b) Aluminium cans – take 80-100 years to biodegrade
 - c) Styrofoam glasses – take 500 years - forever to biodegrade

Now that you have understood the meanings of these words, select the appropriate word from the box and fill in the blanks to complete the sentences given below.

biodegradable, conservation, pollution, non-biodegradable, deforestation

- 1) _____ waste should be put in green dustbins and _____ waste in blue dustbins.



Notes



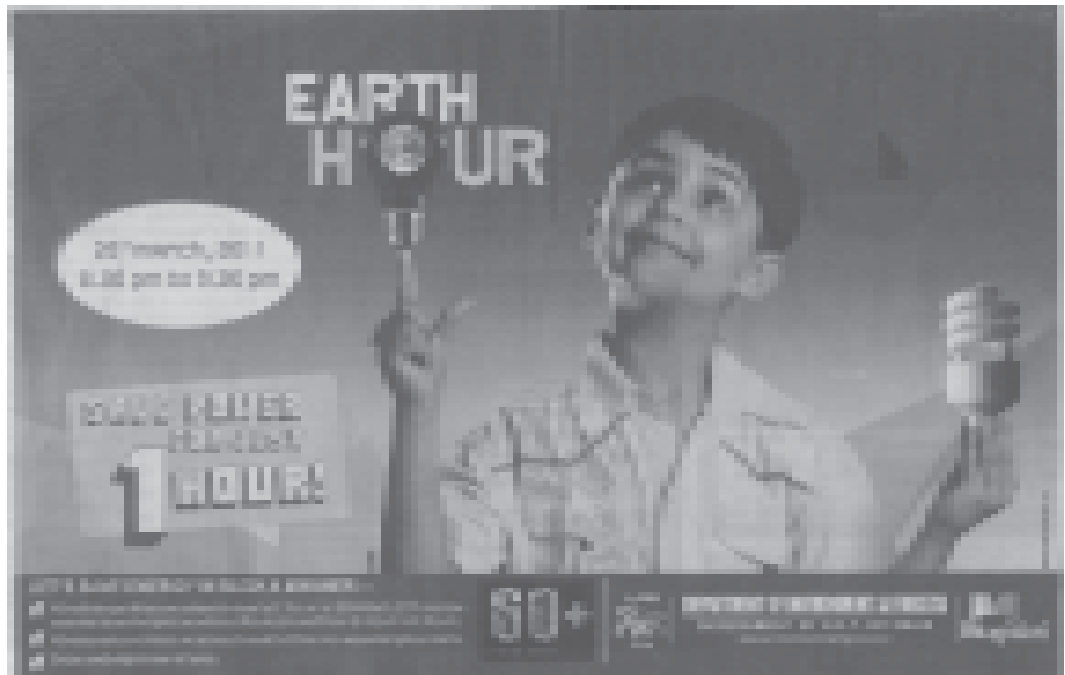
Notes

- 2) Almost seventy per cent of the earth's land animals and plants live in forests, and many cannot survive the _____ that destroys their homes.
- 3) Different activities of man have caused different kinds of air and water _____.
- 4) People all over the world need to work for the _____ of natural resources.



LET US DO 19.4

After reading *A Prayer for Healing*, you have developed awareness about the need for environmental protection. Now look at the advertisement given below.



(published in the *Hindustan Times* on 25 March 2011)

- a. Who has issued this advertisement?
- b. What does the advertisement ask the people to do?
- c. Show this advertisement to your buddy group. Discuss Earth Hour in the group. Tell your buddies (friends) to talk about the advertisement to at least 5 people.
- d. Cut more such advertisements that are issued to create awareness about environmental protection and paste them in a scrap book.



19.4 LET US WRITE

Formal Letter to the Editor of a Newspaper

It is said that the pen is mightier than the sword. By writing a letter to the editor of a

A Prayer for Healing

newspaper, you can share your views about important issues with a large audience. A well-written and timely letter can create awareness about environmental protection, and influence readers and even government policy.

Tips on Writing a Letter to the Editor

- A letter to the editor of a newspaper may be a response to an article in the newspaper, or it may be written to express your views and thoughts on important issues.
- When responding to an article in the paper, begin your letter by mentioning the heading and date of the original article, along with the name of the correspondent (journalist, writer).
- Always keep your letter to the editor brief, to-the-point and interesting.
- Support your letter with accurate facts and statistics.
- Open your letter with a strong statement.
- Close the letter with possible solutions/thoughts for the readers to remember.

Exercise

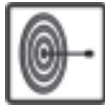
Write a letter to the Editor of a news paper discussing any two environmental issues that concern you the most. Outline the consequences of what might happen if no action is taken. Also give probable solutions to the problems. Use the format given below.

Format of a Formal Letter

Sender's address: _____ _____
Date: _____
The Editor The _____ _____
New Delhi-110001
Respected Sir/Madam, Subject: _____
Body of the letter
Yours sincerely/Yours truly _____ your name



Notes

**WHAT YOU HAVE LEARNT**

For our health and happiness, we need a healthy environment — everything that surrounds us including the air, water, land, plants, animals and man-made things.

A Prayer for Healing creates awareness about the need for environmental protection. There is an urgent need to make global and united efforts to control and stop environmental damage. We should live respectfully on earth; we have no other home; earth is our only home.

**TERMINAL QUESTIONS**

1. What is the main idea of the poem *A Prayer for Healing*?
2. Can you think of another title for this poem?
3. Earth is our home. It is the home of many other creatures too. Imagine that you are a bird living in a nest on a tree. Suddenly you find that the tree has been cut. How would you feel and what would you do? (Answer in about 50-75 words.)
4. Which aspect of your natural environment (water bodies, trees, mountains, birds, animals, etc.) appeals to you the most? Why? Suggest two ways in which you would take care of it.
5. This poem is an appeal for the healing of the earth. Do you think the earth needs healing (making healthy again)? Why/Why not?
6. Which stanza/s of the poem do you like the most? Why?
7. How can you contribute towards healing the earth? Read the following suggestions and tick the ones that you already follow or want to follow in the future.
 - a. Spreading awareness about environmental issues
 - b. Joining an NGO/organisation working in the field of environmental protection
 - c. Adopting environment-friendly measures in day-to-day life
 - d. Stopping people who are polluting the environment
 - e. Following some other ways _____

**ANSWERS****19.2.1 PART 1****INTEXT QUESTIONS 19.1**

1. b. we agree to work together.

A Prayer for Healing

2. They suggest that life, air, water and forests should be brought back to their old condition—when the air was pure, the water was clean and plentiful, and forests were thick and full of trees, resources were not overused, animals and birds were safe in their natural habitat and not hunted by human beings.
3. b. all types of animals, birds and insects
4. The sea, the sun and the stars are wonderful gifts of nature. They are beautiful and sustain (protect, preserve and support) life. We feel happy to see them. The words ‘celebrate’, ‘rejoice’ and ‘sing’ are all used to express our happiness, and hence have been used in context of the sea, sun and stars.

LET US TALK 19.1

Suggested responses:

- Turn off all lights that don't need to be on.
- Buy energy-efficient bulbs and appliances.
- Try to use solar water heaters.
- Water the plants in the evening.
- Use recycled products, especially paper. (Use grey paper registers instead of white)
- Re-use envelopes, jars, paper bags, scrap paper, etc.
- Take a print-out only when absolutely necessary.
- Avoid using anything made of plastic foam.
- Join a car pool or use public transport to commute if travelling long distances.
- Enjoy sports and recreational activities that use your muscles rather than petrol and/or electricity.
- Try to compost kitchen and garden waste.
- Participate in events such as the Earth Hour.
- Volunteer to support the initiatives launched by the government and NGOs for environment protection.

19.2.2 PART 2

INTEXT QUESTIONS 19.2

1. It means that we should try and create a community where people live in harmony with each other and with their surroundings, where justice is valued, where all living things – animals, birds, plants and human beings are respected and cared for.
2. c. we should leave behind for our children a better world.



Notes



Notes

3. Justice and peace
4. Individual responses.

Suggested response: No two human beings on this planet are exactly the same. They are different from each other due to their looks, temperament, culture, beliefs or religion. Yet there are many things that all human beings have in common. We need to live in harmony with each other and with nature.

19.3 APPRECIATION

Refrain: *We join with the earth and with each other*

LET US LEARN NEW WORDS/PHRASES 19.1

1. Biodegradable, non-biodegradable
2. Deforestation
3. Pollution
4. Conservation

LET US DO 19.4

- a) Department of Environment & Forests, Government of NCT of Delhi
- b) The advertisement asks people to save power for one hour on a specific date and at a specific time.

19.4 LET US WRITE

Individual responses.

TERMINAL QUESTIONS

1. This poem is an appeal to everyone to work together to bring the earth back to its old healthy state, to protect it and leave it in a good condition for the future generations.
2. Individual responses
Accept all responses
3. Individual responses
Accept all responses
4. Individual responses
Accept all responses

A Prayer for Healing

5. Individual responses

Suggested response

There is a need to heal the earth because over a period of time many harmful substances have been, and are being added to the environment. This has caused air, water and land pollution. Also, the earth's resources are limited but the needs of human beings are many. As a result there is a shortage of resources. Therefore resources should be conserved, especially those resources which cannot be renewed. If the earth and its resources are safe then mankind will be safe, because mankind depends on the earth's resources for all its needs.

6. Individual responses

Accept all responses

7. Individual responses

Accept all responses

8. Individual responses

Accept all responses



Notes



202en20

20

NEW GOOD THINGS FROM RUBBISH

‘We do not own the Earth, we hold it in trust for the future generations.’ With increasing population and consumption, and changing **life style** and technology, the needs of people are also increasing. We need more paper for books, notebooks and newspapers, more metal for making vehicles, more plastic for day to day life and so on. If we make new materials every time we need new things, it will result in a gradual **decline** of our natural resources. Waste materials will keep collecting and our beautiful earth will start to look like a garbage bin. Hence it is important to control our wasteful habits. We must understand that old metal or plastic utensils, old books, newspapers, and other waste can either be reused or recycled. But is it possible to recycle all our rubbish in an equally profitable way? Or should we recycle a few of the waste materials and leave the rest? Let’s read to find out more about recycling.



OBJECTIVES

After completing this lesson you will be able to:

- develop self awareness about your actions in relation to the wastage/conservation of Earth’s resources;
- suggest different methods of recycling in everyday life;
- recognize the importance of preventing the wastage of Earth’s resources;
- express your views on saving resources;
- justify the need for recycling;
- identify words associated with natural resources;
- develop a dialogue;
- identify and use conjunctions, and
- describe a process using the passive voice.

life style -way of living that reflects our attitudes and values

decline – gradual reduction

bin - a container for putting rubbish

recycle -transform old or waste material into new, useful things

reuse - use the same object over and over without changing its form



20.1 LET US READ THE TEXT

Recycling rubbish not only helps save money-it also helps the environment. We **lessen** the pollution that is created by burning rubbish and we save valuable **resources**. Western countries waste a great deal of the earth's resources. For example, in the USA about 75,000 trees are **felled** every week just for printing the Sunday edition of the New York Times. Recycling used paper would easily save these trees.

Many countries encourage recycling and new technology allows more waste to be reused. Most of the world's rubbish can be reused-paper, metals, glass, and even some plastics.

Plastic is one of the most difficult substances to recycle, because it comes in so many varieties. Some plastic bottles, for example, consist of six layers of different types of plastic, each designed to give the bottles certain qualities - shape, strength, flexibility. And as yet there is no simple way to turn an old plastic bottle into a new one.

Plastic scrap can only be turned into a product of lower quality - a plastic might be cleaned, cut into very very tiny pieces and used to stuff seat cushions, a mixture of plastic waste can be recycled into plastic 'timber' and used to make durable fencing. But a lot of plastic waste still has to be thrown away.

Metals are different. Any car on the road today will consist, in part, of earlier cars that have been scrapped and recycled into new steel and other metals.

The more valuable the metal, like gold and silver, the more it pays to recycle it. Aluminum is worth recycling because **extracting** it from Bauxite consumes a huge amount of electricity. Since most Aluminum today is recycled, the energy used to make Aluminum has fallen by a quarter since the early 1970's.

Glass is also worth recovering. The most sensible method is to use glass bottles as often as possible. In countries which still use milk bottles, the average bottle makes about 30 trips to and from the dairy.

Broken glass known as 'cullet' can also be recycled, and many western countries have bottle banks into which used bottles can be thrown. Usually there are payments. Bottle banks depend on people's goodwill. The success of bottle banks varies widely from country to country. The **Swiss** and **Dutch** recover 50 percent of their glass, while in Britain only 12 percent is recovered. In India of course, we sell our bottles which are then reused.

Glass is best separated by colour, since cullet of mixed colours can be used only to make green glass. Broken glass can be remelted in furnaces and then it can easily be shaped into new bottles or other objects.



Notes

lessen – reduce

felled – cut down

resources-materials required to produce things we need

extracting- taking out

Swiss - the people of Switzerland

Dutch – the people of the Netherlands/ Holland



Notes

Half the world’s waste consists of paper. Many countries import waste paper rather than new **pulp** for their paper mills. The waste is pulped, cleaned and bleached to remove most of the ink and dirt, before it is turned into new paper in the same way as wood pulp or rags, Japan now makes half its paper by recycling.

It is true that in India we generally avoid waste. However, as we enter the twenty-first century, we are beginning to **imitate** some of the wasteful habits of the western countries. This is something that all of us need to think about.

20.2 LET US UNDERSTAND THE TEXT

20.2.1 PART 1

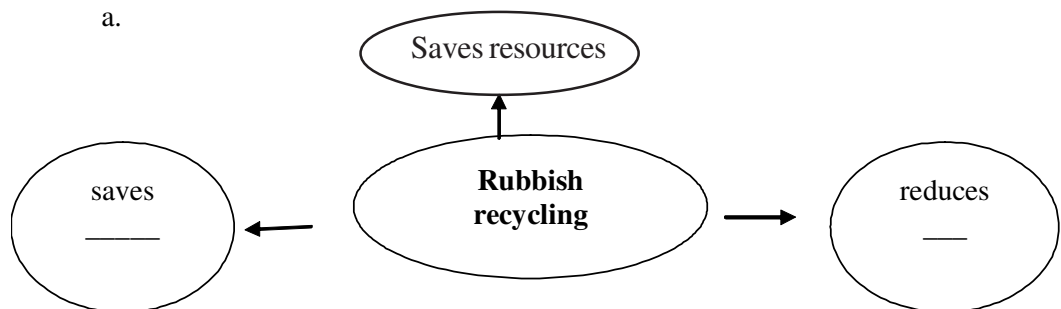
Recycling rubbisheven some plastics.

Reusing rubbish is one of the important ways of reducing pollution. Rubbish which is not reused is disposed of by burning. This leads to pollution. The cutting down of thousands of trees for the purpose of printing newspapers leads to a waste of the earth’s resources. Instead, if we reuse the most commonly used paper, metal, glass and plastic objects, it will help us save natural resources and our environment.



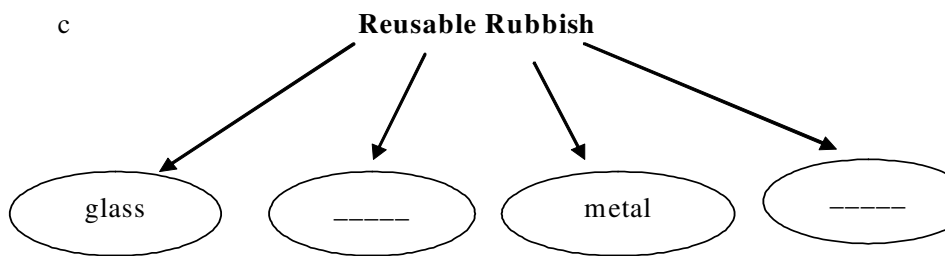
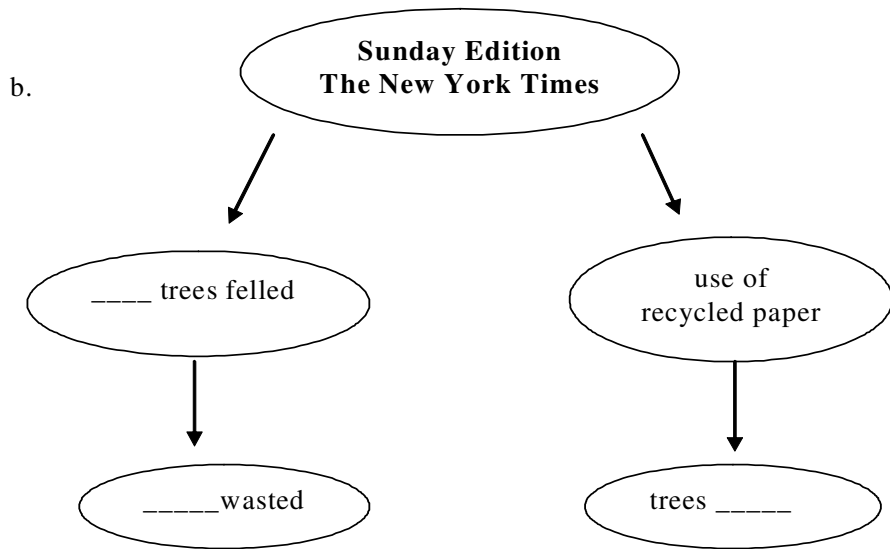
INTEXT QUESTIONS 20.1

- I. State which of the following statements are false and why.
 - a. Recycling is the need of the hour.
 - b. We should burn our rubbish.
 - c. Recycling means reusing waste material.
 - d. Thousands of trees are felled to print the Sunday edition of the New York Times.
- II. How is the reusing of waste beneficial? Explain.
- III. Summarise the passage by completing the following web:



pulp- soft, thick, shapeless mass

imitate- copy action (s)



? DO YOU KNOW

RECYCLING SAVES

energy

equal to energy
generated by eight
nuclear power plants

material

equal to the weight
of a 1650 mile long fully
loaded train



LET US DO 20.1

When a gift is presented on a birthday, at a wedding, or on a festival, it is wrapped in a beautiful paper. This paper is thrown away later.



Fig. 20.1

Task 1. Think about and write down three more ways in which paper is often wasted.

Task 2. What can we do to put a check on such wastage? Suggest any two ways.

20.2.2 PART 2

Plastic is one.....since the early 1970's.

It is not easy to recycle plastic. It is also not possible to make good quality plastic products out of recycled plastic. But it does not mean that plastic is a complete waste after it has been used once. Some of the plastic we use can be reused for filling cushions or recycled for making fences. Metal products can be reused in many ways. Metal recycling not only saves natural resources, but also a lot of electricity and energy.



LET US DO 20.2

Try to find out about the Chipko Movement.

- Who started it?
- Where was the movement started?
- Why was it started?
- How did people participate in the movement?
- What was the outcome of the movement?



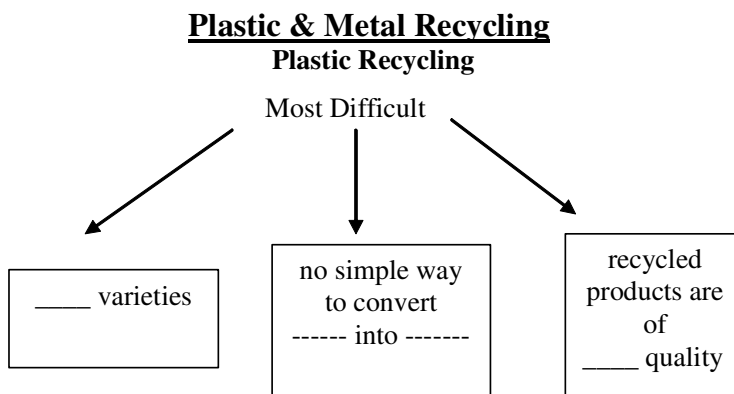
INTEXT QUESTIONS 20.2

- I. State which of the following statements are false and why.
 - a. It is simple to recycle plastic.
 - b. We should avoid recycling Aluminum.
 - c. A new shining car has components of old cars.
 - d. It is always beneficial to recycle valuable metals.
- II. How is metal recycling different from plastic recycling? Explain.
- III. In the first line of the last para, the word **more** is used twice.
 Make a sentence using **more** in a similar way.
 Eg. The **more** respect you give the **more** you get.
- IV. Circle the objects which can be recycled from the given graphics:



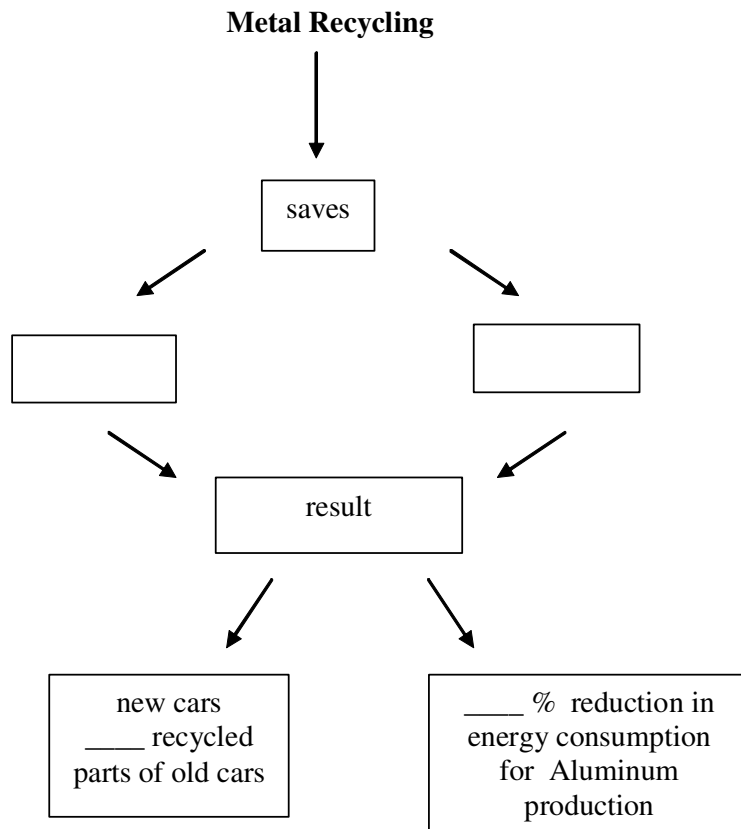
Fig. 20.2

- V. Summarise the paragraphs in Part 2 by completing the following web:





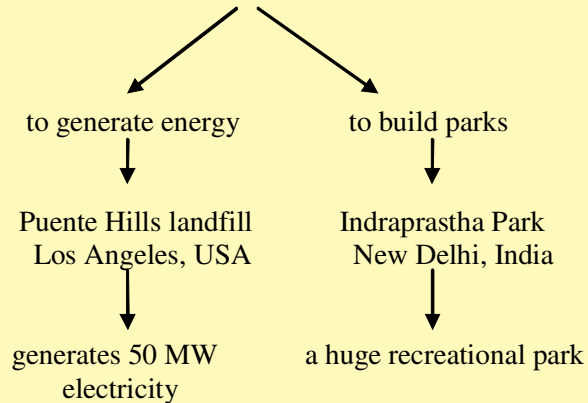
Notes



? DO YOU KNOW

Landfills are large areas used for waste disposal. Waste collected from a city is dumped inside the landfill. This waste slowly decomposes. Later these landfills can be used for various purposes.

Some Uses of Landfills





LET US DO 20.3

After reading the lesson so far, you feel deeply about the important issue of preserving nature and its resources. You want to raise awareness and concern for it.

Write a letter to your cousin suggesting various ways that may help him/her to become eco-friendly in day to day life.

A few ways are suggested below:

reuse plastic/glass bottles, use handkerchiefs instead of paper tissues, reuse gift papers, and so on. Suggest 4-5 more ways in your letter to your cousin.

Given below is a format for an informal letter.

Sender's Address

Date

Dear _____ ,

Body of the letter

Your loving friend,

Note: Section LET US WRITE in the lesson “A Birthday Letter” also contains the format for an informal letter

20.2.3 PART 3

Glass is best..... all of us need to think about.

The best way to save glass is to reuse glass bottles and other glass objects to the maximum. Glass can also be recycled to form new glass objects. Recycling broken glass of mixed colours only produces green coloured glass. Therefore, the best way to recycle glass is to separate broken glass by colour, and then remelt it to produce new glass objects. Another important material that should be recycled is paper, as half of the world's waste is paper. In general in India we reuse a lot of things and avoid waste. But in the twenty first century we Indians copy some of the wasteful habits of people in western countries (such as using more and more disposable paper items for the sake of convenience). We should be aware of these changes in our habits and try to control them. All of us should try to check waste in any form.



INTEXT QUESTIONS 20.3

- I. State which of the following statements are false and why.
 - a. Glass bottles can be used over and over again.
 - b. Copying western habits may lead Indians towards wasting resources.
 - c. The British are more successful in recovering glass than the Dutch
 - d. Glass once broken is a waste material.
- II. Suggest two ways in which a student can avoid wastage of paper.
- III. In the sentence ‘Half the world’s **waste** consists of paper’, **waste** is used as a **noun**.
Make a sentence using **waste** as a **verb**.
e.g. If we **waste** time we can not get it back.
- IV Complete the following webs showing the processes of recycling various materials.

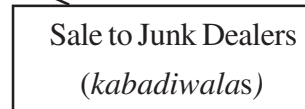
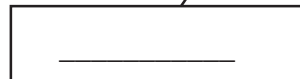
1. **Glass Recycling**

a. The most sensible way - Reuse

i. _____ used 30 times.

b.

Glass Recovery



British	Dutch	Swiss	_____
_____	_____	50%	

c.

Cullet Recycling

i.



new glass objects

ii.

different coloured glass





2. **Paper recycling involves**
- ↓
- a. pulping, _____, _____
- ↓
- b. removal of _____, _____
- ↓
- c. reusing _____



DO YOU KNOW



At left is the symbol that is stamped on recycled products. The three arrows put in clockwise movement reflect that a product or the material it is made of can be put to many uses again and again. Products bearing this logo/symbol are proud green environment products. The symbol indicates that the product stamped with this symbol can be used over and over, even though its form may change.



LET US DO 20.4

Prepare a box or dig a pit in a corner of your garden. Collect dry, fallen leaves or grass, and put these at the bottom of the box or pit. Throw leftover food, fruit and vegetable peels into it. Add more leaves or soil. Add a little water after every 6-7 days. Turn the contents in the box or pit every 12-15 days. In about five months this waste would get converted into manure.



Fig. 20.4

If you know of a Kisan Call Centre, call them and describe the colour/condition of the manure in your box/pit, and find out if it needs more time to convert into good quality manure. Or ask any gardener if the colour of your manure shows that it is ready to be used.

Try to find out about vermicomposting. Find out if vermicomposting will speed up the process of turning the contents of your box/pit into compost/manure.



LET US LEARN NEW WORDS 20.1

- Underline the words which do not constitute our natural resources:
air, water, earth, plastic, trees, paper, gold, glass
- Match the describing words with the nouns they describe:

Describing word	Noun
valuable	bottles
coloured	metals
western	glass
plastic	countries
precious	resources

Eg: plastic bottles



LET US TALK 20.1

- Ask two of your friends to read the following dialogue to you. The dialogue is a conversation between Binu, a TV reporter and Ms. Chhavi, an environmentalist. Assign the role of Binu to one friend and the role of Chhavi to the other. Listen carefully as they read it ...

Binu: Good morning viewers. Today we have with us Ms. Chhavi a well known environmentalist. She is going to tell us why she does not want trees to be felled.

Ms.Chhavi: Well, it is important to know why trees are felled. Most of the trees are cut down to make paper and furniture.

Binu: But these things are also necessary.

Ms Chhavi: Yes, but we do have alternatives. Furniture can also be made from steel or other material which can be easily recycled.

Binu: And what about books and notebooks and other paper products?

Ms Chhavi: First, people need to make judicious use of paper. Then the used paper should also not be wasted or thrown away. It should be recycled. Instead of paper bags we should use cloth bags. If we reduce our needs we can preserve our natural resources.

Binu: Thank you Madam. Have a nice day.

Ms. Chhavi: Thank you Binu. Have a Green Day.

New Good Things From Rubbish



Notes

- II. As you heard in the above listening exercise, nowadays there is a lot of talk about green cities, green buildings, and green products. There is a campaign for a clean and green environment, and various suggestions are given to preserve nature and save our natural resources.

Now imagine that you are having a discussion with a friend about the ways of keeping the environment clean and green. Use the clues in **Box A** and **Box B** below to develop a dialogue about your discussion. An example is given to show you how to make up the dialogue using the two boxes. Use the question and answer pattern as shown in exercise no. 1 to develop your dialogue. Practise speaking the dialogue with your friend.

Box A

Do not waste paper
Use lead-free petrol
Do not use plastic-use paper
Use public transport instead of private transport.

Box B

The advantage (of)
One reason (for)
Another disadvantage (of)
The main problem (with)
The only result (of)

Example:

You : Do not waste paper
Your Friend : Why should we not throw away used paper?
You : One reason is it can always be recycled.



LET US DO 20.5

Visit a local *kabadiwala* and find out:

1. the various types of waste products he collects from households
2. what he does with each type of waste that he collects, such as newspapers, metal scrap, glass, plastic and so on.



20.3 LET US LEARN GRAMMAR

Linking Words

You would have noticed that certain words in the text of the lesson are used to connect words or sentences. These are called **linking words** or **connectors** or **conjunctions**.



Notes

Read the following sentences from the text, in which ‘**and**’ and ‘**because**’ are linking words:

Sentence 1

- Any car on the road today will consist, in part, of earlier cars that have been scrapped **and** recycled into new steel and other metals.

In the above sentence, ‘**and**’ joins the two words **scrapped** and **recycled**.

Sentence 2

- Plastic is one of the most difficult substances to recycle **because** it comes in so many varieties.

In the above sentence ‘**because**’ joins the following two sentences:

Plastic is one of the most difficult substances to recycle.

It comes in so many varieties.

Linking words or conjunctions are broadly divided into two categories.

Category 1 consists of conjunctions that join two words, phrases or independent clauses. These conjunctions are called **coordinating conjunctions**.

Coordinating conjunctions appear in the middle of a sentence, without a comma for the same subject, and with a comma for different subjects, as seen in the examples given below:

- She sang **and** danced.
- She sang, **and** he danced.

The conjunction ‘**and**’ in Sentence 1 is a **coordinating conjunction**. It has been used without a comma.

A few other **coordinating conjunctions** are but, yet, but still, even, as well as, either – or.

Category 2 consists of words that link two sentences or clauses of unequal rank. These conjunctions are called subordinating conjunctions. They appear in a sentence in two ways.

They appear at the beginning of a sentence with a comma, as in the following example....

- **Though** I was tired, I kept working.

OR

New Good Things From Rubbish



Notes

They appear in the middle of a sentence with no comma, as in the example given below.

- I kept working **though** I was tired.

A few other **subordinating conjunctions** are when, where, though, because, since, if, until, till.

Now read the following sentences from the text.

- It is true that in India we generally avoid waste. **However**, as we enter the twenty-first century, we are beginning to imitate some of the wasteful habits of the western countries.
- A mixture of plastic waste can be recycled into plastic 'timber' and used to make durable fencing. **But** a lot of plastic waste still has to be thrown away.

In the above sentences '**however**' and '**but**' respectively, are the conjunctions used to introduce two contrasting ideas. '**But**' is generally used in informal contexts. Sometimes **but** can be replaced with **still** or **yet**. For example...

- The teacher was angry. **But** he did not punish the student.
- The teacher was angry. **Still** he did not punish the student.
- The teacher was angry. **Yet** he did not punish the student.

1. Fill in the blanks with appropriate conjunctions from the brackets.

- Make hay _____ the sun shines. (when, while)
- She must sleep _____ she will fall sick. (or, and)
- You reap _____ you sow. (as, so)
- The sky is neither cloudy _____ bright. (or, nor)
- She is poor _____ happy (but, though)

2. Find out one example each of coordinating and subordinating conjunctions in UNIT III of the lesson.

3. The following passage has not been edited. The conjunction in each line is incorrect. Underline the error and write the correct conjunction in the blank space alongside

Turmeric has sacred so well as medicinal value (a) _____

It is native to India yet it is now grown (b) _____

in many countries in Asia or Africa. (c) _____

Researches establish while it can be used (d) _____

for colouring paints but varnishes. (e) _____

It is used that as a medicine (f) _____

Yet also as an inexpensive beauty aid. (g) _____



20.4 LET US WRITE

Describing a Process

“The waste is pulped, cleaned and bleached to remove most of the ink and dirt, before it is turned into new paper in the same way as wood pulp or rags.”

What is the above description about? It describes the process of manufacturing paper by using waste substances. The process involves four stages. All these stages in the process can be shown as follows:

The waste — pulped — cleaned — bleached — manufactured into paper.

When we describe a process we describe a series of steps that are taken to achieve the desired result. The achievement of the result completes the process. In describing a process we describe the order in which the steps are taken in the process.

- **What are the main features involved in describing a process?**

To make the stages in the process more explicit, we use **time markers** such as ‘first’, ‘second’ and ‘next. For example, we can say “**First**, the waste is pulped, **next** it is cleaned and **after that** it is bleached. **Finally**, it is turned into paper”.

The **passive voice** is often used to describe the steps or stages involved in a process. In the passive voice there is often no reference to the agent or doer. This is because the actions that make up the process are of the utmost importance in describing a process.

Here are some examples of sentences in the active voice which have been converted into the passive voice:

No.	Active	Passive
1.	The man hit the boy.	The boy was hit by the man.
2.	Reema is reading a story book.	A story book is being read by Reema.
3.	Mr. Verma has taken the class.	The class has been taken by Mr. Verma.
4.	Place the glass on the table.	Let the glass be placed on the table.

- Given below are a few instructions to prepare a cup of hot tea.
 1. Put one cup of water into a pan.
 2. Put the pan on the stove.
 3. Let the water boil.
 4. Add ½ teaspoon tea leaves and some milk.
 5. Add sugar according to taste.
 6. Boil for some time.

New Good Things From Rubbish

7. Strain into a cup.
8. Serve hot

Exercise

Read the above instructions carefully and fill in the blanks to complete the paragraph below. Remember to use the passive voice when describing the process of making hot tea.

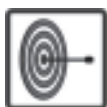
A cup of hot tea

First of all _____ is _____ into a pan. The pan is _____. The water is _____ to boil. Then $\frac{1}{2}$ a teaspoon of _____ and some _____ are added. Thereafter, sugar _____ according to taste. The decoction is _____ to boil. It is then _____ into cups and _____ hot.

- **Note:** Refer to the following for more inputs in doing the above exercise:

23.3 Let Us Learn Grammar – The Village Pharmacy – Active & Passive Voices

23.4 Let Us Write - Cooperate and Prosper – Describing a Process, Time/ Sequence Markers



WHAT YOU HAVE LEARNT

In order to save our non-renewable resources from getting completely used up, and to protect our Mother Earth from getting polluted, it is important for all of us to take definite steps today. The lesson tells us that 'Reuse' and 'Recycle' are two habits that we should all develop. We must use anything and everything to the maximum limit and not let it get wasted. Waste like empty cans, old books, notebooks, broken buckets, utensils should be recycled so as to save energy, electricity, money, manpower and resources. The way in which different waste products are recycled is different. It is easy and profitable to recycle some materials as compared to others. It is important to avoid some wasteful habits of Western countries in order to save Earth's resources.



TERMINAL QUESTIONS

- I. Complete the following using the correct alternatives:
 1. Recycling refers to
 - a. the conversion of waste materials into new and useful things.
 - b. the conversion of new and useful things into some other form.
 - c. the conversion of old useful things into a different form.



Notes



Notes

2. Rubbish burning should be avoided to
 - a. create pollution.
 - b. increase pollution.
 - c. reduce pollution.
3. Plastic recycling is the most difficult because of
 - a. its various colours.
 - b. its various varieties.
 - c. its various sizes.

II. Answer the following in no more than 50 words.

1. Why is it important to recycle waste?
2. How can recycling help in checking global warming?
3. Reduce, Reuse, Recycle shall be our motto.
 - a. Explain why this should be our motto.
 - b. Give one example of each action in daily life.
4. Think of an alternative title for the passage and justify it.
5. Imagine that no waste material is recycled. What would be the outcome? Write any three outcomes.
6. Complete the following slogans:

Recycle paper Save _____

Recycle metals Save _____

Recycle today Save _____



ANSWERS

20.2.1 PART 1

INTEXT QUESTIONS 20.1

- I b. We should burn our rubbish - False
 Burning actually increases pollution.
- II Reusing of waste is beneficial as it will help to save our natural resources which are limited in quantity. The reuse of waste will reduce the pollution caused by burning it.



21



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THE VILLAGE PHARMACY

We have all seen neem trees growing near our houses, on roadsides, in parks, in gardens, in forests and even in our own courtyards. Some of us also know a few of its uses. But do you know that the neem is a wonder tree and that every part of it has several useful qualities? Don't you think, then, that it is correct to call it a village pharmacy (a place where medicines are prepared and given out)?



OBJECTIVES

After completing this lesson you will be able to

- identify ways to honour memory of your loved ones;
- appreciate the values of trees and other natural resources in our life;
- recognize the importance of applying traditional knowledge to modern life.
- relate words to situations and use them in context;
- use adjectives of quantity and quality in an appropriate manner;
- identify the active and passive voices and relate to real-life situations;
- write a message; and
- draft a notice.



21.1 LET US READ THE TEXT

Before you read, think:

- *How do you feel when you read about a tragedy in a newspaper?*
- *How would you like to pay your respect to the departed souls?*
- *What do you think about the idea of planting trees in the memory of those who have died?*
- *Have you observed the trees in your neighbourhood? Have you ever thought about their uses?*

THE VILLAGE PHARMACY

It was already six in the evening. Neema, a student of standard VIII, had not yet returned home from school. Iniyavan, her father, a paediatrician at the city hospital, her mother, Vembu and her grandparents who had come from the village were very much worried. Neema entered just then with a sapling in her hand.

All : What happened to you? Why are you so late from school?

Neema : It was a tearful homage that we paid at our school to the ninety four children who died under the most tragic circumstances in Kumbakonam*.

***TRAGEDY AT SCHOOL**

G. SRINIVSAN in Kumbakonam

A school in Kumbakonam, Tamil Nadu, in which 94 children died, raises serious questions about the state of basic education in schools.

Classes were on as usual at the Sri Krishna High School in Kumbakonam in Thanjavour district in Tamil Nadu. In the school kitchen preparations were on to cook the mass noon meal – *rice, sambar*, a side dish and a boiled egg per child. No one noticed a small fire in one corner of the kitchen.

But a strong wind, normal in the month of Aadi (July-August) in the State, seemed to breathe new life into the flames and suddenly they leapt to catch the thatched roof.

Soon smoke filled the rooms and the children ran to the door screaming for help. There was no other escape route as the flames spread. And then the burning thatch fell. Seventy-five children were burnt alive. Of the other 30 who suffered severe burns, 18 died in the hospital.

(Front line Cover Story 13th August 2004, issue 16th July to Aug 13, 2004, frontlineconnect.com)

Vembu : It was a terrible accident!

Grandma : Neema, how did your school children pay homage?



Neema : Grandma, we have planted 94 *neem* saplings in our school campus in memory of the departed souls. We see in the saplings the images of the children whose lives were mercilessly nipped in the bud. I have brought home one sapling to be planted in our garden.



Figure 21.1

Vembu : That's a fitting gesture on the part of your school.

Iniyavan : Yes, I agree. By the way, Neema, do you know that *neem* has a lot of medicinal values?

Neema : No, I don't. I would certainly like to know.

Grandma : I think your grandpa will be the right person to tell you about it. He has lived in the village all his life, and he knows better than anybody else, that it is the "village pharmacy."

Neema : Grandpa, do tell me about the medicinal value of the *neem*. In fact we have a Science exhibition in our school next week. May be our class could prepare something on the '*Neem*.'

Grandpa : It's true that we villagers call the neem tree our 'village pharmacy.' To begin with, look at my teeth. I am eighty. Can you believe? This is thanks to the *neem* twigs that I use to clean my teeth every morning. Look at my skin—still blemish less as a child's. Thanks again to the *neem* paste that I apply regularly. I'm hale and hearty even at eighty. Thanks once again to the *neem* juice that I drink. It purifies the blood and cures all ailments. Do you know what motivated your father to become a doctor? Well, he used to watch my father preparing medicines

paediatrician: a child specialist
 tragic: sad
 homage: honour, respect
 departed: gone away, or dead
 mercilessly: cruelly, without showing any kindness
 sapling: a baby plant
 gesture: (here) an action that expresses something
 medicinal: something which can cure like a medicine
 ailments: sicknesses, diseases, health problems
 blemish: stain or scar
 motivated: created interest



Notes

inflammation: a kind of swelling, sometimes painful

combat: fight

incurable: which can't be treated

panacea: a remedy for all diseases

excavated: dug out

conducted: carried out
eco-friendly: not harmful to the environment

insect repellent: a substance which drives away insects

pesticide: a substance which destroys pests

litter: an untidy collection of objects that lie scattered around

ag r o - f r i e n d l y : something which helps in farming and agriculture

manure: chemical free fertilizer

surrounding: nearby

perennial trees: trees that retain their leaves all the year round, trees that do not shed their leaves

The Village Pharmacy



Figure 21.2

from various parts of the *neem*—its bark, seeds and leaves. That created an interest in ‘medicine’.

Traditionally, in India, the *neem* has been used widely as a medicine, for many centuries. It can fight inflammation, hypertension and ulcers. It can combat diabetes and malaria. Boils, rashes and wounds disappear in no time. You name it and the *neem* cures it. It is a panacea for many ailments. Even as early as 4000-4500 years ago, various parts of the *neem* tree were used in cosmetics and medicinal products by East Indian Harappans. Evidence of these uses exist in the remains excavated at the Harappan site. These days, even toothpaste, soap and shampoo are made from the *neem*.

And, here I must tell you something about Mahatma Gandhi. The prayer meetings at the Sabarmati ashram were conducted under a *Neem* tree and *neem* leaf chutney was a part of his everyday diet. And Neema, if you think that the *Neem* has medicinal properties alone, you are mistaken. It also increases the fertility of the soil. Thus it is eco-friendly. It is a good insect repellent. In fact research has proved that its chemical make-up is such that it is resistant to more than two hundred different types of insects. It has also proved to be a good pesticide. *Neem* is thus agro-friendly too. It protects crops from harmful insects, viruses and bacteria. The litter of its fallen leaves is rich in organic content and hence serves as good manure. The *neem* is also an ideal source of timber for carpentry, for it's wood is termite resistant. You would be surprised to know that during the hot summer months, the temperature under the *neem* tree is 10° C less than the surrounding temperature. In fact your air conditioners may not match the healthy cooling effect of the *neem*. Thus it is a ‘free air-cooler service’! These evergreen, perennial trees can grow in any type of soil. They grow very fast. They can reach a height of 30 feet in 5 years. And if they escape your axe, they can survive for even 200 to 300 years. Is that all you want to know, or....

Neema : Oh, grandpa! How blessed I am to be named NEEMA!

Vembu : No wonder the *neem* is known as the ‘wonder tree’ and you’re a wonder girl too!



21.2 LET US UNDERSTAND THE TEXT

21.2.2 PART 1

It was already sixpart of your school.

I'm sure there have been occasions when you have come home late from school and your parents have been worried for you. In the same way, in this lesson, one day Neema's parents and grandparents are worried because Neema is very late. When she finally comes home she tells her family that she and her classmates have planted 94 *neem* saplings in memory of the children who have died in a terrible fire accident in Kumbakonam. That is how she got late. Neema's school has decided to remember the 94 children by planting *neem* trees in their memory.



INTEXT QUESTIONS 21.1

1. Answer the following questions:

1. Fill in the blanks with appropriate words from the text
 - a. Neema was studying in the _____ standard.
 - b. Her father was a _____ by profession.
 - c. Neema came home with a _____ in her hand.
 - d. The fire accident took place in _____ in Tamil Nadu.
 - e. Neema's _____ were visiting her family from the village.
2. Circle the correct meaning of the underlined phrases in the following sentences from among the options given below each sentence.
 - a. The country is paying homage to the dead soldiers today.
 1. showing respect
 2. passing a comment
 3. giving a prize
 4. celebrating
 - b. Sometimes we have to face some tragic circumstances in life.
 1. surprising events
 2. sad events
 3. cause to be angry
 4. occasions.



- c. Her plans to start a business of her own were nipped in the bud when the bank, as well as her friends and relatives refused to give her a loan.
1. changed
 2. postponed
 3. plucked the flower while it was a bud
 4. destroyed at an early stage
- d. When a person dies we pray for the peace of the departed soul.
1. a missing person
 2. a person who has left home
 3. a person who has died
 4. a person who is alive
3. What do you think about the idea of paying homage to loved ones by planting a tree in their memory? Would you plant a tree in memory of a loved one? Why? Answer in about 30 words.

**DO YOU KNOW**

- In August 2005 a conservation project called *Smritivan* or Forest of Memories was started in Himachal Pradesh in memory of our late Prime Minister Shri Rajiv Gandhi. The motto of this project is to “*Plant a tree towards a memory you wish to cherish and help us grow it*”. Many people from Simla and tourists visiting Simla have donated saplings to *Smritivan* in fond memory of their departed loved ones.
- The conservation of biodiversity by planting as many varieties of trees as possible, the involvement and participation of people in development, and the increase of the green cover of Shimla are the main ideas on which *Smritivan* is based.

**LET US DO 21.1**

30th January is regarded as Martyrs’ Day in our country. On this day, our country pays homage to Mahatma Gandhi, the Father of the Nation and other Martyrs who died for the country. A two-minute silence is observed throughout the country at 11 a.m.

Mention some other ways in which people remember their loved ones.



21.2.2 PART 2

Yes, I agree created an interest in medicine.

In the previous unit Neema brings a *neem* sapling to plant in her garden. She shows it to her grandparents. How do Neema’s grandparents react?

Neema’s grandmother tells her that her grandfather has a lot of knowledge about the *neem* tree. Neema gets very excited and wants to know about it. She has a science exhibition in her school, the next week, and thinks that she can use the information to prepare for the exhibition.

Neema’s grandfather uses many *neem* products. He tells her about how good they are for his health and fitness. He also tells her that her father became interested in becoming a doctor because he often watched his grandfather prepare medicines out of the *neem* tree.



INTEXT QUESTIONS 21.2

Answer the following questions:

1. Answer in one or two words only.
 - (a) How old was Neema’s grandfather?
 - (b) What was about to happen in Neema’s school the following week?
 - (c) How did Neema’s grandfather brush his teeth?
 - (d) What did Neema’s grandfather apply on his face ?
2. How did Neema’s father get motivated to become a doctor?
3. Why did the villagers call the *neem* tree ‘the village pharmacy’?
4. In India medicines have traditionally been prepared from plants, herbs, spices and everyday kitchen ingredients. Our mothers and grandmothers know how to prepare some of these medicines at home. They often use such home remedies to cure small health problems and ailments.

Find out at least 2 such home-remedies and record in the table below. One example has been provided.

Remedy	Condition it believes	Whether tried (Y/N)	Whether found effective (Y/N)
1. Honey and ginger Juice	Cough and cold	Yes	Yes
2.			
3.			



DO YOU KNOW

- A lot of diseases have been mentioned in this unit of the lesson. Do you know that many of these diseases have become very common these days due to our modern lifestyle? That is why diseases like hypertension, diabetes, heart-related problems are called **lifestyle diseases**.
- Some other diseases like chicken-pox, malaria, jaundice and measles are **infectious diseases** that can be prevented by paying attention to proper hygiene, vaccination, and timely care.



LET US DO 21.2

The lesson says ‘these days even toothpaste, soap and shampoo are made from the *neem*.’ Look around in the market and try to find a few products in which *neem* is used. Name atleast three such products and paste their pictures on a sheet of paper.

20.2.3 PART-3

Traditionally, in India.....and you’re a wonder girl too.

Neema’s grandfather tells her that *neem* is an insect repellent, a pesticide, an air cooler and a medicine for several diseases. Did you know that the temperature under a *neem* tree is 10 degrees lower than in the surrounding area? *Neem* trees grow very fast, they grow anywhere, in any kind of soil and last for hundreds of years. Neema’s grandfather also tells her how wonderful her name is and that she is a wonderful girl just like the *neem* tree. Let us now find out how *neem* has been used as a medicine for many centuries in India.



INTEXT QUESTIONS 21.3

- I. Answer the following questions:
1. Say whether the following statements are true or false:
 - a) The *neem* tree can fight many diseases.
 - b) A *neem* tree takes very long to grow.
 - c) The *neem* tree provides a very cool shade.
 - d) Neem leaf chutney was part of Gandhiji's diet.
 - e) The *neem* tree reduces the fertility of the soil.
 - f) *Neem* is an evergreen, perennial tree.

The Village Pharmacy

2. The lesson says that the *neem* tree and its leaves are effective as an insecticide and fertilizer. Why is this important? Why do you think it is important to use plant-based products as insecticides and fertilizers. Answer in around 50 words.
3. Neema says, “How blessed I am to be named after the *neem* tree”. Why do you think Neema said that?



LET US TALK 21.1

A construction company wants to cut down some large and old trees for the purpose of setting up a factory outside your village. The village panchayat is unhappy with this proposal and wants to suggest another site for the factory which has no trees. As a member of the village panchayat deliver a talk on ‘Save the Trees in our Neighbourhood’ in the panchayat meeting to convince the village people about why the trees should be saved. Develop your talk with the help of the given points:

- names of the trees
- age of the trees
- special qualities of the trees
- how little resources or efforts are required to maintain and grow the trees
- parts of these trees that are useful to us
- other benefits of keeping the trees
- negative impact or effects of cutting the trees
- both trees and the factory can co-exist.



LET US DO 21.3

Given below is a simple crossword which has to be filled with the names of 8 common trees you often see in India. The first letter of each tree has already been filled in for you. Some clues are also given below to help you in finding out the name of each tree.

1. M _ _ _ _ - This is a tree on which a delicious, yellow, summer fruit grows. The fruit that grows on this tree is a favourite in India, where it is sometimes called the King of Fruits.
2. J _ _ _ _ - This tree bears a sweet, purple, oval shaped fruit.
3. P _ _ _ _ _ - This tree is also called the *Bodhi* tree. It is the tree under which the Buddha became enlightened.
4. P _ _ _ - Dates and coconuts grow on this kind of tree.



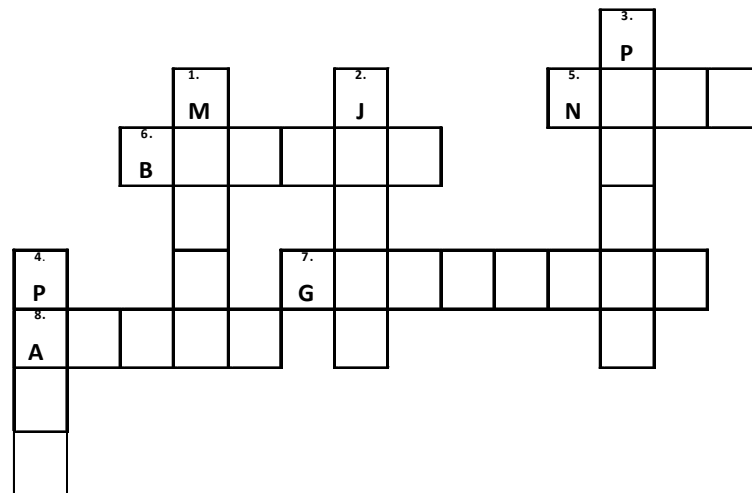
Notes



Notes

The Village Pharmacy

5. N _ _ _ - The lesson “The Village Pharmacy” is about this tree.
6. B _ _ _ _ - This tree is called the *Vat* or *Bargad* in India. Its roots grow down from its branches into the soil to form additional trunks.
7. G _ _ _ _ _ - This tree has bright orange-red flowers. It blooms in April-May all over India.
8. A _ _ _ _ - This tree has the same name as a very famous emperor. This emperor became a Buddhist after the Battle of Kalinga and helped to spread Buddhism in India and abroad.



21.3 LET US LEARN GRAMMAR

A. The Active Voice and the Passive Voice

Read the following sentence.

Anita planted a tree.

- This sentence is in the active voice. In the active voice the doer of an action is prominent and important. In this sentence Anita, the doer of the action (planted) is important.

This sentence can be written in the following way as well:

A tree was planted by Anita.

- The above sentence is in the passive voice because here the action (planting) and the object (the tree) are more important than the subject, doer or the person (Anita) who has done it.

Let us look at another sentence.

We have planted 94 saplings in our school. (Active Voice)



94 saplings have been planted in our school. (Passive Voice)

- In the passive voice, the action (have been planted) in the above example is more important than the subject or doer, who is not mentioned. So now we know that in the passive voice the object and the action are important, and the subject may not be mentioned at all.

Let us study the following table to understand the changes that take place while changing active voice into passive voice.

	ACTIVE	PASSIVE
Present Simple	We grow vegetables here	Vegetables are grown by us here.
Present Continuous	We are growing vegetables.	Vegetables are being grown by us.
Present Perfect	We have grown vegetables.	Vegetables have been grown by us.
Past Simple	We grew vegetables.	Vegetables were grown by us.
Past Continuous	We were growing vegetables.	Vegetables were being grown by us.
Past Perfect	We had grown vegetables.	Vegetables had been grown by us.

Now let us look at a paragraph about the *peepal* tree.

Peepal is a large, fast growing tree. It has heart shaped leaves. It sheds its leaves in the months of March and April. It is found in large numbers all over India. The bark of the tree is used for treating a swelling of the neck. The roots are chewed to prevent gum diseases. The powdered fruit is used for treating asthma.

As you can see, the underlined verbs in the paragraph above indicate the passive voice of the sentence. Remember that the passive voice always uses the third form of the verb – hidden, found, used, chewed.

The passive voice is frequently used in notices, newspaper reports, experiments, procedures or processes because in all of these situations the action is important and needs to be highlighted.

Let us read the following newspaper report about the conservation measures taken by the government to protect trees and forests. Since the measures are more important than the doer, the passive voice has been used to highlight them. Since the doer (the government) is understood or taken for granted, it is not mentioned.

Indore

16th Jan 2011

Conservation measures **are being taken** to save the forests of Madhya Pradesh. Local people **are asked** about which trees to plant. Sometimes saplings **are taken** from nurseries and **planted** by the community members. Regular cutting of small branches, twigs and leaves **is done** to make them grow faster. People **are told** about the importance of trees.



Notes

Exercise 1

Change the following sentences from the active voice to the passive voice.

- a. The teacher gave a *neem* sapling to Neema.
- b. Her grandmother opened the door.
- c. Neema showed the sapling to everybody.
- d. She planted it in her garden.
- e. She waters it every day.
- f. Neema uses its twigs to clean her teeth.
- g. Her grandfather makes manure from its fallen leaves.
- h. Neema is taking care of the tree.

B. Adjectives

- An adjective is a word which describes something. It may describe a person, a feeling or emotion, a place, an object, an activity, or a situation. It shows the qualities or quantity of a noun or a pronoun.

Adjectives of Quality

Let us now look at adjectives of quality. Read the following sentences and study the highlighted words.

- Spring is a **magical** season. Trees and bushes offer their **tender** leaves to the **fresh** air and many **delicate** flowers open out into the **warm** sun.

All the highlighted words above are **adjectives of quality**. They are used to describe the spring season. **Adjectives of quality** answer the question 'of what kind'.

Exercise 1

Identify the **adjectives of quality** in the following paragraph by underlining them.

The apple is one of the most loved fruit trees and it has a lot of friends in birds and children who like to eat its fruits. During the spring the apple tree gets covered in delicate pink flowers which fill everyone's heart with a promise. In the autumn the branches are laden with many red apples. Children and birds come looking for the juicy fruits. Apples can be eaten raw or cooked and made into sweet desserts. Whatever way you choose to eat it, an apple is always good for you.



Adjectives of Quantity

Let us now look at **adjectives of quantity**. Adjectives of quantity are used to describe the number or quantity of something.

Read the following passage and study the highlighted words:

All trees have **many** leaves. The purpose of **most** leaves is to produce food through photosynthesis. Trees live for **hundreds** of years. The oldest tree in the world is more than **five thousand** years old. Trees take a long time to grow but sadly **millions** of trees in the world have been cut for development.

Adjectives of quantity are used to show how much or how many of an item or an object are being talked about. Words like some, little, few, many, half, enough are some examples of adjectives of quantity.

Exercise 2

Fill in the blanks with suitable options from the words given below. Do not forget to capitalize the first letter of every sentence.

enough, any, some, no, half, all

- _____ the trees in my garden have been planted by my grandfather, and the other half by my grandmother.
- _____ of my friends don't like to eat fruits, but I love them.
- There has not been _____ rain this year.
- There are _____ mistakes in your maths paper. You scored 100% in maths.
- _____ the apples I bought at that shop were rotten. I will never go there again to buy anything.
- These days we don't eat _____ healthy food.



21.4 LET US WRITE

A. Writing a Notice

A notice is meant to give information to a large number of people. The members of a colony, school children as well as their parents can all be informed through notices. A notice is generally put up on the notice-board of a community hall, school building, library or a public space. Let us read the following notice:

**NIOS Study Centre, Chennai**Notice
Science Exhibition

5 August 20XX

Students of Secondary Classes are hereby informed that a Science Exhibition is being held on 20th August 2011 from 10.00 a.m. to 4.00 p.m. at the study centre. The theme is *Trees of India*. Working models, charts, projects are all welcome. All entries should be submitted to the undersigned by 17th August at the science club.

Shanthi

Science Club Secretary

The main features of a notice are:

- name of the school/organization
- heading
- date
- who is being informed
- what is the event
- details of the event (where and when)
- what the participants are expected to do
- signature of issuing authority
- the passive voice

Let us now write a notice on the following topic.

Exercise 1

Your colony is holding a 'Polio Awareness Campaign' on the occasion of Independence Day. Write a notice to be put up at the local community centre informing people about it. They may bring their children aged five years or below for the polio vaccination.

B. Message Writing

Sometimes when we have to convey something important to a person who may not be there, we may leave a written message for him/her. Messages should be short, and should convey all the important information clearly.

The Village Pharmacy



Notes

Let us look at an example of a message.

1st July 20XX

Dear Mother,

I will be late in coming home from the study centre today. I have an extra science class from 2 p.m to 4 p.m. Do not worry about me, I will come home with Suresh.

Name

Exercise 2

Now let us write a message with the help of the following inputs:

Message from Sanjay to Sana

- Sana absent from school today
- Science test to be held the next day
- The teacher wants to check the notebook also

Note: For more tips on **Message Writing** refer to **Let Us Write** in the lesson ‘Stealing and Atonement’.



WHAT YOU HAVE LEARNT

In this lesson, you learnt how useful *neem* trees are. The message of this lesson is that we should be aware of the treasure house of Nature around us. If we are aware of it then we can use trees like the *neem* for several purposes. We can even plant trees around us in the memory of our loved ones. Nature and the environment are very useful for us in many different ways and we should respect and protect them.



TERMINAL QUESTIONS

1. This lesson is titled ‘The Village Pharmacy’. Do you think this is an appropriate title? Why?
2. Neema’s grandfather had a lot of knowledge about the *neem* tree. List at least 10 things that he told Neema about the *neem* tree.
3. You have read about the many uses of *Neem*. Would you like to start using *neem* products? Are you inspired to use more natural products like *neem*? Give reasons for your answer.



Notes

4. Do you know that besides *neem*, there are many other trees around us which are very useful? Find out about two more such trees and write at least 3 ways in which each of them can be used.

5. Match the parts of a *neem* tree with their uses given below.

Parts of a *neem* tree

bark, seeds, leaves

twigs

fallen leaves/litter

neem wood/timber

neem juice

Uses

organic manures

medicines

blood purifier

to clean the teeth

carpentry

6. Choose the correct word/ phrase from the given options to fill in the blanks.

agro friendly, eco friendly, organic content, termite resistant, air cooler, insect repellent

- a) If you mix *neem* oil in paint, the wood becomes.....
- b) In the summers, wet khus curtains or blinds serve as an
- c) These days, there are severalproducts available in the market.
- d) Decayed vegetable matter increases the fertility and of the soil.
- e) Cow dung, ash are all products and can be safely used for protecting plants from pests.
- f) Rubbing mustard oil mixed with *neem* oil on the body works like an.....



ANSWERS

21.2.1 PART 1

INTEXT QUESTIONS 21.1

- I. 1. (a) VIII (b) doctor/paediatrician (c) *neem* sapling
(d) Kumbakonam (e) grandparents
- 2. (a)1 (b)2 (c)4 (d) 3
- 3. Individual responses

Suggested response:

Yes it is a good idea .When we grow a tree in someone’s memory, it always reminds us of that person. It also helps in growing more trees, which is useful for us and for the environment.



Notes

- (b) The door was opened by her grandmother.
- (c) The sapling was shown to everybody by Neema.
- (d) It was planted by her in her garden.
- (e) It is watered everyday.
- (f) Its twigs are used by Neema to clean her teeth .
- (g) Manure is made from its fallen leaves by her grandfather.
- (h) The tree is being taken care of by Neema.

B. Exercise 1

most loved, delicate pink, red, juicy, raw, cooked, sweet, good

Exercise 2

- (a) Half (b) Some (c) any (d) no (e) All (f) enough

TERMINAL QUESTIONS

1. It is an appropriate title because a pharmacy is a place where one gets medicines of various kinds. In the same way the *neem* tree provides cures for several kinds of diseases. For the village people it is the safe and easy answer to several of their common health problems.
2. It is a medicine for several diseases.

It has been used since ancient times for several purposes .It is used to purify the blood and clear the skin. It purifies the air around it. Its wood is termite resistant. It is an insect repellent; it is eco-friendly as well. It is being used to make soaps, shampoos, and oils.
3. Individual responses.
4. Individual responses.
5. bark, seeds, leaves - medicines

twigs - to clean teeth

fallen leaves/litter - organic manure

neem wood/timber – carpentry

neem juice – blood purifier
6. (a) termite resistant (b) air cooler (c) eco-friendly (d) organic content (e) agro friendly (f) insect repellent



22



202en22

THE TRUTH

Our Holy Scriptures, reformers and preachers have always emphasised the need for controlling strong emotions and ambitions, in order to maintain a calm and peaceful attitude. Strong negative emotions like anger, jealousy etc., if uncontrolled, are destructive in life.

Read a few lines from the ‘Atharva Veda’ below and think over them.

Words can confer strength
They can drown it off
Words can gain friends
They can turn them
Into enemies



Figure 22.1

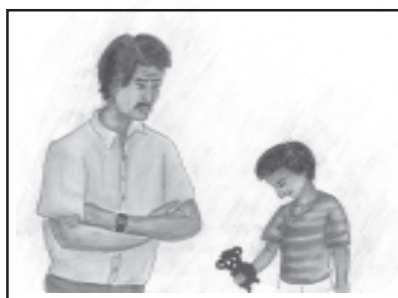


Figure 22.2

Words can elevate or
Lower the individual
One must learn the habit
Of making one’s words
Sweet, soft and pleasant

What kind of ‘words’ are being recommended in the above lines?

**DO YOU KNOW**

The Atharva Veda is one of the four Vedas, which are the Hindu scriptures. The four Vedas are the Rig Veda, the Yajur Veda, the Sam Veda and the Atharva Veda. The Hindus believe that the origin of all knowledge and wisdom lies in these Vedas.

**OBJECTIVES**

After completing this lesson, you will be able to:

- enjoy reading the poem;
- explain the central idea of the poem;
- state the effect of harsh and impolite words on our mind and heart;
- justify the need for effective communication for problem solving and positive relationships;
- identify the comparisons used to relate certain ideas in the poem;
- explain the literary devices used in the poem to create an impact on the reader;
- explain the significance of the title of the poem, and
- analyse your own behaviour in reaction to a particular situation.

**22.1 LET US READ THE TEXT**

Have you ever been hurt by what someone said to you? Did the pain last for a long time? Did you think at that time that the other person could have said the same thing in a less hurtful manner. Read the poem 'Truth' and find out what the poet has to say.

TRUTH

Sticks and stones may break my bones
 But words can also hurt me.
 Stones and sticks break only skin
 While words are ghosts that haunt me.

Slant and curved the word swords fall
 To pierce and stick inside me.
 Bats and bricks may ache through bones
 But words can mortify me.

haunt: (here) come to the mind continually to create a disturbing effect.

mortify: to make someone feel extremely embarrassed or ashamed.

scar: permanent mark on body due to a wound.

bruise: discoloration of the skin due to an injury.



Pain from words has left its scar
On mind and heart that's tender.
Cuts and bruises now have healed;
It's words that I remember.

- Barrie Wade

22.2 LET US UNDERSTAND THE TEXT

22.2.1 PART 1 (Stanza I)

Sticks and stones that haunt me.

Read the above stanza and answer the questions that follow. The brief explanation below would help you understand the poem better.

As you know when we are physically hurt people see our wounds and express sympathy for us. But can people see our suffering when we go through emotional or mental pain? No, they cannot. So we suffer alone. In this stanza the poet speaks about the pain caused by weapons and the hurt caused by unkind language. Sticks and stones hurt us physically. But we get hurt emotionally by rude and harsh language. We feel mentally upset and disturbed. The wounds caused to our body heal up fast but the insult caused by words disturbs our mind for a long period of time.



INTEXT QUESTIONS 22.1

Answer the following questions

1. Which objects mentioned in the stanza can cause physical injury?
2. What have “words” in the poem been compared with?
3. Complete the following statement in your own words.
Words are called ghosts that haunt us because _____
 - (i) they trouble our mind for a long time.
 - (ii) they are invisible.
 - (iii) we cannot fight them or overcome them.
4. Words, sticks and stones hurt us. In what way do they differ in their impact? Write your answer in about 50-60 words.
5. Your sister takes your pen without your permission to write her examination. This causes inconvenience for you. Hence, you are angry with her. How would you react to her action?



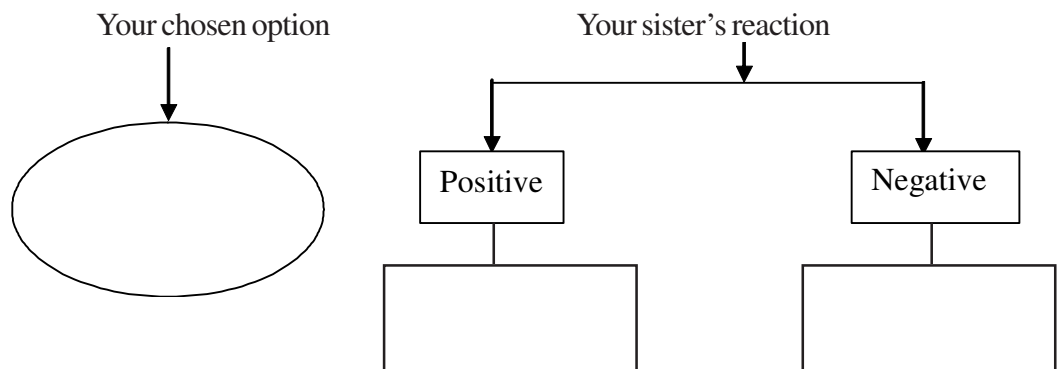
Notes

(a) Given below are four options. Choose one out of them to complete the sentence.

You will...

- (i) scold her in strong words.
- (ii) forgive her but make her understand that it is a bad habit.
- (iii) punish her so that she does not repeat it in future.
- (iv) not talk to her for three days.

(b) Now based on your chosen option write one positive and one negative reaction you might expect from your sister in the spaces provided below.



22.2.2 PART 2 (Stanza II)

Slant and curved _____ *mortify me.*

You have been treated unfairly by someone. How do you feel? Do you think being intolerant and aggressive is always an effective way of dealing with people? Read what Gandhiji has to say about this:

“Keep your thoughts
 Positive because your
 Thoughts become your
 Words, keep your words
 Positive because your
 Words become your,
 Behavior _____
 – M.K Gandhi

The stanza describes the intense pain caused by bitter words. Read the explanation below to find out how painful it was for the poet when he was humiliated by bitter words.

The poet says that objects like swords injure our bodies deeply. But don't you think that angry and harsh words can also hurt equally? Don't you think that such words can



humiliate us and make our life miserable? You must have experienced this in your day to day life.



INTEXT QUESTIONS 22.2

Answer the following questions:

1. Words have been called ‘swords’ in Stanza II. Why?
2. Which two words describe the ‘swords’?
3. Select the meaning out of the ones given below that best explains the line ‘pierce and stick inside’ in Stanza II.
 - (a) The impact of bitter words is deep and long lasting.
 - (b) Swords injure sharply.
 - (c) The wound caused by a sword doesn’t heal up.
4. Identify the word from Stanza II that describes the effect of ‘words’ on the poet.



Your friend Anand is unhappy and dejected because his father has objected in very strong words to his decision to go abroad. Now his father is upset to see him dejected. How do you think his father can help him to overcome his dejection?

Three options are given below. Which of the three options would you choose if you were the father?

- a. Empathize with him and try to convince him that he did not mean to hurt him.
- b. Accept his decision and allow him pursue his plans.
- c. Remain indifferent and unconcerned thinking that time is a great healer.

22.2.3 PART 3 (Stanza III)

Pain from words that I remember.

Think of a physical injury you have suffered in the past. Think of some unkind words someone said to you and which hurt you badly. Which experience did you forget earlier? In this stanza the poet explains that the damage caused by harsh language is more than the damage caused by physical injury. Both leave scars - one on the body and the other on the mind and heart. But the scars on the mind and heart do not let us forget the experience. Find out if the poet could overcome the pain caused by bitter words.



INTEXT QUESTIONS 22.3

Answer the following questions.

1. Where has the pain left the scar?
2. What happened to the poet's physical injury?
3. Why could he not forget the words?
4. Why do words hurt more than weapons?

22.3 APPRECIATION

In this poem the poet says a lot in a few words. He does this by using literary devices such as metaphor, alliteration and repetition. These literary devices create an impact, and help the readers to infer the meaning on their own.

Literary devices used by the poet:

Metaphor : It compares two things that are not very similar. It describes two things in terms of a single quality or feature that they both share.

Example: The road was a ribbon of light.

Maharaja Ranjit Singh was the Lion of Punjab.

Alliteration : It is the repetition of the initial sounds in words to create an emphasis and a pleasing and musical effect. It helps the reader to appreciate & enjoy the poem.

Example: Seema's seven sisters slept soundly by the sea.

Lovely lilies in lush lawns send out the sweet sound of songs.

Repetition : It is the repetition of words that emphasizes important ideas.

Example: Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall



LET US DO 22.2

Now you know what metaphor, alliteration, and repetition are. Read the poem and identify the literary devices used in it.



Literary Devices

Metaphor	Stanza No.
Alliteration	Stanza No.
Repetition	Stanza No.



WHAT YOU HAVE LEARNT

Our choice of words in day to day communication is extremely important. It can make or mar (break) our relationships. By using harsh, rude and impolite words we hurt others mentally and emotionally. The pain caused by unpleasant words is much stronger and lasts longer than the physical injury caused by weapons. Hence we should control our language and negative emotions such as anger and hatred.



TERMINAL QUESTIONS

1. State the theme or central idea of the poem in 50-60 words.
2. Why do you think the poet has titled this poem “Truth”? Write your answer in 50-60 words.
3. Which word has been repeated? How many times has it been repeated in the poem. Why has the poet repeated it?
4. What literary devices has the poet used? How have the literary devices in the poem helped you to understand and enjoy the poem?
5. What do you think is the strong emotion that prompts us to be aggressive and intolerant? Tick one of the four emotions below. Give reasons for your choice in 50-60 words:
Anger Ambition Hatred Jealousy
6. Think of a situation in which your relationship with your friend becomes unpleasant. You want to maintain your friendship. What would you do to be good friends again? Write your answer in 50 - 60 words.



Notes

- 7. Describe in 50-60 words how would you feel if someone used harsh and hurtful words to you.
- 8. (a) Given below is a list of emotions and values. Put them in appropriate columns in the space provided below. Refer to the dictionary if necessary to understand the meaning of each word before doing the exercise.

- | | |
|--------------------|------------------------|
| greed | respect for others |
| lust | abusive language |
| jealousy | compassion |
| empathy | pleasant communication |
| sharing and caring | violence |
| revenge | gratitude |
| forgiveness | selflessness |
| tolerance | kindness |
| selfishness | |

Qualities

- (b) Which one of the above positive qualities would you like to develop in yourself and which negative quality would you like to give up
- 9. Read the following dialogue between a student passenger and the bus conductor. Rewrite it to make it an effective communication.

Student Passenger: Give me a ticket for the Red Fort.

(gives a 50 rupee note)

Conductor: Give me Rs 15 only.

Student Passenger: I have a 50 rupee note only.



Conductor: Didn't you know that you need coins to pay?

Student Passenger: You already have so many coins in your pouch. You want to harass me.

Conductor: Give me the change or else get down from the bus.

Student Passenger: Why should I get down? I have to reach there on time.

Conductor: I'll throw you out.

Student Passenger: How dare you! You are a public servant. Don't forget it.

**ANSWERS****22.2.1 PART 1****INTEXT QUESTIONS 22.1**

1. sticks and stones
2. ghosts
3. The words have been called 'ghosts that haunt us' because they trouble our mind for a long time.
4. Words hurt our mind and heart while sticks and stones cause physical injury. (explain 50-60 words)
5. Individual response.

22.2.2 PART 2**INTEXT QUESTIONS 22.2**

1. Both swords and unkind words are sharp and hurt deeply.
2. slant and curved
3. a. The impact of bitter words is deep and lasts long.
4. mortify

22.2.3 PART 3**INTEXT QUESTIONS 22.3**

1. on his mind and tender heart
2. It got healed.
3. They were painful.



Notes

4. Physical injuries caused by weapons heal up, but pain caused by words does not go away.

TERMINAL QUESTIONS

- (1) Individual responses.

Suggested response: The impact of words on the mind is powerful. Unkind words are more painful than wounds caused by weapons. Physical wounds heal up but emotional injury lasts long because words linger and haunt us, and never allow us to be at peace.

- (2) Individual responses

Suggested response: Being truthful in our lives is very important. But if a truth is conveyed in ugly words it leaves a scar on the heart and becomes painful. It is important to be truthful but also to be kind.

- (3) The word 'words' has been repeated six times. It has been repeated to emphasize its importance and significance. The effect of words on us is the focal point in the poem.

- (4) The poet has used:

metaphors

Metaphors help to feel the intensity of pain caused by words by comparing words with a sword..

alliteration

Alliteration contributes the sound effect.

repetition

Repetition helps to emphasize the central idea.

- (5) Individual responses.

Suggested response if **anger** is the selected option: It is usually the underlying emotion of our negative attitude & intolerance. We use unkind, strong and bitter language to express our anger. Anger may be due to many reasons but its expression is always painful for others.

- (6) Individual responses

Suggested response: Show empathy, be understanding of the reason for his /her behaviour, communicate the desire to normalize relations.

- (7) Individual responses

- (8) (a) Qualities

The Truth



Notes

Positive	Negative
empathy	lust
sharing and caring	greed
forgiveness	jealousy
tolerance	revenge
respect for age	abusive language
soft and pleasant communication	comparison
spirit of sacrifice	selfishness.
gratitude	
selflessness	
kindness	

8 (b) Individual Responses

9. Individual Responses



202en23

23

THE RETURN OF THE LION

Have you heard of the brave king Shivaji, who led his Maratha warriors to fight many battles against the Moghul army and defeated them? Well, after one battle Aurangzeb, the Moghul King, captured and imprisoned him. What do you think happened to him? How do you think Shivaji's family felt when that happened? How did this news affect his brave soldiers?



OBJECTIVES

After completing this lesson you will be able to:

- read and enjoy a play;
- assess how war affects ordinary people;
- conclude that a good leader is responsible for his people and state;
- value the sacrifices a mother makes for her child;
- write a diary entry;
- list the characteristics of a good administrator, and
- recognise the adverbs of manner, time and place.



23.1 LET US READ THE TEXT

Characters

- Shivaji : The ruler of the Marathas
Jijabai : Shivaji's mother

The Return of the Lion

- Mantri : Shivaji's chronicler
Sachiv : The secretary
Ram Das : A poet, Shivaji's teacher and companion
Soyabai : Shivaji's wife and Sambhaji's mother
Pandit Rao : Sambhaji's foster mother

The setting

Officers of Shivaji's court

An attendant in Maratha uniform

(A room in the fort of Rajgarh near Poona. Jijabai, Shivaji's mother, is sitting on a small throne. She is surrounded by officers of the court. Among them are the Mantri, the Sachiv, Pandit Rao, and the poet, Ram Das, who has an open letter on his knee. In a corner, Soyabai, Shivaji's wife and Sambhaji's mother, is sitting quietly; and by her side is Sambhaji's foster-mother who is an older woman. The two of them are talking softly.)

- Jijabai : I can't believe that my son is dead. The letter is a hoax.
- Ram Das : But the letter is from Agra.
- Jijabai : And therefore it is a hoax. When did Aurangzeb ever tell the truth? Did he not make false promises to my son?
- Ram Das : It was Jai Singh who made those promises to our Raja.
- Jijabai : I know that. Can Jai Singh ever make a promise on his own? Surely, the slave spoke for the master.
- Mantri : Spoke in a terribly bad way. Aurangzeb has laid traps for us everywhere. Bijapur is about to strike. Discontent is spreading among our own men.
- They may revolt any day. And there is no news about Shivaji. We don't know what to do.
- Sachiv (sadly) : The letter says that Shivaji is dead, but it doesn't say how he died.
- Jijabai (sternly) : Listen! I, your Raja's mother and your Regent, say the letter is a hoax. Don't speak about it any more.
- Soyabai : Does the letter say anything about my dear boy, Sambhaji?
- Jijabai : Keep quiet, girl. You are not the only mother here. I say the lion and his cub will soon return to their kingdom. They can't stay long in the fox's den. Mantriji, listen to me. Raise the pay and increase the rations



Notes

chronicler = record keeper

foster mother = one who looks after a child like a mother

discontent = unhappiness

revolt = rise up against

Regent = a ruler in place of the king



Notes

of the soldiers. Send useful gifts to their wives and sweets and toys to their children. I'll pay for everything out of my private purse. And please tell them that the Raja is at Varanasi and will return before long. Tell them also that all the great astrologers at Varanasi have studied Shivaji's horoscope and they all say that nothing can stop him from becoming the lord of the whole of Maharashtra. Keep the soldiers and the priests contented and happy, and they will believe your words.

(addressing all those present there in a changed voice)

Friends! I have grown old and weak. I haven't many years to live. Help me to live till my brave boy returns to me. Don't say he is dead.

All Men : Our Raja's mother will live. The Queen Regent will live! Our Raja will return to us. We'll pray for his safe return.

Jijabai : Well said, my brave friends. Tomorrow, I'll say my special prayers to our family goddess, Bhawani. She gave him to me, and I'm sure she'll bring him back to me. (turning to Soyabai).

Soyabai, my child, don't worry. Your son, as well as mine, is going to return to us.

SECTION II

(footsteps and a slight noise outside)

Sachiv : What's that?

Ram Das : Perhaps someone wants to see us. (An attendant, who is a tall Maratha in uniform, enters and bows three times to Jijabai).

Attendant : Rani Saheba, there are three holy men at the gate outside. They want to see you.

Jijabai : Where do they come from?

Attendant : I think they are from the north. They say they are bairagi sadhus.

Jijabai : What can their business be?

Attendant : Perhaps they have come to beg from you. They must have heard of your charity. They are poor men in rags. Their heads are shaven and their arms and faces are painted grey with ashes.

Jijabai : They are holy men, and they have come from a far-off place. I cannot say no to them. I need their blessings. Let them come in.

The Return of the Lion



Notes

(The attendant bows three times again and goes out. Soyabai and Sambhaji's foster mother move up nearer to the throne).

Sachiv : May I leave now, Rani Saheba? My secretary must be waiting for me.

Jijabai : Please stay awhile. These holy men have come from the north. Perhaps they have news for us about the Raja. Ah, my heart beats.

(The attendant enters again with three sadhus who seem to be poor, humble men dressed in rags. Two of them are tall and the third, is a small man, who does not look up).

Ram Das : (rising and joining the palms of his hands). Welcome, holy men.

First Sadhu : God bless you, holy guru!

Second Sadhu : God bless this house!

(The third sadhu joins the palms of his hands in greeting but says nothing. He keeps his eyes fixed to the ground.)

Jijabai : (to the third sadhu) Have you no words to bless us with, holy man? Why don't you say something?

First Sadhu : He has taken a vow of silence, noble lady.

Jijabai : I see. (thinks)

First Sadhu : Stories of your wisdom and your kindness to the poor have reached distant places. We've travelled a long way to see you.

Jijabai : You are welcome to this house and to stay here as long as you wish.

Second Sadhu: At Varanasi we met a Brahman who told us that your son, Shivaji had gone to Agra and that you were ruling for him.

Jijabai : What else did you hear about Shivaji?

Second Sadhu : One day we met a band of horsemen. They said the Raja had been put in prison by Aurangzeb.

Jijabai : The lion won't stay long in that dirty den. What else did you hear? Tell me.

First Sadhu : That's all we heard, noble lady. We wish we knew more, but we don't. We're men of peace and spend most of our time in temples and lonely places.



Notes

Jijabai : True. Holy men have nothing to do with war and fighting. Come, give me your blessings. I need them badly. I'm dying to see my son.

(The first and second sadhus bless her. The third does nothing)

Jijabai : (To the third sadhu) If you don't want to bless me, you may curse me and I'll die cheerfully. I can't live without my son. (He falls at her feet. she passes her hand gently over his face, utters a cry and draws his head to her breast.)

It's my son! It's my son! My son has come back to me! Shivaji has come back! The Lord of Maharashtra has come back! The lion has come back from the fox's den.

All : Long live Shivaji! Long live the Lord of Maharashtra!

Shivaji : (rising) Yes, Shivaji has escaped from the fox's den and the vulture's claws. I've come back to my mother, my friends and my people.

Soysbai : (nervously) Dear husband, have you left my son behind in the hands of the enemy?

Shivaji : No, I haven't. He's quite safe with friends. Don't worry about him. He'll be with you in a few days. (looks around and sees Ram Das.) Sir, your pupil has returned to you. Won't you advise and guide him as you've always done? (turning to others) Friends, come closer. Your Raja has come back safe from the spider's web. Be happy and rejoice. Today we'll give a feast to the poor. Light the torches on the hill-tops and illuminate the palace. Fire the guns and shout that the Raja has returned to his people.

All : We'll do all this; and we'll feast and sing and dance. Long live Shivaji! Long live Jijabai! Long live Maharashtra!

23.2 LET US UNDERSTAND THE TEXT

23.2.1 PART 1

Officers of Shivaji's court is going to return to us.

A King's crown is never without thorns. Being head of any mission, be it an army, a state, a country or a project is always full of challenges, opportunities, ups and downs, friends and adversaries. But a true leader is always committed to his mission. Come what may, the goal keeps good leaders trying their best till the end.

The Return of the Lion

In Part 1 of the play the 'Return of the Lion', the situation is extremely tense. Jeejabai the Regent of Marathas in the absence of Shivaji has received a letter from Agra containing the news that Shivaji was dead. Jeeja bai despite of being a mother receives this news as a responsible Regent and doesn't want it to be disclosed.



Notes



INTEXT QUESTIONS 23.1

1. Tick the most suitable answer:
 - A. Jijabai told her Mantri to
 - a) get the soldiers ready for war by giving them guns
 - b) send sweets to the soldiers
 - c) give the soldiers' wives gifts and keep them happy
 - B. Where was Shivaji?
 - a) He had gone hunting with Sambaji
 - b) He had been taken prisoner by Aurangzeb
 - c) He had gone to Varanasi to consult astrologers
 - C. Jijabai believed that the letter was a hoax because
 - a) she did not trust Aurangzeb
 - b) Jai Singh had said so
 - c) the soldiers were unhappy
 - D. Ram Das was
 - a) Shivaji's minister and leader of the army
 - b) Sambaji's teacher and companion
 - c) a court poet and Shivaji's teacher and companion
2. The Mantri believes that the soldiers will revolt. His anxiety shows the soldiers' feeling of uncertainty and fear about their future. Discuss in 30 words only.
3. Jeejabai orders the raise in salary and ration of the soldiers, send gifts and sweets to their families from her private finances. What these gestures show about Jeejabai as a person and as a Regent.

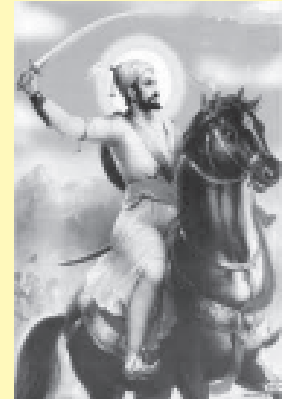


DO YOU KNOW

Shivaji was a great warrior and just ruler who consolidated the Maratha kingdom. He is honoured till date because he protected the vulnerable people. Although he fought many battles against the Moghul emperor Aurangzeb, he practised religious tolerance, protected Muslim women, mosques and tombs.

Today, the 14th Battalion of the Maratha Light Infantry Regiment traces its origin to Shivaji's army of the 18th century. Their battle cry is, "Bol Shri Chatrapati Shivaji Maharaj ki Jai!"

In Mumbai, the railway terminus and airport have been named Chatrapati Shivaji Maharaj Terminus and Chatrapati Shivaji Maharaj Airport respectively, in his memory.



LET US DO 23.1

Shivaji is considered a hero even today. Identify any man or woman from your neighbourhood or state, whom you admire. He /she may be living today or may have lived some years ago. Make a list of all the reasons why you admire him/her. Now, using this list write a paragraph describing him/her.

23.2.2 PART 2

Footsteps and a slight noise outside Long live Maharashtra.

A mother, even though a ruler or strong personality is always a mother first. Love and care for her children is natural for her. Emotionally she is always attached to them.

In part 2 you'll learn that Jijabai, Shivaji's mother is very keen to see him safe and sound with her. The news of his death has upset her, though, she strongly believes it to be a hoax. She is very anxious about her son and grandson's well being. Yet, she announces gifts for soldiers and their families in order to keep their morale high. She agrees to welcome sadhus because they are from the North. They may have some news about her son. But at the same time she is fully aware of her responsibility towards the Maratha people. She is a totally committed and earnest Regent. Her interaction with Sayabai and Sadhus makes it obvious that she keeps her emotions under control and believes Shivaji will return

The Return of the Lion

for the sake of the Marathas. Shivaji also, like a seasoned ruler keeps his excitement subdued and makes his appearance in disguise. Read the unit to find out what happens in the end.



Notes



INTEXT QUESTIONS 23.2

- Match the following to complete the sentences:
 - Jijabai agreed to see the three sadhus
 - The sadhus told her that
 - The third sadhu
 - Jijabai asked the sadhus
 - Soyabai was sad because
 - Shivaji was captured by Aurangzeb
 - to bless her
 - she could not see her son Sambaji
 - because they had come from far off places
 - remained silent
- Why did Jijabai agree to meet the sadhus? Give three reasons.
- Jeejabai could recognise her son among the Sadhus. How? What does it shows about Jeejabai as mother. Write in 50 words.



LET US DO 23.2

Have you ever faced a situation where you lost something or somebody you loved? How did you feel when that happened? Write a diary entry describing your feelings.



DO YOU KNOW

When Aurangzeb arrested Shivaji in Raja Jai Singh's house, Shivaji realised that Aurangzeb was planning to kill him.

Shivaji struck upon an idea and said that he wanted to make peace with God by sending fruit and sweetmeats to Brahmins and holy men. Aurangzeb agreed to this. One fine day Shivaji and his son Sambhaji hid themselves in two large baskets in which fruits and sweetmeats were packed everyday and escaped from Aurnagzeb's custody.



23.3 LET US LEARN GRAMMAR

Adverbs

Adverbs are words which add meaning to a verb, an adjective or another adverb. There are different kinds of adverbs.

1. Adverbs of Manner (which show how)
 - eg. He laughed 'loudly'.
 - The Marathas fought 'bravely'.
 - She spoke 'cheerfully'.
2. Adverbs of Place (which show where)
 - eg. Stand 'here'.
 - Your Raja has come 'back'.
 - There are three holy men 'outside'.
3. Adverbs of Time (which show when)
 - eg. He comes here 'daily'.
 - We will give a feast 'today'.
 - They arrived a few minutes 'ago'.

Exercise 1

Choose a suitable word from the brackets and use it in the correct form to complete the sentences.

- eg. She laughed _____(happy/slow)
She laughed happily.
1. Seema looked _____ at her art work.(happy/sad)
 2. The man stared _____ at the boy who broke the window.(kind/stern)
 3. Salim looked _____ (anxious/rude) out of the window to see whether the police was there for his protection.
 4. I like to write _____ (neat/untidy) so that my work is legible.
 5. He is popular because he always speaks _____ (polite/rude).

Exercise 2

Adverbial Antonyms (opposites)

Tick the correct antonym (opposite).

The Return of the Lion

eg. Happily – sadly/seriously

1. timidly - honestly/boldly
2. sternly - shyly/kindly
3. softly - bravely/loudly
4. weakly - strongly/tidily
5. safely - dangerously/prettily
6. cheerfully - sorrowfully/cruelly
7. loosely - tightly/gracefully
8. slowly - bravely/quickly
9. gently - roughly/greatly
10. strictly - meanly/leniently

Exercise 3

In the following sentences

(1) Pick out the adverbs and (2) classify each as an adverb of time, place or manner.

1. Try again.
2. We woke up early.
3. The railway station is far away from his house.
4. She was dressed smartly on her birthday party.
5. The policewoman walked fast to reach the site of accident.
6. The bus is parked in front of the school gate.
7. The animals were received kindly by the zoo authorities.
8. The holy men met the queen immediately after they got permission from the mantri.



WHAT YOU HAVE LEARNT

In this lesson you have learnt that you need to be calm in the face of difficulties. When ever there are problems, it is important to set aside fears and worries and try to find solutions.

You also understood the responsibilities of a leader/ruler towards his/her people. Jijabai demonstrated this by looking after the soldiers and their families even though she was very sad and worried about Shivaji.



Notes



TERMINAL QUESTIONS

1. As Regent how did Jijabai take care of the Maratha soldiers?
2. Why do you think Shivaji was in disguise when he came to meet his mother?
3. Why did Jijabai refuse to believe that Shivaji was dead?
4. Vijaya was twelve years old. She was travelling with her parents and younger sister. Suddenly the train in which they were travelling met with an accident. Vijaya saw that many people including his family members were hurt and crying for help. How would you feel if you were Vijaya? What would you do?



ANSWERS

23.2.1 PART 1

INTEXT QUESTIONS 23.1

1.
 - A c. to give the soldiers' wives gifts and keep them happy
 - B b. he had been taken prisoner by Aurangzeb
 - C a. she did not trust Aurangzeb
 - D c. a court poet and Shivaji's teacher and companion
2. The Mantri felt that the soldiers would revolt because they were discontented and there was also no news of Shivaji, their ruler.
3. a) She asked the Mantri to raise the salary of the soldiers and to look after their families. She told him to keep the priests and soldiers happy.
 - b) Accept all relevant answers. For example: She was a caring ruler and knew her responsibilities as a Regent.

23.2.1 PART 2

INTEXT QUESTIONS 23.2

1.
 - i d. because they had come from far off places
 - ii a. Shivaji was captured by Aurangzeb



- iii e. remained silent
 - iv b. to bless her
 - v c. she could not see her son, Sambhaji
2. Jijabai agreed to meet the sadhus because they had come from far and she thought that they may have news about her son. She also wanted their blessings.
 3. Jijabai realises that the third sadhu is her son when he falls at her feet when she asks him to bless her.

23.3 LET US LEARN GRAMMAR

Exercise 1

1. happily
2. sternly
3. anxiously
4. neatly
5. politely

Exercise 2

1. boldly
2. kindly
3. loudly
4. strongly
5. dangerously
6. sorrowfully
7. tightly
8. quickly
9. roughly
10. leniently

Exercise 3

1. again – adverb of time
2. early - adverb of time
3. far away – adverb of place
4. smartly – adverb of manner
5. fast – adverb of manner
6. in front – adverb of place
7. kindly – adverb of manner
8. immediately- adverb of time
9. lengthwise – adverb of manner
10. tomorrow – adverb of time

TERMINAL QUESTIONS

1. As Regent, in Shivaji's absence, Jijabai took care of the Maratha soldiers by raising their pay and increasing their monthly rations with her private finances.
2. Shivaji had escaped from Aurangzeb's captivity and travelled from Agra in disguise to meet his mother so that he could escape recapture and because he wanted to know whether he was safe in his own kingdom.
3. Jijabai did not believe what was written in the letter since she did not trust Aurangzeb. She also believed that her son was a brave and strong man and that Aurangzeb could not kill him easily.
4. Individual responses.

Suggested response:



Notes

If I were Vijay I would be afraid and worried about my family. I would be upset and sad to see people suffering. I would try and help my family and then help those who needed my immediate help. If there were people more seriously injured than members of my family I would help them first .I would also try and help people get out of the train.



24



202en24

CO-OPERATE AND PROSPER

India is one of the largest producers of milk today. Yet, in the past the farmers who reared cattle and produced this huge amount of milk in the country remained poor though they worked very hard. This story is about how Sardar Vallabhbhai Patel, a freedom fighter and the first Deputy Prime Minister of India, helped to improve the lives of the cattle farmers of Gujarat by organising them into a co-operative called the Amul Dairy.

Is there anyone in India who has not seen this advertisement? This little girl has created history by being the longest running mascot (icon, symbol) for Amul Butter. Some famous

advertisement lines for Amul are: “Utterly Butterly Delicious—Amul” and “Amul—The Taste of India”



We all know that butter and many other products are made from milk. Can you think of some more interesting jingles or catchy slogans or advertisement lines for milk, butter, ghee or curds (*dahi*). Write them down. You can even try sending them to the Chairman/ President, Amul Dairy by e-mail.



OBJECTIVES

After completing this lesson you will be able to:

- explain the main idea of the text;
- realise the advantages of forming a co-operative;



Notes

- learn the value of self governance and co-operative living;
- develop awareness of some military and civilian awards, and
- identify, value and recognise positive qualities in others.
- deduce the meaning of difficult words and phrases and use them effectively;
- use homophones correctly in written sentences;
- enhance your vocabulary of phrases;
- use different types of pronouns effectively;
- use infinitives both with and without 'to';
- learn to make nouns from verbs and adjectives;
- write a process;
- interpret the information in a factual table and complete a written description;



24.1 LET US READ THE TEXT

(With Sardar Vallabhbhai Patel's strong support, the cattle farmers of Gujarat were brought together in a co-operative group. This not only improved their lives a lot, but also led to the setting up of one of India's most successful industries. It also made Gujarat one of the richest and most developed states of India. What is a co-operative? How does it work? Read the story to find out ...)

The people of Gujarat were mostly farmers. They reared cattle but remained poor. Despite their hard work, they always remained in want. The poor plight of these farmers moved the heart of the Iron Man of India, Sardar Vallabhbhai Patel. He was determined to bring prosperity into their lives. So, he decided to organise them into a co-operative force and provide them with a steady source of income. This task was assigned to Mr. Tribhuvandas Patel. He united the disorganised farmers and started a co-operative dairy unit. This system of co-operative effort eliminated the middlemen who harassed and exploited the ignorant farmers. But Tribhuvandas Patel found it difficult to compete with a British dairy in Mumbai.

At this point of time it was kind providence that brought a young energetic, intelligent and ambitious Indian engineer, trained in America, to work at the dairy research institute, Anand. Tribhuvandas sought this clever young man's assistance. This young man was none other than Verghese Kurien. He helped Tribhuvandas to set up a processing plant. This marked the birth of Amul and the rest is history. Shall we trace the history and the man who made this history? It tells how he strove incessantly in order to expand Amul milk unit. It also tells us about how through his relentless efforts, the dream of Vallabhbhai Patel was fulfilled.

reared: to look after
 determined: to take a firm decision
 assistance: help
 plight: condition
 strove incessantly: worked hard continuously
 relentlessly: tirelessly/ unyielding
 prosperity: good fortune, wealth
 steady: continuous
 harassed: caused mental pain by creating problems for someone
 exploited: oppressed



Dr. Verghese Kurien was born in Calicut on 26th November 1921. He got his first degree in physics and he studied B.E. Mechanical Engineering at the University of Madras. He went on a scholarship to the USA and passed M.S degree with distinction. He was also very good at cricket, tennis and boxing.

When he returned to India, he joined the Government Dairy at Anand in Gujarat as a Dairy Engineer. But he felt it was not a challenging job for him. So he agreed to help Mr. Tribhuvandas Patel in setting up a milk processing plant. This was how the Amul Dairy came into existence in Gujarat.

Dr. Verghese Kurien developed the Amul Dairy Unit into the largest co-operative dairy in India. As a result of Dr. Kurien’s relentless efforts, the poor milk producers were protected from being exploited. The farmers came to appreciate the spirit of co-operation in addition to acquiring marketing skills. He introduced various reforms in the administration of Amul Dairy. He proposed to distribute half of its profits to the milk producers as dividend. Dr. Kurien’s reforms improved the rural economy considerably. This proves the saying, “The woman who owns a buffalo celebrates Diwali every day.”

Dr. Kurien made India the largest milk producer of the world. Dr. Kurien established the National Dairy Development Board (NDDDB) and designed the “**Operation Flood Programme**.” Dr. Kurien may rightly be called the “Architect of Modern Dairy Industry” and the “**Father of the White Revolution**”. He has been honoured with very high civilian awards such as Padmashri and Padmabhushan. His achievements were recognised internationally and he was awarded the prestigious Ramon Magasaysay Award for community leadership.

Dr. Kurien has succeeded in keeping the wolf from the doors of our farmers. His efforts have made the Indian farmer healthy, wealthy, cheerful and wise.

Thanks to Dr. Kurien that our children today are blessed with quality milk, butter and cheese, not to forget the chocolates and ice cream.



LET US DO 24.1

- 1. Given in the box below are the names of some of the awards given to people for excellence in different areas. Arrange them in the correct order in the columns in the given table. Start with the highest honour in each column. There will be fewer names in some columns. Some awards have been entered into the correct columns for you.

administration: management
dividend: a share of the profits
the woman who keeps a buffalo celebrates Diwali every day: by keeping the middlemen away
cattle owners are no longer poor. Selling milk has proved to be profitable
prestigious: very important, impressive
keep the wolf from the doors: keep hunger and poverty away



Notes

Maha Vir Chakra	Bharat Ratna	Dronacharya Award
Rajiv Gandhi Khel Ratna Award	Param Vir Chakra	Jnanpith Award
Dada Saheb Phalke Award	Padma Vibhushan	Padma Bhushan
Arjuna Award	Dhyanchand Award	Padma Shri
Shourya Chakra	Sahitya Academy Award	

Military Awards	Civilian Awards	Sports Awards	Film Awards	Literary Awards
Param Vir Chakra				
		Dronacharya Award		Sahitya Academy Award
	Padma Shri			

Now try to conduct a quiz on this with your friends.

- Look at the picture of the medal given to the Param Vir Chakra awardee.

Activity for you to do:

- Form a club of like-minded people. Give it a name.
- Design a medal. (Note: the medal must have a design on both sides)
- Arrange an event or ceremony where you could honour people who have achieved excellence in different fields such as bravery or extraordinary courage, sports, helping others, planting trees, keeping the environment clean, waste recycling and so on.
- Make a medal for each field of excellence.
- Lay down guidelines for the selection of awardees in each category based on:
 - what special deeds or acts the persons have done
 - how these acts benefitted a person or people in your society /community/ neighbourhood



Param Vir Chakra

Co-Operate and Prosper

- Make the people of your neighbourhood aware of your decision by putting up posters, making announcements, talking to people or visiting houses to inform and explain.
- Decide the date on which the club will confer the medals (awards). If possible invite an important person or a senior citizen of the neighbourhood to present the medals.
- Read out the achievements of the person or persons who receive the medal.



Notes

24.2 LET US UNDERSTAND THE TEXT

24.2.1 PART 1

The people of Gujarat came into existence in Gujarat.

Do you know of anyone who was once unhappy for some reason, but is now a happy person because a well meaning, wise and intelligent person had a great idea and showed the way to improve his or her life? In this unit Sardar Vallabhbhai Patel feels sad to see the unhappy condition of the poor cattle-owning farmers of Gujarat who work hard but remain poor because they are cheated by middle-men. In this part of the story you will read how Sardar Vallabhbhai Patel formed Co-operatives.



INTEXT QUESTIONS 24.1

- I. Complete the following statements by ticking the correct choice.
1. The chief means of livelihood of the farmers discussed in the above passage was:
 - a. weaving cloth.
 - b. cattle rearing.
 - c. growing food crops.
 - d. trading in sheep and other cattle.
 2. The narrator says the farmers in Gujarat worked very hard but they were always in want. The phrase 'always in want' means that:
 - a. they could not make both ends meet (the money they earned was not enough to meet even their basic needs).
 - b. their demands were never ending.
 - c. they were greedy.
 - d. they wanted to work harder and harder.



Notes

3. Sardar Vallabhbhai Patel wanted to bring prosperity into their lives. He planned to do so by:
 - a. beautifying their villages.
 - b. giving them modern facilities.
 - c. opening more schools.
 - d. organising them into a collective group which would do business collectively and share the profits.
4. Tribhuvandas was employed by Sardar Vallabhbhai Patel to:
 - a. train the villagers to preserve and market milk.
 - b. check that they were not being cheated by middlemen.
 - c. organise them into a co-operative.
 - d. to ensure that no one exploited or harassed anyone.
5. By saying “This marked the birth of Amul Dairy and the rest is history” the narrator means that
 - a. the Amul Dairy plant was the first one to be set up in India.
 - b. the Amul Dairy was set up and its success story afterwards is so well known to everyone that it does not need to be told or stated.
 - c. the people of Gujarat took part in the historical Freedom Movement of India.
 - d. after the dairy started functioning with the help of the farmers’ co-operative, they were no longer poor.
6. The farmers were disorganised because
 - a. they were poor.
 - b. they were uneducated and simple minded.
 - c. they were always fighting amongst themselves.
 - d. they were lazy.

II. Answer the following questions in one or two sentences each.

1. What is the role of middlemen?
2. Why did Sardar Vallabhbhai Patel want to eliminate ‘middlemen’?
3. What difficulty did Tribhuvandas face?
4. Why did Dr Kurien give up his government job?

III. Read the sentences given below. They are from the text. What do the underlined words mean? Tick the word that you think is correct. You may refer to a dictionary if necessary.

1. This task was assigned to Mr. Tribhuvandas Patel.
 - a) to sign on a paper
 - b) to select someone
 - c) to give a responsibility to someone
 - d) some sort of work



Notes

	Column A		Column B
1.	to have a change of heart	a.	to not feel interested in doing something
2.	to have one's heart in one's mouth	b.	to pick up courage
3.	to take heart	c.	to change one's feelings towards someone
4.	to break someone's heart	d.	to be extremely nervous
5.	not to have one's heart in something	e.	to make someone sad

? DO YOU KNOW

The idea of the Co-operative Movement is 200 years old. A co-operative movement is a voluntary and collective movement of the people, in which the people pool in their resources with the aim of achieving something which they could not have achieved individually.

Today India has the largest co-operatives in the world. These co-operatives are committed to securing an improvement in the lives of a vast majority of Indian people.

Some of the well known co-operatives in India are: NCDC (National Co-operative Development Corporation), IFFCO (Indian Farmers Fertilizer Co-operative) and NAFED (National Agricultural Co-operative Marketing Federation).

24.2.2 PART 2

Dr Verghese Kurien developed chocolates and ice cream.

In this part of the story you will understand how Amul Dairy Unit became one of the biggest milk producers' co-operative and how this movement empowered the farmers.



INTEXT QUESTIONS 24.2

I. State whether the following statements are true or false. Give reasons in support of false statement. One example has been done for you.

Example

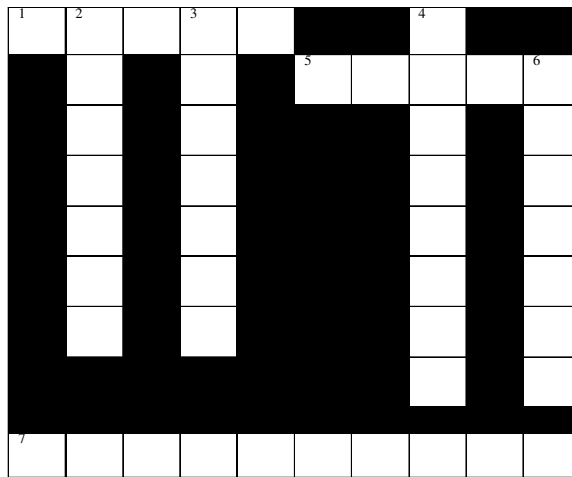
- Kurien was an ordinary farmer living in one of the villages of Gujarat. **(false)**

Kurien was not a farmer. He was an engineer from Calicut.



1. Dr. Kurien was able to find a way to challenge his competitor in Bombay.
2. Dr. Kurien ushered the Operation Flood Programme in India.
3. Dr. Kurien showed farmers how to increase their crop production using newer techniques. That is why he is called ‘Father of the Green Revolution’.
4. Dr. Kurien kept a large part of the profit for himself as payment for his work, with the result that the farmers’ condition never improved.
5. It is due to Dr. Kurien’s vision and management that our countrymen can get good quality milk to drink.

II. Complete the following crossword with the help of the given clues. All the answers to the clues are words that are taken from the text.



Clues

Across

1. another word for a prize
5. a special ability to do something
7. a big and complete change in a system

Down

2. another word for being rich
3. improvements in a system
4. a part of the profit which is distributed to shareholders in a company
6. the superlative of the adjective ‘large’



LET US LEARN NEW WORDS 24.2

Homophones

Study the two words written in bold print below. The two words have the same pronunciation but different meanings.

For instance, a **‘pear’** is a fruit which is light green in colour, but a **‘pair’** refers to two people or two things that belong together or go together.



Notes

Exercise

Study the following pairs of sentences. Fill in the blanks with appropriate words given in brackets. One example has been done for you.

- I went to the market to buy some apples, oranges and pears.

I also bought a pair of shoes for myself. (pair/pears)

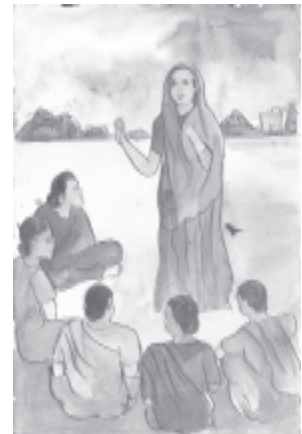
1. There was so much noise at the station that I could not _____ the announcements.
Come _____, I'll explain what has to be done. (here/hear)
2. Look out! _____ is a snake under the mango tree in the garden.
The students will be given _____ report cards tomorrow. (their/there)
3. My sister and her friends were going to watch a movie. I wanted to go _____.
There were _____ books lying on the desk. (two/too)
4. In the olden days pens were made out of _____.
Her handwriting is difficult to _____. (reeds/read)
5. Apple _____ is healthy. It should not be removed.
The audience broke into a _____ of laughter when they heard the joke. (peal/peel)

**LET US DO 24.2**

Read the stories of three individuals who worked for the good of their community.

ASHA DEVI

Asha Devi lives in a small village near Ghaziabad. She is a typical village woman who covers her face when she sits amongst village elders. Asha Devi realised that people spent too much money on their daughters' weddings and dowries (*dahej*). Because of this many parents felt that their daughters were a burden. Asha Devi worked hard for almost a year to make the villagers agree to reduce all wasteful spending. Finally the villagers realised that her suggestions would be for their own good. They convinced the Panchayat to support their decision that in the future all weddings would be simple and only small gifts would be allowed. Asha Devi also succeeded in banning fireworks, loud music and firearms during social ceremonies. She felt that loud music and fireworks caused pollution and carrying firearms was dangerous for society. Today the people of this little village are happy because they can save money and use it for other necessities.





THE GARBAGE GIRL

Jodie Underhill is a British girl who is known as the 'Garbage Girl'. She received the 'Green Hero Award' on 2nd July 2010 for her selfless work in the hills of Himachal Pradesh.

Once during her visit to Himachal Pradesh she realised that a lot of biodegradable rubbish was thrown carelessly in the mountains surrounding Mcleodganj.

Saddened by this carelessness of people she decided to do something about it. She and her group of volunteers started picking up all the trash. They collected about thirty-five sacks of garbage every week. Jodie says, "The damage that we have done to our planet cannot be reversed but we can surely bring positive changes by reducing, reusing and recycling. Let's leave our children a planet that is habitable not just for them but for future generations."



VILLAGE WOMEN START A BANK

In the late 1970's in Mhaswad village in Maharashtra, there was a terrible drought. There was no rain, the crops failed and there was no food for the people. The entire region became poverty stricken. The men of the village left their homes to look for jobs in the cities, and their women and children were left to look after themselves.

In the mid 1980's Chetna Gala Sinha came to Mhaswad. She started various schemes to help the villagers to support themselves so that they would stop moving to the cities. She created a Mann Vikas Samajik Sanstha and launched a General Credit Co-operative Society. It started as a weekly savings scheme for women. The women came together and each one contributed Rs. 5/- from her savings every week. With this money they went to the market and helped one woman to buy a goat. Soon they raised their contribution to Rs. 10/- per week. This was the beginning of a Self Help Group. Soon the Inter Credit business became popular. The women who borrowed and used other people's money returned it sincerely and honestly. Soon 126 villages joined the group and it became a Federation.



The women now realised that they needed a bank to give them loans. But they were illiterate, and no private or public bank was willing to give them loans. Sinha applied to the Reserve Bank of India for a licence to start a Women's Bank. Initially the bank refused but after two years of constant struggle the licence was given. Sinha believed that for hundreds of years simple women have managed their family finances excellently. Why could they not be trusted to manage the bank? Sinha believed that even the poorest of poor could help themselves and live better lives by creating a co-operative .



SINHA Self Help Group (Photo credit - MVSS)

Exercise

1. Asha Devi, Jodie Underhill, and Chetna Gala Sinha all worked successfully for the welfare of the community. What do these three success stories have in common? Why did the three women succeed in their efforts?
2. Which one of the three movements described above would you like to become involved in? Why?
3. We can't always expect the Government or others to do everything for us. We can bring in the change that we want with the help and participation of others who want the same change.
 - Is there anything you want to improve or change in your neighbourhood, town, or city? Make a list of things that you would like to do to improve the lives of people in your village, town, or neighbourhood.
 - Form a club of people who want to make changes. Decide the steps you will take to bring about the change.
 - What problems are you likely to face?
 - How will you overcome these?



24.3 LET US LEARN GRAMMAR



Notes

A. PRONOUNS

Words which are used in place of nouns are called pronouns.

I. Singular Personal Pronouns: he, she, it, I, me, him, her, you

Example 1 (the use of **he**)

Read the following passage.

- *Dr. Verghese was born in Calicut on 26th November 1921. Dr. Verghese got his first degree in physics and Dr. Verghese earned his BE in Mechanical Engineering at the University of Madras. Dr. Verghese went on a scholarship to the USA and passed the MS degree examination with distinction. Dr. Verghese was also very good at cricket, tennis and boxing.*

Did you notice that the repetition of the name Dr. Verghese made the passage boring for you to read?

Now read the passage given below. Note the changes that have been made to the original passage. The noun Dr. Verghese has been replaced by the pronoun 'he'.

- *Dr. Verghese was born in Calicut on 26th November 1921. **He** got his first degree in physics and **he** earned his BE in Mechanical Engineering at the University of Madras. **He** went on a scholarship to the USA and passed the MS degree examination with distinction. **He** was also very good at cricket, tennis and boxing.*

Example 2 (the use of **he, him, she** and **her**)

- *Ram went to the market. **Ram** wanted to buy some fruits and vegetables. When **Ram** was about to leave, **Ram's** wife, Shanti asked **Ram** to buy a few more things. **Shanti** reminded **Ram** to buy the medicines which the doctor had prescribed for **Shanti**.*

In the above passage the words Ram and Shanti are nouns (naming words). They are proper nouns (names of people).

These nouns have been used again and again. This makes the passage very boring to read.

Now read the following passage. Does it read and sound better? What changes have been made?

- *Ram went to the market. **He** wanted to buy some fruits and vegetables. When **he** was about to leave, **his** wife, Shanti asked **him** to buy a few more things. **She** reminded **him** to buy the medicines which the doctor had prescribed for **her**.*

In this passage the proper noun Ram (the name of a man) has been replaced by the pronouns 'he' and 'him' after the first sentence. The proper noun 'Shanti' (the



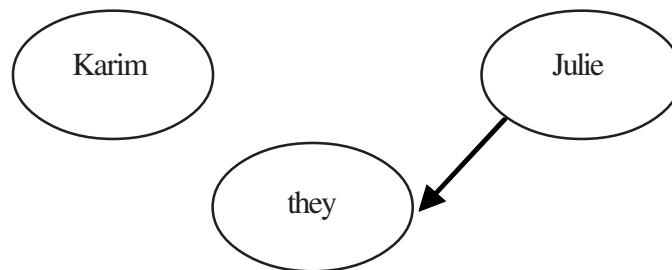
name of a woman) has been replaced by the pronouns 'she' and 'her' after the first introduction.

II. Plural Pronouns: we, us, you, them, they, their

Example (the use of **they, their, them**)

Read the following passage.

- ***Karim and Julie*** lived in a small village. ***Karim and Julie*** were good friends. ***Karim and Julie*** went to the same school. In the evening ***Karim and Julie*** would play for some time after which ***Karim and Julie*** would sit down to finish ***Karim and Julie's*** homework. Whenever, ***Karim and Julie*** faced any problems ***Karim and Julie*** would help each other. Sometimes ***Karim and Julie*** would ask ***Karim and Julie's*** parents to help ***Karim and Julie***.



Now read the passage given below.

- *Karim and Julie* lived in a small village. ***They*** were good friends. ***They*** went to the same school. In the evening ***they*** would play for some time, after which ***they*** would sit down to finish ***their*** homework. Whenever ***they*** had any problems ***they*** would help each other. Sometimes ***they*** would ask ***their*** parents to help ***them***.

What did you notice?

- After the first use, we replaced the names of Karim and Julie with the pronoun 'they'.
- We use the pronoun 'they' when there are two or more people being talked about.

Exercise 1

Rewrite the sentences using the pronouns **he, they, or them** in place of the underlined nouns.

1. Jannat unlocked the door of his house. **Jannat** was very tired so **Jannat** lay down on his bed to rest.
2. Hari and Babu work in the same company. **Hari and Babu** were deputed by their boss to buy some furniture for the office.
3. The students were very happy when the Principal told **the students** that the school had organised an excursion for **the students**.
4. Hussain, Ali and Gokul wanted to be in the school cricket team. **Hussain, Ali and Gokul** requested the team captain to take **Hussain, Ali and Gokul** in the team. The captain said he would give **Hussain, Ali and Gokul** a chance to play in his team.



5. The children made secret plans. **The children** did not want the others to know anything. If the others came to know **the children's** plans **the others** would not let **the children** go out.

III. Possessive Pronouns

Words such as **his, hers, mine, ours, theirs, and yours** show possession or ownership. They are called possessive pronouns. They are used alone as can be seen in the examples given below. They do not have a noun after them.

Examples

- These books are **theirs**.
- The torn shirt is not **his**.
- These trousers are **yours**, not **mine/ours**.
- This baby is **hers**.

Summary of Pronouns

Study the table below:

Form	Singular subject	Object	Possessive	Plural subject	Object	Possessive
1st person	I	me	mine	we	us	ours
2nd person	You	you	yours	you	you	yours
3rd person	he	him	his	they	them	theirs
	she	her	hers	-	-	-
	it	it	-	-	-	-

Words such as **my, his, her, its, your, their, and our** also show possession but need a singular or plural noun after them. For this reason they are sometimes called **possessive adjectives**.

Examples:

- His shirt is torn.
- Her baby is crying.
- My book is interesting.
- Their friends are coming to their house for dinner.
- Our train is late.
- The bird cannot fly. Its wing is broken.



Notes

Exercise 2

A group of friends are discussing plans for a party. Complete the following dialogue with suitable pronouns from the box given below. You will need to use some of these pronouns more than once.

him, it, he, our, mine, I, she, you, we, us, they, her

Do not forget to use a capital letter when writing a word that begins a sentence.

Nadia : Bhim, let's organise a birthday party for Geeta next Sunday. What do _____ think?

Bhim : I don't mind. But _____ was Raja who first suggested this, so, let us ask _____ if he is free on that day.

Nadia : Who all should _____ invite?

Bhim : Ravi won't be here. _____ is going to Lucknow to see his aunt.

Nadia : What about the food and drink? Should _____ bring cooked food from home or should we buy _____ from the market?

Bhim : I think buying the food would be too expensive. Let each one of _____ bring one item.

Nadia : Who do _____ think can arrange a music system for playing music ? I would have brought _____ but _____ has gone for repairs.

Bhim : Don't worry. My neighbours have one. _____ are nice people. If _____ request them , _____ would surely lend _____ to me .

Nadia : That's good. Now coming back to _____ list, who else should _____ invite?

Bhim : I think we can invite Rose who joined our school last week. _____ seems to be a friendly girl.

Nadia : OK, so _____ will invite _____. What about Sanjay? I think he gets along well with Geeta and with all of _____. He is good at organising games and is also good at cracking jokes. _____ will entertain _____ and make _____ laugh.

Bhim : Let's ask both Rose and Sanjay if _____ would like to join _____ party. It will be nice if _____ agree.

B. INFINITIVES

In English, infinitives are verbs that do not change with a change in the tense or form of the main verb.

Infinitives may be base verbs that need a 'to' along with them.



Some infinitives may not need a 'to' before them.

Infinitives can be used after a noun, pronoun, adjective or a main verb in statements as well as in question forms.

1. Verbs which need a 'to' before them - 'to' Infinitives

Example

- We are ready **to go** now.

Exercise 1

Complete the following sentences with a to + infinitive. Choose an appropriate verb from the box below.

wear,	watch,	buy,	carry,	reach
-------	--------	------	--------	-------

1. If you travel abroad, remember _____ your passport.
 2. I can't afford _____ the airport late.
 3. He wants _____ the new movie.
 4. He has gone to the market _____ vegetables.
 5. It will be very cold up in the hills. Don't forget _____ your woollen cap.
- ### 2. Verbs which do not need a 'to' before them

These infinitives are called bare infinitives. Bare infinitives often come after a modal verb, but not always. They also come after some other special verbs such as 'make' and 'let'.

Example

- I must **finish** my work immediately.
- My mother makes me **brush** my teeth every night before I go to bed.
- Let me **help** you.

Exercise 2

Complete each sentence with a suitable verb from the box. Do not use a 'to' before the verb.

borrow	follow	check	practise	visit	complete
--------	--------	-------	----------	-------	----------

1. I had better _____ my presentation before going to bed.
2. You must _____ the school rules.
3. I might _____ my grandmother in September.



Notes

4. You should always _____ your spellings after you finish writing.
5. Our teacher made us _____ many sums before the mathematics examination.
6. My older sister sometimes lets me _____ her new badminton racket.

3. Adjectives which need a verb with a 'to' before it

Examples

- I am glad **to see** you.
- The cultural program put up by children was exciting **to watch**.
- He is not strong enough **to walk** ten miles.

4. Verbs which come after nouns and pronouns need a 'to' along with them

Examples

- Do you have a pencil **to lend** me?
- I have lots of work **to complete**.
- Can I have something **to eat**?

Given below is some information about Mr Jalani, a teacher who is popular with his students.

Use this information to write a complete sentence with or without 'to'. Study the examples first.

Examples

- They work very hard — Mr. Jalani makes them
Mr. Jalani **makes** them work very hard. (without 'to')
- They take their homework seriously — Mr. Jalani forces them
Mr. Jalani forces them **to take** their homework seriously. (with 'to')

Exercise 3

Now rewrite the following sentences on your own.

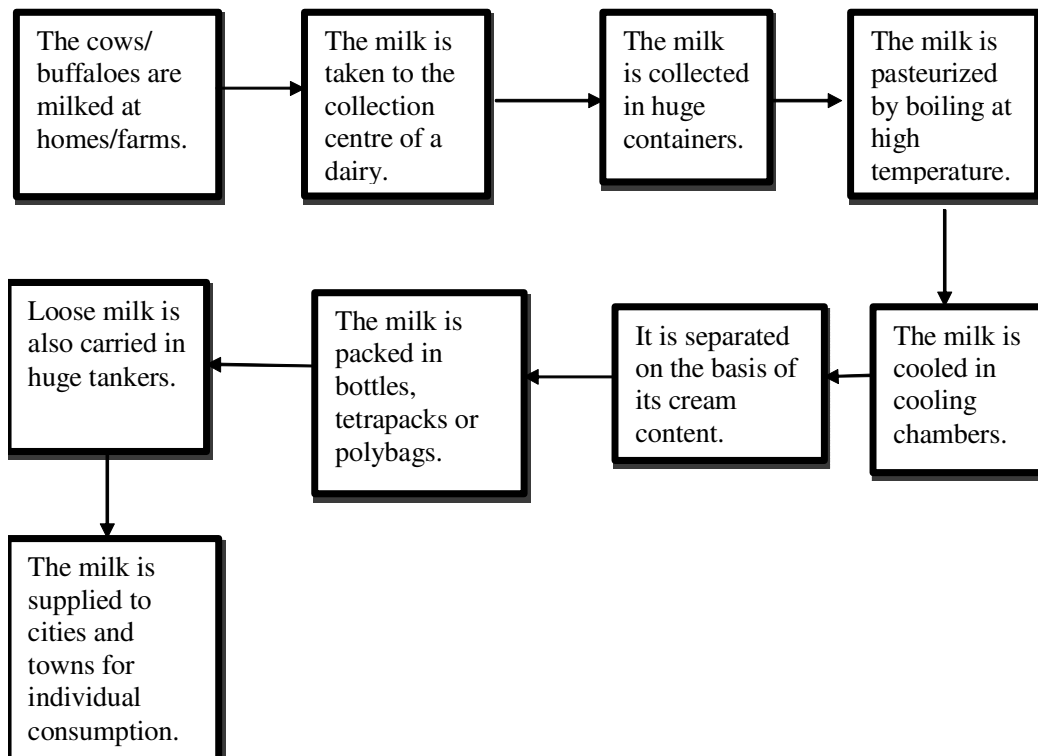
1. They do a lot of research on the internet - Mr. Jalani makes them.....
2. They make models and charts to explain concepts - Mr. Jalani wants them.....
3. They watch videos and movies about famous personalities - Mr. Jalani lets them
.....
4. They do well in their exams - Their parents want them
5. They have to behave properly - The school expects them



24.4 LET US WRITE

PROCESS WRITING

Given below is a flow chart showing the journey of milk from a farm /household to the factory/dairy, and from there to people in the cities and towns. Study the flow chart and the detailed description that follows.



Description of the process:

At first the cows /buffaloes *are milked* each day by the cattle owners. The milk *is carried* to the nearest dairy collection centres where it *is collected* in huge containers. The collected milk *is then put in boilers and boiled* at a high temperature. This process, also known as pasteurization helps to kill the harmful bacteria. **After** pasteurization, the milk *is cooled* in a cooling chamber. **Thereafter**, it *is separated* on the basis of its cream content into full cream milk, toned milk, double toned milk or skimmed milk. **Subsequently** the milk *is packed* in bottles, polybags or tetrapacks. **Finally** the packed milk *is transported* to different cities and towns to reach people like us for individual consumption.

In the above paragraph:

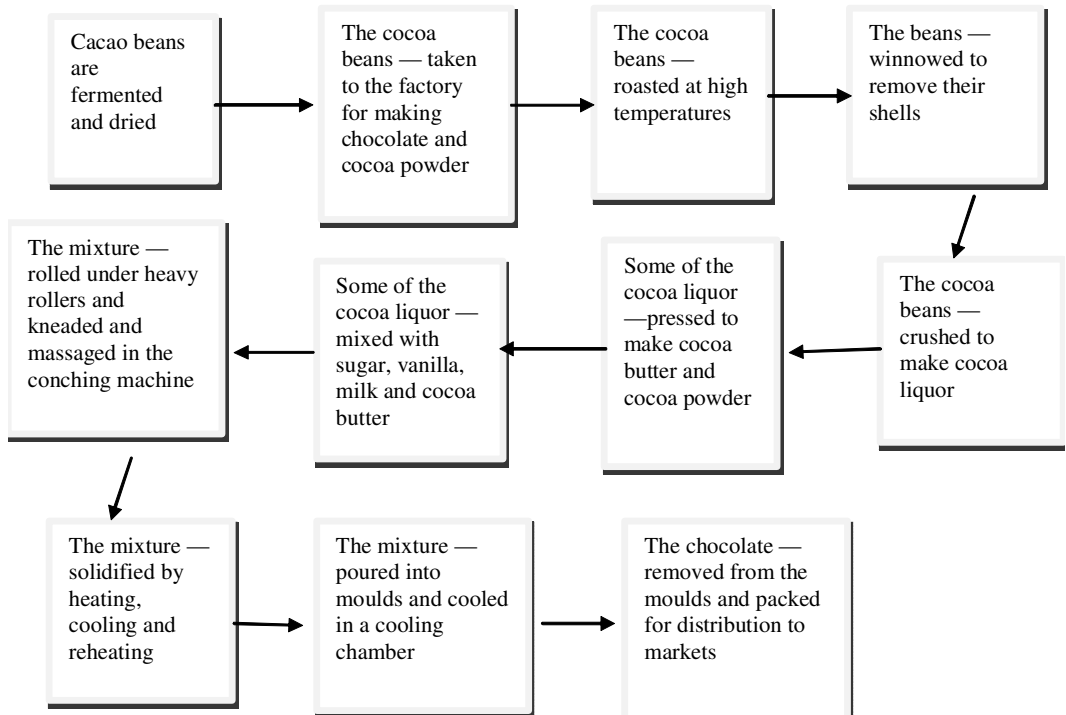


Notes

- the underlined words in italics are all in the passive voice.
- the words in bold print are sequence markers.

When we describe a **process** we generally use the **passive voice** and **sequence markers** to describe each step in the process.

Now study the following flow chart which shows the chocolate-making process.



Exercise

Write a paragraph describing the process of making chocolate.

Use the milk production flow chart given on page 157 (24.4) to guide you.

Remember to use different **sequence markers** and the **passive voice**.

Remember to **use pronouns** wherever possible instead of repeating the nouns.

Note: For tips on how to use the passive voice refer to Section 21.4 Let Us Learn Grammar in the lesson The Village Pharmacy.



LET US DO 24.3

Reading and Interpreting a Factual Table

Given below is a table showing the average milk production in India in the last ten years and the availability of milk per person.

Study the table carefully.

MILK PRODUCTION IN INDIA		
YEAR	Production of milk (in million tons)	Per capita availability of milk (gms per day)
1999-2000	78.3	217
2000-2001	80.6	220
2001-2002	84.4	225
2002-2003	86.2	230
2003-2004	88.1	231
2004-2005	92.5	233
2005-2006	97.1	241
2006-2007	100.9	246
2007-2008	104.8	252
2008-2009	108.5	258

Source: Department of Animal Husbandry, Dairying and Fishing, Ministry of Agriculture, Government of India

Exercise 1

Now use the information in the above table and complete the information by filling in the blanks.

1. The increase in milk production in ten years was _____ million tons.
2. Increase in per capita availability of milk rose from _____ gms per day to _____ gms per day in the same period.
3. The smallest increase in production was in the year _____.
4. The least per capita availability of milk was in the year _____.
5. By 2008-2009 there has been an increase of _____ gms in the per capita availability of milk compared to the year 1999-2000.



Notes

Exercise 2

Now complete the paragraph given below by using suitable words /phrases from the box.

has increased substantially,	more than,	average per capita availability,
milk-producing countries,	were able to produce,	rate of increase,
increase of,	yield more,	methods of breeding
when we produced		

After the introduction of co-operative schemes, India has become one of the major (1)_____ of the world. Milk production in India (2)_____ in the last ten years. Along with the rise in production the (3)_____ of milk has also increased.

Compared to the year 1999-2000 (4)_____ only 78.3 million tons of milk, we (5)_____ 108.5 million tons of milk in the year 2008-2009, which was an (6)_____ 30.2 tons.

This (7)_____ is not sufficient because our population is also increasing substantially each year.

Milk is an essential component of everybody's diet. Babies and growing children need it (8)_____ adults . If we want our countrymen to be healthy we should find better (9)_____ healthy cattle and feed them healthy fodder so that they (10)_____ milk.



WHAT YOU HAVE LEARNT

Unity is strength. Prosperity can come when people decide to come together and take a collective decision to improve their lives. In this process they strengthen the country's economy too.

Amul Milk Dairy, set up by the Gujarat Co-operative Milk Marketing Federation is the largest food products marketing organisation in India. It aims to give the cattle-rearing farmers good dividends out of its profits and also ensures that the consumers get very good quality products.

Some of the popular products of Amul Dairy are milk (bottled, packaged), *dahi*/yoghurt, butter, icecreams, chocolates, processed cheese, *ghee*, cream.



TERMINAL QUESTIONS

Answer the following questions in your own words.

1. In this lesson you read about how and why the Amul Co-operative Dairy was set up and how it works. What are the main ideas on which this co-operative is based?
2. What was Sardar Vallabhai Patel’s dream? Who realised it finally?
3. How was Dr. Kurien instrumental in improving the farmers’ monetary condition?
4. What was Dr. Kurien’s biggest contribution towards his countrymen?
5. Why is he called the “Father of the White Revolution”?
6. How was he honoured nationally and internationally for his efforts?



ANSWERS

LET US DO

Military Awards	Civilian Awards	Sports Awards	Film Awards	Literary Awards
Param Vir Chakra	Bharat Ratna	Arjuna Award	Dada Saheb Phalke Award	Jnanpith award
Maha Vir Chakra	Padma Vibhushan	Dronacharya Award		Sahitya Academy Award
Vir Chakra	Padma Bhushan	Rajiv Gandhi Khel Ratna Award		
Shourya Chakra	Padma Shri	Dhyan Chand Award		

24.2.1 PART 1

INTEXT QUESTIONS 24.1

- I.
1. b. cattle rearing
 2. a. they could not make both ends meet
 3. d. organising them into a collective group which would do business collectively and share the profits
 4. c. to organise them into a co-operative



Notes

5. b. the Amul Dairy was set up and its success story afterwards is so well known to everyone that it does not need to be told or stated.
 6. b. they were uneducated and simple minded
- II
1. Middlemen are people who go between the producers and consumers. They buy the produce from the poor farmers at very cheap rates and sell them in the market at a huge profit. They often harass the poor farmers to force them to sell at cheaper prices.
 2. Sardar Patel felt sorry to see the plight of the poor cattle-rearing farmers who remained poor even though they worked so hard.
 3. There was another British company which was producing dairy products in Mumbai (Bombay). It was well established and Tribhuvandas could not compete with it in any way.
 4. For a bright man like Dr. Kurien, there was nothing very challenging or interesting in the Government job. He wanted to do something which would make a difference to people's lives and create history.
- III.
1. c. to give a responsibility to someone
 2. b. to remove
 3. a. chance or luck
- IV.
1. a.
 2. b.
 3. a.

LET US LEARN NEW WORDS 24.1**Heart phrases**

1. c. to change one's feelings towards someone
2. d. to be extremely nervous
3. b. to pick up courage
4. e. to make someone sad
5. a. not to feel interested in something

24.2.2 PART 2**INTEXT QUESTIONS 24.2**

- I
1. True
 2. True
 3. False - He showed them how to organise themselves to form a co-operative and sell milk collectively. He is famous for ushering the White Revolution.



4. False - He shared the profits with the cattle farmers in the form of dividends.
5. True

II Crossword

Across

1. award
5. skill
7. revolution

Down

2. wealthy
3. reforms
4. dividend
6. largest

LET US LEARN NEW WORDS 24.2

Homophones

1. hear/here
2. There /their
3. too/two
4. reeds/read
5. peel/peal

LET US DO 24.2

1. All the three success stories have women leaders. All the three leaders convinced the people of the community to work in a cooperative way. In all three situations the community would not have been successful in achieving the three different aims if they had not agreed to work together and help each other.
2. Individual responses.
Accept all responses.

24.3 LET US LEARN GRAMMAR

A. PRONOUNS

Exercise 1

1. Jannat unlocked the door. She was very tired so, she lay down on her bed to rest.
2. Hari and Babu work in the same company. They were deputed by their boss to buy some furniture for the office.
3. The students were very happy when the Principal told them that the school had organised an excursion for them.



Notes

4. Hussain, Ali and Gokul wanted to be in the school cricket team. They requested the team captain to take them in the team. The captain said he would give them a chance to play in his team.
5. The children made secret plans. They did not want the others to know anything. If the others came to know their plans they would not let them go out .

Exercise 2

- Nadia : Bhim, let's organise a birthday party for Geeta next Sunday. What do you think?
- Bhim : I don't mind. But it was Raja who first suggested this. So, let us ask him if he is free on that day.
- Nadia : Who all should we invite?
- Bhim : Ravi won't be here. He is going to Lucknow to see his aunt.
- Nadia : What about the food and drinks? Should we bring cooked food from home or should we buy it from the market?
- Bhim : I think buying the food would be too expensive. Let each one of us bring one item.
- Nadia : Who do you think can arrange a music system for playing music ? I would have brought mine but it has gone for repairs.
- Bhim : Don't worry. My neighbours have one. They are nice people. If I request them, they would surely lend it to me.
- Nadia : That's good. Now coming back to our list, who else should we invite?
- Bhim : I think we can invite Rose who joined our school last week. She seems to be a friendly girl.
- Nadia : Ok , so we will invite her. What about Sanjay? I think he gets along well with Geeta and with all of us. He is good at organising games and is also good at cracking jokes. He will entertain us and make us laugh.
- Bhim : Let's ask both Rose and Sanjay if they would like to join our party. It will be nice if they agree.

B. INFINITIVES**Exercise 1**

1. If you travel abroad, remember to carry your passport.
2. I can't afford to reach the airport late.
3. He wants to watch the new movie.



4. He has gone to the market to buy vegetables.
5. It will be very cold up in the hills. Don't forget to wear your woolen cap.

Exercise 2

1. I had better complete my presentation before going to bed.
2. You must follow the school rules.
3. I might visit my grandmother in September.
4. You should always check your spellings after you finish writing.
5. Our teacher made us practice many sums before the mathematics examination.
6. My older sister sometimes lets me borrow her new badminton racket.

Exercise 3

1. Mr. Jalani makes them do a lot of research on the internet.
2. Mr. Jalani wants them to make models and charts to explain concepts.
3. Mr. Jalani lets them watch videos and movies about famous personalities.
4. Their parents want them to do well in their exams.
5. The school expects them to behave properly.

24.4 LET US WRITE

Process Writing

Exercise

Individual responses using the contents of the flow chart provided.

LET US DO 24.3

Reading and Interpreting a Table

Exercise 1

1. 30.2
2. 217 gms ——— 258 gms
3. 2002-2003
4. 1999-2000
5. 41 gms

Exercise 2

1. milk-producing countries
2. has substantially increased
3. average per capita availability



Notes

4. when we produced
5. were able to produce
6. increase of
7. rate of increase
8. more than
9. methods of breeding
10. yield more

TERMINAL QUESTIONS

1. Individual responses.

Suggested response: The Amul Co-operative is based on a common goal or aim which the members of the cooperative cannot achieve as individuals. In the co-operative some of the profits made by the organisation are shared equally by the members. The co-operative makes profits because its members get a better price for their product than they would get if they were not members. They get a better price as members of the co-operative because they agree not to sell to middlemen and sell directly to the consumers. They co-operate and remain united.

2. His dream was to bring the farmers together, to remove middlemen, to save the farmers from harassment and exploitation and to do something which would remove their poverty and give them a steady flow of income.

Dr. Verghese Kurien realised the dream eventually.

3. Dr. Kurien got the cattle-owning farmers together and set up the Amul Dairy. He ensured that the farmers got a higher price for their milk. He also ensured that the cattle farmers got a share of profits made by the Dairy.
4. He was able to bring the poor farmers together to form a co-operative. He set up the largest dairy in India. He improved the lives of the cattle farmers and ensured that all his countrymen could now get plenty of good quality milk, butter, cheese, and curds.
5. White is the colour of milk. He is called the 'Father of the White Revolution' because with his ideas he was able to ensure a very high production of milk in the country which was a remarkable change. Today India is ranked amongst the leading milk-producing countries of the world.
6. He was awarded the Padma Shri and Padma Vibhushan by the Indian Government. He was also awarded the Ramon Magsaysay award which is given internationally.



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ONCE UPON A TIME

Have you ever heard your grandmother or grandfather talking about how the world was very different when they were children? Have you heard them say that people had more time to talk to each other or meet each other in the olden days?

As children we are innocent, loving and honest about our feelings. But as time passes, many social and cultural factors and experiences change our personality and behaviour. These experiences often take away some of our honesty and innocence. In the same way, the old way of life was innocent like a child because in those days people were more honest and caring about each other than they are in the busy, modern-day world. When we meet people today we often do not mean what we say. We only say nice things to them because we don't want to seem rude.

The poet wishes that the modern world would once again become innocent and childlike. He also wishes that he could once again be as natural, honest, and innocent as when he was a child.



OBJECTIVES

After completing this lesson you will be able to:

- recognise the value of being genuine in a relationship;
- compare changing behaviour patterns with time;
- record actions that influence one to change one's behaviour;
- explain implied comparison, and
- identify the elements of satire.



25.1 LET US READ THE TEXT

Once Upon a Time

Once upon a time, son,
they used to laugh with their hearts
and laugh with their eyes:
but now they only laugh with their teeth,
while their ice-block-cold eyes
search behind my shadow.

There was a time indeed
they used to shake hands with their hearts:
but that's gone, son.
Now they shake hands without hearts:
while their left hands search
my empty pockets.

'Feel at home'! 'Come again':
they say, and when I come
again and feel
at home, once, twice,
there will be no thrice –
for then I find doors shut on me.

So I have learned many things, son.
I have learned to wear many faces
like dresses - homeface,
officeface, streetface, hostface,
cocktailface, with all their conforming smiles
like a fixed portrait smile.

cold eyes -emotionless eyes

search – look for something

indeed - something which does exist

shut - closed

conforming - normally acceptable

portrait - picture

good – riddance - a feeling of relief when an unwanted person leaves

And I have learned too
to laugh with only my teeth
and shake hands without my heart.
I have also learned to say, 'Goodbye',
when I mean 'Good-riddance';
to say 'Glad to meet you',
without being glad; and to say 'It's been
nice talking to you', after being bored.





But believe me, son.
 I want to be what I used to be
 when I was like you. I want
 to unlearn all these muting things.
 Most of all, I want to relearn
 how to laugh, for my laugh in the mirror
 shows only my teeth like a snake’s bare fangs !

So show me, son,
 how to laugh; show me how
 I used to laugh and smile
 once upon a time when I was like you.

– Gabriel Okara

25.2 LET US UNDERSTAND THE TEXT

25.2.1 PART 1 (Stanzas 1, 2 and 3)

Once upon a time shut on me.



The poet tells his son about the behaviour of people in the past and in the present, in the olden days and in the modern world. He remembers a time when people had true feelings for one another. They would laugh from the heart and meet one another with genuine feeling. But today in the modern, busy world people often greet each other without any warmth in their handshake. They greet each other with a smile or a laugh that does not reach their eyes or warm their hearts. When they say ‘come again’ to a guest they don’t really mean it, they only say it to be polite. According to the poet, people these days are often interested

in meeting people only if they are rich, powerful, successful or famous, and do not value or respect those who have no wealth or position.



INTEXT QUESTIONS 25.1

I. Answer the following questions with reference to the lines in the following stanzas:

1. Stanza 1.

“Once upon a time _____ my shadow”

a. Who does the word ‘they’ refer to?

muting - expressionless / not expressed in speech

fangs - poisonous teeth of snake



- b. What effect does the poet create by using the phrase ‘once upon a time’?
- c. How can a person laugh with his eyes and heart?
- d. What human behavior is being discussed in this stanza?
2. Stanza 2.
- “There was a time _____ my empty pockets.”
- a. What do the words “there was a time” refer to?
- b. What happened at that time?
- c. ‘...while their left hands search.....’. What do they search? What is the significance of this ‘search’?
- d. Based on the poem’s context what do you think will be the reaction of people who search the poet’s pockets and find them empty.
3. Stanza 3.
- “Feel at home _____ doors shut on me.”
- a. What does the expression ‘feel at home’ mean? Does the poet ‘feel at home’ in the situation he describes in this stanza?
- b. Which words or expressions are used by the poet to indicate that repeated visits are not welcome.
- c. Have you ever experienced a situation in which you believed completely in someone who offered to help you or promised something to you. Later you realized that he/she did not mean it? How did you feel when this happened to you? If this has not been your personal experience, imagine how would you feel if you were let down.

**DO YOU KNOW*****ATITHI DEVO BHAV***

Since times immemorial Indians have been well known for their hospitality (the way in which guests are served and taken care of).

Atithi Devo Bhava is a very old slogan. What does it mean?

In the olden days when the means of communication were limited and slower than they are today, it was not possible to be prepared for the arrival of a guest. The word *Atithi* means a





guest whose date of arrival is not known, or a person who arrives unexpectedly. Atithi is made up of A + tithi, in which ‘A’ stands for *not known* and ‘tithi’ means date. *Devo* means **God** and ‘*Bhav*’ stands for ‘is’.

Atithi Devo Bhava hence means that the arrival of a guest at any time is like the arrival of God and the guest shall be treated thus. This sentiment is deep-rooted in our culture even today.

In recent times the Government of India through the Ministry of Tourism has used this slogan to promote tourism in India.

25.2.2 PART 2 (Stanzas 4 and 5)

So I have learned after being bored.



Have you ever said something nice to someone without meaning it? Why do you think you said it? Was it because you were too busy and did not think about what you were saying? Was it because it was the correct thing to say in that situation? To be a part of the society we need to learn behaviour that is accepted in society. We begin to learn this as we grow up and behave according to the situation we are in. We learn this behaviour so well that our natural behaviour slowly disappears, and in each different situation we behave in the way that is considered appropriate for that situation. The poet says that he behaves very differently in the office, compared to the way he behaves at a party, or on the street. And none of these different faces that he puts on is his natural self or his real face. He says that he has also learnt to say things that he doesn't really mean, because they are the correct things to say in that situation. For example, when we are introduced to someone we are taught to say, “Glad to meet you.” So the poet says that he too sometimes politely greets a person in this way even though he may not be interested in meeting him or her. The poet feels sad that like other adults in today's world he has forgotten how to be a natural person.



INTEXT QUESTIONS 25.2

I. Answer the following with reference to the lines mentioned in the following stanzas:

1. Stanza 4.

“So, I have learntlike a fixed portrait smile.”

- a. What has the father learnt?
- b. Explain “Like a fixed portrait smile.”



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c. What do the different faces stand for?

2. Stanza 5.

“And I have learned too after being bored.”

a. Mention the other things that the father has learnt.

b. Which learnings by the father refer to emotionless relationships?

c. Select any two phrases that show the contrast between intention and action.

II. Imagine the following situation:

Nisha’s friend, Sia has been sick and has missed a week of school. Nisha promises to share her notes with Sia and also to teach her whatever she cannot understand. But when Sia actually comes to ask her to explain something to her before the exam, Nisha makes an excuse and does not help her. Explain how this could affect Sia.

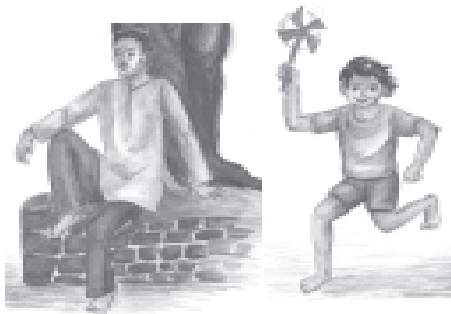


LET US DO 25.1

All of us need help at some point of time. Reflect on the fact how you would feel if someone committed to help you and then refused.

25.2.3 PART 3 (Stanzas 6 and 7)

But believe me when I was like you.



The poet has a deep desire to go back to the innocence of childhood. He is dissatisfied with his own changed self. He thinks that his son’s genuine laughter can teach him how to express his feelings honestly. He wants to relearn how to behave in a natural way. He wants to get rid of the falseness in his behaviour that makes his laugh unpleasant, because he laughs with his lips and teeth and not with his eyes and heart.



INTEXT QUESTIONS 25.3

1. What does the father wish for in stanza 6?
2. In stanza 6 the teeth have been compared to _____ .
3. What does the simile “like a snake’s bare fangs” bring to your mind? Explain what the poet means when he uses this simile in stanza 6.

Once Upon a Time

4. What does the father ask his son to do in stanza 7 and why?
5. The word 'relearn' has 're' as a prefix. Combine the prefixes in column A with the words in column B below to form new words. Make sure each prefix is used only once.

A	B
re	timely
de	literate
un	activate
il	form



25.3 LET US WRITE

Imagine you are the father in the poem. Think of one or two actions of your child that made you realise how your conduct differs from that of your child, and that made you admire him. These actions of your child inspire you to be like him. Record these actions in the form of a diary entry.

A page from the diary is given below with a few lines to help you begin your diary entry.

Monday, ___ 20XX

9:30 pm.

Dear Diary,

For the past few days Rahul's behaviour has been making me realise how I have changed with time. Just a week back _____

I pray to God to help me change my ways and be my true self again.

Kamal

Note: For tips on writing a diary entry refer to LET US WRITE in lesson no. 11 "My Elder Brother" and lesson no. 18 "The Little Girl".



WHAT YOU HAVE LEARNT

As we grow into adulthood, we lose some of the simplicity and truthfulness of our childhood. Similarly in our advanced, globalized world of e-mail, social networking sites and so on we have forgotten some simple and honest human feelings and relations. We have distanced ourselves from each other because we are too busy, or because we do not need to meet people in order



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to talk to them or see them. Instead we have learned formal, polite, and correct but meaningless behaviour to interact with other human beings. But this does not mean that we have no hope of relearning how to be natural, simple and truthful again. This is possible only when we observe children and let their innocence and honesty be an example for us to follow.



TERMINAL QUESTIONS

I. Based on your understanding of the poem, match the following expressions/phrases with their meanings. Please note there are extra options in the meaning column.

Expression/Phrase	Meaning
1. laugh with their hearts	a. to feel comfortable.
2. laugh with their teeth	b. one is no longer welcome if he/she visits someone very often.
3. shake hands without their hearts	c. people can change their expressions to suit different occasions.
4. shake hands with heart	d. relationship are measured in terms of how much money/ power one has.
5. hands search my empty pockets	e. a handshake that conveys feelings.
6. feel at home	f. laughter that is natural.
7. there will be no thrice	g. laughter that is artificial.
8. learned to wear many faces like dresses	h. a handshake that does not show warmth but a routine formality.
9. like a fixed portrait smile	i. I am happy and content.
10. I want to unlearn all these muting things	j. I wish to forget modern trends and return to a more natural style of living.
	k. laughter resembles roar of a tiger.
	l. a smile which remains fixed, and does not change with personal feelings and moods.

II. Answer the following questions:

1. What has the poet forgotten and what is his desire?
2. In today's world it is often difficult to know what to believe and what not to believe. What you see is often not the reality. Explain.

3. The father and son in the poem represent two different periods of time. Elaborate.
 4. Which time according to you is better? Why?
 5. By addressing his son who is the poet also addressing?
- III. When we use humour, irony, sarcasm or exaggeration to criticize someone or something, it is called satire. The poem is a satire on modern society. With the help of examples from the poem support this statement.



ANSWERS

25.2.1 PART 1

INTEXT QUESTIONS 25.1

- I. 1. a. The word ‘they’ refers to people in modern times.
 - b. By using the phrase ‘Once upon a time’ the poet indicates that he is talking about something that happened a long time ago. The phrase ‘Once upon a time’ also makes the beginning of the poem sound like the poet is telling his son a story.
 - c. When we laugh heartily and with true feelings, it gets reflected in our eyes.
 - d. Human behaviour which is false, formal, and artificial is being discussed in this stanza.
2. a. The words denote a time long past.
 - b. At that time people greeted each other with real pleasure and happiness because they had true feelings for one another.
 - c. The search signifies that when a person is introduced to the poet he/she shakes the poet’s hand in greeting, and at the same time he/she tries to find out if the poet is rich or poor.
 - d. Individual responses.
3. a. The expression ‘feel at home’ means to feel comfortable. No, the poet does not feel comfortable in the situation he describes in this stanza. He finds that he is not welcomed if he/she becomes a frequent visitor, even though he is told to ‘feel at home’ and to ‘come again’.
 - b. ‘I find doors shut on me.’
 - c. Individual responses.



Notes

**25.2.2 PART 2****INTEXT QUESTIONS 25.2**

- I. 1. a. The father has learnt to wear many faces. This means that he has learned to act or behave according to the need of each situation, and not according to his own natural feeling.
- b. According to the poet, when adults smile it is often as a formality. The smile is without any feelings or expression like the smile in a picture or a painting.
- c. The different faces stand for the different ways in which a person conducts himself/herself, dresses, behaves or speaks to suit the different situations he/she has to face.
2. a. The father has also learnt to say things which are the exact opposite of his real feelings and of what is in his heart. He has learnt to use pleasant words without meaning them at all, or with unpleasant and unkind thoughts going on in his mind.
- b. To laugh only with his teeth, to shake hands without his heart.
- c. i. to say 'goodbye' for 'good riddance'.
ii. to say 'glad to meet you' without being glad.
iii. to say 'it's been nice talking to you' after being bored.

II. Individual responses

25.2.3 PART 3**INTEXT QUESTIONS 25.3**

1. The father wishes he could once again be what he used to be. He wishes to be his true self again.
2. In Stanza 6 the teeth have been compared to a snake's bare fangs.
3. A laugh that shows the teeth like a snake's bare fangs brings to mind a laugh that is without real feeling. It brings to mind a person whose laugh is falsely pleasant and therefore dangerous and deceptive like a snake. The poet uses this simile to show that he has forgotten to laugh with real feeling and pleasure. When he laughs he does not laugh with his eyes and heart but only by showing his teeth.
4. The father asks his son to show him the way to be simple, honest, natural and innocent. He wants his son to help him to find his old self, because his son is a child and children are completely natural.
5. re-form, deactivate, untimely, illiterate.



25.3 LET US WRITE

Summarising

Individual responses

TERMINAL QUESTIONS

I.	Expressions	Meanings
	1.	f.
	2.	g.
	3.	h.
	4.	e.
	5.	d.
	6.	a.
	7.	b.
	8.	c.
	9.	l.
	10.	j.

- II. 1. The poet has forgotten his true, natural self. He wants to get back to his state of innocence when he was open and honest about expressing his feelings and thoughts.
2. People in modern society say and do whatever is necessary to achieve their goals and ambitions even if there is no genuine feeling in their actions and words. As a result the actions and words are often completely the opposite of the thoughts and feelings of the person doing the actions and saying the words. Hence it is difficult to know the reality and to know what to believe and what not to believe.
3. Individual responses.
Suggested response: The father as an adult stands for the modern period in which people are false and insincere and artificial. The son is a child and represents the old days when people were natural and honest and childlike.
4. Individual responses.
5. By addressing his son the poet is actually addressing all the adults of the modern world who have lost their innocence and are artificial and sometimes heartless in their behaviour. He is trying to tell them to relearn from their children how to be natural and honest and sincere.



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III. Individual responses.

Suggested response: The poem is a satire on the falseness in modern society. The poet expresses this by using contradictions and interesting expressions such as people 'laugh only with their teeth', 'shake hands without hearts', 'their left hands search my empty pockets'. By using expressions such as 'wear many faces' to show that people behave differently and have different attitudes in different situations and with different people instead of being one's true self the poet brings out that people in modern society are like actors changing masks on a stage and acting in a play. There is no connection between their actions and their feelings. This is a serious problem in modern society but the poet criticizes it in the true style of a satire.



26



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USTAD BISMILLAH KHAN

Have you ever heard a *shehnai* being played – at a marriage ceremony, during a religious procession, or maybe on television? The *shehnai* is a classical musical instrument and Ustad Bismillah Khan was a great exponent of the same. He was one of the finest Indian classical musicians that India ever produced. He played the *shehnai* for more than eight decades, and received national and international acclaim for his performances. This great man spread peace and love through music. Let's read about him.



OBJECTIVES

After completing this lesson you will be able to:

- read and enjoy a biographical text;
- infer that hard work is the key to success;
- recognise that music has no caste or boundaries;
- identify some Indian musical instruments;
- use affirmative and negative sentences in the simple present tense;
- use prepositions;
- use phrasal verbs;
- write a report for a newspaper;
- write a biographical sketch;
- improve your communication through spelling and pronunciation practice, and
- enhance your vocabulary.



Notes

undoubtedly: without doubt
 maestro: a great musician, especially of classical music
 civilian: relating to a person not belonging to the armed forces (army, navy, air force) or police
 recipient: one who receives/gets
 ancestors: those from whom one's father or mother has descended (come)
 uttered: spoke
 attained: reached/accomplished
 tutelage: guidance
 religiously: with enthusiasm
 inspire: to cause fine thoughts and feelings to grow in the mind
 improvise: create and/or perform without preparation
 raga: a series of five or more musical notes upon which a melody is made. (Indian classical music is always set in a raga)
 single-handedly: without help from anyone else
 mainstream: belonging to current trend
 limelight: focus of public attention
 accumulated: gathered/acquired
 material possessions: property or belongings



26.1 LET US READ THE TEXT

Ustad Bismillah Khan was undoubtedly a gem that India is proud of. This *shehnai* maestro of India received the Bharat Ratna in 2001. He had earlier been awarded the Padma Shri, Padma Bhushan and Padma Vibhushan. He was thus the recipient of all the top-four civilian awards.



Fig. 26.1

Born on March 21, 1916 in Dumraon, Bihar, he was the second son of Paigambar Khan and Mitthan. His family had a musical background; his ancestors were musicians in the court of the princely state of Bhojpur (now in Bihar).

Bismillah Khan was named Qamaruddin to sound like his elder brother's name – Shamsuddin. However, when his grandfather Rasool Baksh Khan saw him as a baby, he uttered the word 'Bismillah', and hence he came to be known as Bismillah Khan. His father was a musician in the court of Maharaja Keshav Prasad Singh of Dumraon.

At the age of six, Bismillah Khan moved to Varanasi (earlier known as Banaras), where his maternal uncle, Ali Baksh 'Vilayatu' was the official *shehnai* player at the famous Vishwanath Temple. Ali Baksh noticed that Bismillah was a keen music learner, so he took him under his tutelage. Thus, Bismillah Khan started learning to play the *shehnai* from his uncle. Ali Baksh played *shehnai* at the Vishwanath Temple and practised in one of the temple rooms at Balaji Ghat. Bismillah Khan's routine was to follow his uncle the whole day to both the temples, and practise for hours together – without any play time, school and sometimes even regular meals.

Bismillah Khan religiously practised the *shehnai* and attained perfection in a very short time. The flowing waters of the River Ganga inspired him to improvise and invent 'ragas' that were earlier considered to be beyond the range of *shehnai*. He often played the *shehnai* at the Vishwanath Temple on the banks of River Ganga. He was also a devotee of Saraswati, the Hindu goddess of wisdom and arts.

Ustad Bismillah Khan was perhaps single-handedly responsible for making the *shehnai* a famous and popular musical instrument and bringing it into the mainstream Indian classical music. His concert at the All India Music Conference (1937) in Calcutta brought *shehnai* into the limelight, and was hugely appreciated by music lovers.

Despite the fame that he got, Bismillah Khan always remained simple. He never accumulated wealth and other material possessions. He lived in humble surroundings in the holy city of

Ustad Bismillah Khan

Varanasi. His favourite mode of transport was the cycle rickshaw. Such was his love for his city and motherland that he declined an offer of permanent citizenship for settling in the United States of America.

He monopolised *shehnai* recitals in the post-independence era and through them, kept the legacy of classical music alive. Ustad Bismillah Khan always believed that music would survive even if the world perished. He also believed in Hindu-Muslim unity and spread the message of brotherhood through his music. He often said, “Music has no caste.”

Bismillah Khan had the rare honour of playing the *shehnai* on the eve of India's independence in the year 1947. He performed at the Red Fort in Delhi and since that year, always played on 15th August, right after the Prime Minister's speech. Bismillah Khan played in many countries and has a huge fan following. He had performed in Afghanistan, USA, Canada, Bangladesh, Europe, Iran, Iraq, West Africa, Japan and Hong Kong. He shared a special bond with his *shehnai* and called it 'begum' after his wife died.

After a cardiac arrest on 21st August 2006, at the age of ninety, Bismillah Khan breathed his last. In honour of this great musician, the Government of India declared a one-day national mourning on his death. He was buried along with his *shehnai* in Varanasi under a neem tree with a 21-gun salute from the Indian Army.

26.2 LET US UNDERSTAND THE TEXT

26.2.1 PART 1

Ustad Bismillah Khan was undoubtedly..... a devotee of Saraswati, the Hindu goddess of wisdom and arts.

If you ask a few people to say the first word that comes to their mind after hearing the name 'Bismillah Khan', I'm sure most of them will say 'shehnai'. Bismillah Khan's name is so deeply associated with 'shehnai' that if you think of one, the other automatically comes to mind. In fact, the name Bismillah Khan and the word 'shehnai' are almost like synonyms.

Ustad Bismillah Khan was an outstanding *shehnai* player, and for his contribution to Indian music, he received several awards.

Bismillah Khan was born in a small village in Bihar. His father was a *shehnai* player. When he was six, Bismillah Khan moved to Varanasi. He started learning to play the *shehnai* from his maternal uncle, Ali Baksh. He had talent and was a keen learner. But for talent to shine, one has to work hard. Bismillah Khan worked very, very hard. He practised till he attained perfection. He was inspired by the flowing waters of the River Ganga.



Notes

era: long and distinct (clear) period of history
to monopolise: to dominate/to be the only one to be doing something
perished: got destroyed (finished)
fan following: admirers
breathed his last: died

**INTEXT QUESTIONS 26.1**

Answer the following questions.

1. Tick the correct option.
 - a. Ustad Bismillah Khan was born in:
 - (i) Varanasi
 - (ii) Kolkata
 - (iii) Delhi
 - (iv) Dumraon
 - b. Ustad Bismillah Khan's father's name was:
 - (i) Paigambar Khan
 - (ii) Ali Baksh
 - (iii) Rasool Baksh Khan
 - (iv) Sajid Khan
 - c. Ustad Bismillah Khan's maternal uncle's name was:
 - (i) Paigambar Khan
 - (ii) Qamaruddin
 - (iii) Shamsuddin
 - (iv) Ali Baksh
 - d. Bismillah Khan moved to Varanasi at the age of:
 - (i) 18
 - (ii) 6
 - (iii) 10
 - (iv) 22
 - e. Which musical instrument did Ustad Bismillah Khan play?
 - (i) flute
 - (ii) sitar
 - (iii) shehnai
 - (iv) veena
2. Read the statements given below. Write T for the true statements and F for the false ones. Also, correct the incorrect statements and rewrite them in the space provided.
 - a. Ustad Bismillah Khan received the Bharat Ratna in 2001. ____

 - b. Ustad Bismillah Khan was the third son of Paigambar Khan and Mitthan. ____

 - c. Ustad Bismillah Khan often played the *shehnai* at the Vishwanath Temple located in Varanasi. ____

 - d. Ustad Bismillah Khan's father was a soldier in the army of Maharaja Keshav Prasad Singh of Dumraon. ____

 - e. Ustad Bismillah Khan was a devotee of Saraswati, the Hindu goddess of wisdom and arts.



3. What was Bismillah Khan named earlier? Why was his name changed?
4. Who was Ali Baksh 'Vilayatu'? What role did he play in Bismillah Khan's life?
5. How did the flowing waters of the River Ganga inspire Bismillah Khan?
6. What were the top four civilian awards that Bismillah Khan received?
7. Have you heard the adage: 'Practice makes a man perfect'? Does it hold true for Bismillah Khan? Do you think one can achieve success in life without working hard? Justify your answer giving an example from your life.



DO YOU KNOW

Bharat Ratna (which means 'jewel of India') is the highest civilian honour, given for exceptional service towards advancement of Art, Literature and Science, and in recognition of Public Service of the highest order.



The award was established by the first President of India, Dr Rajendra Prasad, on January 2, 1954. The actual award is designed in the shape of a peepal leaf and carries the words 'Bharat Ratna', inscribed in Devanagari script. The reverse side of the medal carries the state emblem and motto.

The President of India presents the award in a special ceremony held at Rashtrapati Bhavan.



LET US DO 26.1

You read in Unit I that Ustad Bismillah Khan lived in Varanasi. Varanasi was earlier known as Banaras. Over a period of time, the names of many cities in India have changed.

Draw lines to match the name of the city with its old name.

- | | |
|-----------------------|---------------|
| 1. Chennai | a) Bombay |
| 2. Thiruvananthapuram | b) Bangalore |
| 3. Kochi | c) Calcutta |
| 4. Mumbai | d) Madras |
| 5. Kolkata | e) Trivandrum |
| 6. Bengaluru | f) Cochin |



Notes



LET US TALK 26.1

Do you know anyone in your neighbourhood who plays a musical instrument?

Approach that person and greet him/her politely.

Request him/ her to spare some time for you and ask the following questions.

- 1) At what age did you start learning to play this instrument?
- 2) Why did you select this particular musical instrument?
- 3) How much practice do you put in every day/every week?
- 4) How many performances have you given and where?
- 5) Do you teach? If yes, for how long have you been teaching?
- 6) The *shehnai* maestro Bismillah Khan said, "Music has no caste." Do you agree? If yes, please express your views.

Thank the person you interviewed.



LET US DO 26.2

- a) Ustad Bismillah Khan's life was devoted to music. To truly understand this great man, listen to his music on a cassette or a CD.
- b) Find pictures of Indian musical instruments in old magazines or newspapers (at least ten). Paste them in a scrap book. Below each picture, write its name.

26.2.2 PART 2

Ustad Bismillah Khan salute from the Indian Army.

Did you know that it was through Bismillah Khan's efforts that the *shehnai* was recognised as a classical music instrument?

We all have some quality or the other. Bismillah Khan had many. This portion of Bismillah Khan's biographical sketch mentions some of those qualities. It also highlights his love for his city and country.

We know that there are many ways to spread peace. Bismillah Khan tried to spread peace and brotherhood through his music. He firmly believed in Hindu-Muslim unity.

In 1947, when India became independent, Bismillah Khan was invited to play the *shehnai* at the Red Fort. What an honour! And do you know how old he was that time? Bismillah Khan was only 31!

Bismillah Khan performed not just in India but also in many countries around the world. After all, music has no boundaries. He had a special relationship with his *shehnai*, and when he died in 2006, it was buried with him.



INTEXT QUESTIONS 26.2

Answer the following questions.

1. Tick the correct option.

- a. Ustad Bismillah Khan’s favourite mode of transport was:
 - (i) car
 - (ii) motorycle
 - (iii) cycle rickshaw
 - (iv) aeroplane
- b. On the eve of India’s independence in 1947, Ustad Bismillah Khan performed at the:
 - (i) Qutub Minar
 - (ii) Taj Mahal
 - (iii) Gateway of India
 - (iv) Red Fort
- c. He was buried under a _____ tree.
 - (i) peepal
 - (ii) neem
 - (iii) gulmohar
 - (iv) banyan

2. Select words from the box and fill in the blanks to complete the paragraph.

caste, perished, brotherhood, survive, Hindu-Muslim

Ustad Bismillah Khan always believed that music would (a)_____even if the world (b)_____. He also believed in (c)_____unity and spread the message of (d)_____through his music. He often said, “Music has no (e)_____”.

- 3. After which concert did the *shehnai* come into the limelight and find appreciation among music lovers?
- 4. How can we say that Bismillah Khan had a special bond with his *shehnai*?
- 5. Bismillah Khan was a simple man but had strong beliefs. What did he believe in?
- 6. Where was Bismilah Khan buried? How was he honoured at the time of his death?
- 7. From Japan to Europe to USA, Ustad Bismillah Khan played in many countries of the world. Why do you think his music was enjoyed by people in different countries?



LET US DO 26.3

Look carefully at the three columns given below. Column 1 has pictures of some Indian musical instruments. Column 2 has the names of some Indian musical instruments. Column 3 has the names and pictures of some famous Indian musicians.

Draw lines to match the picture (Column A) to its name (Column 2) and the musician who plays/played it (Column 3). One example has been done for you.



Notes

Ustad Bismillah Khan

Column 1

Column 2

Column 3

1)



a) violin

i)



Pandit Ravi Shankar

2)

b) tabla

ii)



Amjad Ali Khan

3)



c) shehnai

iii)



L. Subramaniam

4)



d) santoor

iv)



Hari Prasad Chaurasia

5)



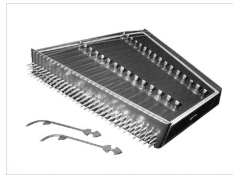
e) flute

v)



Ustad Bismillah Khan

6)



f) sitar

vi)



Zakir Hussain

7)



g) sarod

vii)



Shiv Kumar Sharma



? DO YOU KNOW



The *shehnai* is a double-reed instrument of the wind category. It is one of the most ancient instruments used in India. The *shehnai* is mainly an outdoor instrument played particularly on occasions considered auspicious such as processions and weddings.

This tube-like instrument gradually widens towards the lower end. It usually has eight or nine holes. The instrument is made of dark, close-grained black wood and has a metal bell fixed to the border end. The length of the instrument is one-and-a-half to two feet. The reed* is fixed at the narrow blowing end. The reeds used in *shehnai* are made of 'pala' grass. Spare reeds and an ivory needle with which the reeds are adjusted are attached to the mouth piece.

The *shehnai* is believed to have originated in the Kashmir Valley. Its name is derived from *sheh* (breath) and *nai* (reed/ flute).

* *reed*: grasses that grow in shallow water and have hollow, jointed stalks



LET US LEARN NEW WORDS 26.1

Select words from the passage that are the opposites of the given words. Write them in the space provided

- a. dishonour _____
- b. temporary _____
- c. proud _____
- d. never _____
- e. before _____

Fill in the blanks with the given words.

1. Raja's parents are very _____ of him because he has successfully completed the Secondary Certificate Course from NIOS.
2. Wash your hands _____ you eat your food.
3. We should be careful not to bring _____ to the family.
4. Keep trying, _____ give up.
5. Till my results are announced, I have taken up a _____ job as a waiter in a hotel.



26.3 LET US LEARN GRAMMAR

A. Affirmative and Negative Statements in the Simple Present Tense

An **affirmative statement** states that something is true or valid. In an affirmative statement, the verb follows the subject. Example:



Notes

- a. Vikram plays. The verb 'plays' follows the subject 'Vikram'.
- b. Boys play. The verb 'play' follows the subject 'Boys'.

To make a **negative statement**, we normally use **do not** (don't) or **does not** (doesn't) with all verbs, except 'be' and where modals are used. When the verb is 'be' or modals are being used, then **not** is used to make the sentence negative. Example:

- a. Affirmative: You speak German.
Negative: You **do not** speak German.
- b. Affirmative: She likes chocolates.
Negative: She **does not** like chocolates.
- c. Affirmative: Aman is a singer. (In this sentence, the verb is 'is')
Negative: Aman is **not** a singer.
- d. Affirmative: I can drive.
Negative: I can **not** drive. ('can' is a modal)

(**Note:** To know more about modals, see the lesson 'The Parrot Who Wouldn't Talk')

Exercise

1. Change the following sentences into their negative form.
 - a. Radha goes for a walk every evening.
 - b. I brush my teeth twice a day.
 - c. The train leaves at 7 pm.
 - d. Raju sings when he is taking a bath.
 - e. Afzal goes to the library to study.
2. Change the following sentences into the affirmative form.
 - a. I do not like sugar in my tea.
 - b. My sister does not play the harmonium.
 - c. Mona does not eat guavas.
 - d. This shop does not sell musical instruments.
 - e. Amit does not study every day.

B. Prepositions

A **preposition** is a word in a sentence that tells us about place, position, time or method. Prepositions are usually put before nouns or pronouns. A preposition shows in what relation the person or thing stands in regard to something else.



Some commonly used prepositions are:

for, in, into, at, on, of, by, to, off, with, over, from, through, above, behind, near, beside, under, below, beyond, between, among, till/ until, since, before, after, during

The sentences given below are taken from the text you have just read. Read them carefully. The words underlined are prepositions.

1. Bismillah Khan was born on March 21, 1916.
2. Bismillah Khan's father was a *shehnai* player in the court of Maharaja Keshav Prasad Singh of Dumraon.
3. At the age of six, Bismillah Khan moved to Varanasi.
4. Ali Baksh took him under his tutelage.
5. Bismillah Khan practised for hours together.

Exercise

1. Fill in the blanks with the correct preposition from those given in brackets.
 - a. The train arrived ___ time. (after, on, at)
 - b. There is a bridge _____ Hooghly River. (below, over, in)
 - c. Indian classical music is always set _____ a raga. (in, of, by)
 - d. In India, all children between the ages of 6 and 14 have a Right ___ Education. (for, to, in)
 - e. *Abhigyan Shakuntalam* was written _____ Kalidasa. (from, by, after)
2. Fill in the blanks with suitable prepositions.
 - a. Smoking is injurious _____ health.
 - b. Akash took the book _____ the shelf and put it _____ his bag.
 - c. Gopal has eaten nothing _____ yesterday.
 - d. Always keep _____ the left on a road.
 - e. She waited _____ the bus stop _____ half an hour.

C. Phrasal Verbs

Phrasal verbs are very common in spoken and written English. To be able to speak and write English well, you must understand them properly.

Phrasal verbs consist of a verb and another word or phrase, usually a preposition. Although they consist of two or more words, they act as if they are one word. A phrasal verb often has a meaning which is different from the original verb.



Notes

Example

1. I ran into my school friend at the party last night.
run + into = meet
2. He ran away from home when he was twelve years old.
run + away = leave home

Phrasal verbs can be separable (*I will **set** a meeting **up** for you tomorrow.*) or inseparable (*I have to **look after** my ailing grandmother.*)

Exercise

1. Fill in the correct word from the bracket to form phrasal verbs.
 - a. What will your mother say when she finds ___? (over, in, out)
 - b. Radha got ___ the bus at the traffic light. (on, of, off)
 - c. Ashish put ___ a lot of hard work and came first in class. (on, after, in)
 - d. Look ___ a dictionary to find the meaning of the word. (from, at, up)
 - e. If Rakesh doesn't get the job, he can always fall ___ on his family business. (down, back, to)
2. Read the sentences aloud. Now, underline the phrasal verbs.
 - a. They tortured the spy to give away all the secrets.
 - b. Do you get along with your parents?
 - c. Anurag is saving up to buy a new car.
 - d. Do you think the petrol prices will come down?
 - e. He put across his point very strongly at the meeting.
 - f. I am looking forward to life after retirement.
 - g. I came across a very interesting book and bought it immediately.
 - h. Winter has set in early this year.
 - i. Fasten your seat belts. The plane is about to take off.
 - j. The thieves broke out of the prison.

**26.4 LET US WRITE****A. Report Writing for a Newspaper**

Newspapers carry reports of all kinds of events – visits by heads of state, robberies, accidents, scams, matches, exhibitions. Have you ever wondered how newspaper reports are prepared?



A newspaper report is an account of an important or interesting event. It usually answers questions like:

- What happened?
- How did it happen?
- When did it happen?
- Where did it take place?
- Who all were involved?
- What was the impact of the event?

How to write a good report:

1. A report can be divided into sections: the headline, a sub headline, opening paragraph, details, followed by a conclusion or closing remark.
2. The headline in a newspaper report is very important. It grabs the interest of the readers and makes them want to read more. It summarises in one phrase the central theme of the report. Headlines need not be complete sentences. The language of headlines does not appear grammatically correct. For example, definite and indefinite articles, and conjunctions are often missed out; punctuation marks are not used; and short forms are always used in order to save space and to say a lot in just a few words. Headlines are often written in the simple present tense.

Examples

- a. 3 children die after falling in drain
- b. IPS men unite, raise funds to defend officer

If the above headlines were written in sentences, they would appear as:

- a. Three children died after falling in a drain.
 - b. The men of the Indian Police Service united and raised funds to defend a fellow officer.
3. If the article is big, then a short headline is followed by a sub-headline.

Example

Capital punishment gets severe

BITING COLD: Maximum temp dips to 12.4 degrees Celcius, nine degrees below normal for this time of the year

(source: The *Hindustan Times*)



Example

Fire at night shelter kills 10-year-old

Many Homeless Lose Their Money And Belongings In Early-Morning Blaze

(source: The *Times of India*)

4. The heading and sub-heading are followed by the name of the person writing the article.
5. The opening paragraph is an expansion of the headline. It mentions what happened, where it happened and any other important detail.
6. The following paragraphs give details of the event that took place. Sometimes eye-witness accounts of what happened are also included.
7. A concluding remark is desirable but not necessary. It should mention the consequences or impact of what happened.
8. An accompanying photograph creates an impact and catches the attention of the reader.

Read this newspaper report carefully.

Railways win inaugural hockey event

HT Correspondent

New Delhi: Star-studded Railways were crowned champions in the inaugural edition of the Senior National women hockey championship that concluded at Sonapat on Sunday. They beat Haryana 7-1.

Railways, who had been dominating the domestic tournaments, were never challenged by the hosts. The half-time score was enough indication of the Railways' domination in the encounter.

Skipper Saba Anjum set the ball rolling for the Railways when she deflected a penalty corner in the opening two minutes. Ten minutes later, the Railways scored again through Rani.

Another three goals by Asunta Lakra, Deepika Thakur and Jasjeet Kaur Handa in the later part of the first session, completely shut the door for Haryana who were playing without their star player Mamta Kharab. She had to sit out due to an injury. Haryana did however manage to pull one back just before the break.

After change of ends the Railways managed to slot in two more goals through Rani and Joydeep Kaur to complete the tally.

(Source: The *Hindustan Times*)



The headline tells about the central theme of the article. The opening paragraph is an expansion of the headline and describes what happened, where it happened and what the score was. The following paragraphs mention details like the name of the captain, half-time score, who scored the goals, possible reasons for dismal performance of the losing team, etc.

Exercise 1

Suppose you are the Staff Correspondent of a newspaper. You have been asked to cover a music festival. Prepare a report with the help of the given information.

Name of the festival: Jashn-e-Sangeet

Organisers: Indian Music Society

Venue: Kamani Auditorium, Copernicus Marg, New Delhi

Programme:

24 August i) Malashri Prasad (light classical)

 ii) Shubhendra Rao (sitar)

25 August i) Ustad Ghulam Sadiq Khan &

 Ghulam Abbas Khan (Hindustani vocal)

 ii) Ustad Kamal Sabri (sarangi)

Timings: 6.30 pm to 8.30 pm

How to organise your report:

- Write a suitable headline for the report.
- Write Paragraph 1 (introductory paragraph). Include the following details – name of the festival, name of the organisers, venue, date, time, who inaugurated it, theme of the festival (if any), objective of holding the festival (for example—promoting young talent, showcasing different music forms, integrating popular musical forms/instruments with lesser-known ones, etc.)
- Write a paragraph each about the four performances:
A brief introduction of the performer, type of music/musical instrument, accompanying instruments, type of the piece played (raga, thumri, classical, semi classical, folk, etc.), length of pieces played (many short pieces or a few long ones), response of audience, anything unusual or striking about the setting or stage arrangement.
- In the last paragraph, write about the overall impression/impact of the programme. You may choose to add depth and detail to your report by adding the response of a few members from the audience.



Notes

Exercise 2

Read the headlines given below. Write the opening paragraph for a newspaper report for each of them.

- a) Police arrests two burglars in Model Town
- b) Spaceship spotted in Dehradun

B. Biographical Sketch

You have just read a biographical sketch of Ustad Bismillah Khan.

A **biographical sketch** is a short description of a person's life, works, achievements and qualities. It highlights why that person is special and what outstanding contributions he/ she has made. The aim is to write something informative that others will enjoy reading.

Before writing a biographical sketch (bio-sketch) of a person, sort out the details of his/ her life, such as:

- birth and death
- family background
- profession
- education
- achievements
- awards received

Points to be kept in mind while writing a bio-sketch:

- It should begin with a clear and engaging opening paragraph.
- Use facts from reliable sources.
- Write clearly with proper use of grammar.
- Put in quotes wherever possible.
- Add surprising tidbits to make the bio-sketch interesting. (For example: Why Ustad Bismillah Khan's name was changed, his favourite mode of transport was cycle rickshaw)

Exercise

In the box is some information about a well-known Indian sportsperson. Read it carefully and do the exercises given below it.



Name: Major Dhyan Chand Singh

Birth: August 29, 1905 in Allahabad, Uttar Pradesh

Death: December 3, 1979 in New Delhi

Family Background: Father, Sameshwar Dutt Singh was in the Indian Army and played hockey

Profession: Indian field hockey player, regarded as the greatest hockey player of all times, legendary centre-forward

Career: 1922 – joined Indian Army

1922 to 1926 – exclusively played army hockey tournaments

1928 – played first civilian match

1928 – played in the Amsterdam Summer Olympics

1932 – played in the Los Angeles Summer Olympics

1936 – played in the Berlin Olympics (Captain of Indian hockey team)

Achievements: Won 3 Olympic gold medals, scored more than 1000 goals

Mentor: Subedar Major Bale Tiwari

Awards: Padma Bhushan (1956)

Special Honour:

August 29 – National Sports Day in India – President of India gives national sports awards

2002 – The Dhyan Chand Award initiated for lifetime achievements in sports and games

Title of Autobiography: *Goal*

- Interesting titbits: 1) Once Major Dhyan Chand was not able to strike the ball into the goalpost even though he tried several times. He asked the referee to measure the goalpost. The size of the goalpost was incorrect!
- 2) After seeing him play at the 1936 Berlin Olympics, Adolf Hitler offered Dhyan Chand German citizenship. Dhyan Chand, of course, refused the offer.

- a) Now find out some more information about Dhyan Chand and **write a biographical sketch**.
- b) After you have written the bio-sketch, **read it aloud** to a friend.



LET US DO 26.4

Pronunciation

You may have some brilliant ideas but if you are not able to put them across properly to share them with others, they are of no use. **Effective communication** is very important to succeed in life. Nobody is born with this skill; it is acquired with practice.

If your **pronunciation** is correct, it will add to your confidence level. People will understand you easily and be willing to listen to you! To be a good speaker, you have to be a good listener. Make a habit of listening to the news in English – on radio and/or television. Pay special attention to the pronunciation.

Here are some words from the text. Try pronouncing them correctly.

undoubtedly: un-daoo-ted-lee

maestro: my-s-tro

ancestor: an-ses-tur

musician: mew-zi-shn (mew to rhyme with chew/ few)

tutelage: tyoo-ti-lij

routine: roo-teen

honour: aw-nur (-aw to rhyme with paw)

mourning: more-ning

"Practice, Practice, Practice." Your vocabulary will improve and so will your communication skills.

Whenever you come across a new word whose meaning or pronunciation you don't know, write it down in a small notebook. In your spare time, consult the dictionary. Most dictionaries also mention how to pronounce each word properly. Try and learn one new word every day.

Spelling

Knowing the correct spellings and pronunciation of words are two essential aspects of effective communication.

If your **spellings** are accurate, your written communication will look impressive. Always keep a good dictionary handy. Look it up whenever you are in doubt.

An easy way to improve your spellings is to take dictation on a regular basis. You could form a '**buddy group**' (maybe with other friends who are also doing this course) and meet once a week. One person can speak aloud any twenty words that have been glossed in the margin of any chapter in this textbook, and the others could write them down in their notebooks. Now compare the words you write down with the same words in the text. Practise the words that you spelt wrongly. Write them in your notebook, five times each.



WHAT YOU HAVE LEARNT

Through hard work and dedication, one can reach the height of success. The lesson highlights the many qualities of Ustad Bismillah Khan, and inspires the reader to imbibe them. In a society that's becoming more and more money-minded, his belief of 'simple living and high thinking' is an example for all of us.



TERMINAL QUESTIONS

1. Who was Bismillah Khan? Why was he famous?
2. *"Such was his love for his city and motherland that he declined an offer of permanent citizenship for settling in the United States of America."*

Read this line carefully and answer the following questions.

- a. Which city is being referred to here?
 - b. Look up a dictionary and find the meaning of the word 'motherland'.
 - c. Bismillah Khan loved the city he lived in. What do you like most about your city/town/village? (write down at least three points).
3. What did Bismillah Khan mean when he said, "Music has no caste"?
 4. What qualities did Bismillah Khan have? Which two qualities do you appreciate the most and why?



ANSWERS

26.2.1 PART 1

INTEXT QUESTIONS 26.1

1. a. (iv) b. (i) c. (iv) d. (ii) e. (iii)

2. a. T
b. F

Ustad Bismillah Khan was the second son of Paigambar Khan and Mitthan.

- c. T
d. F

Ustad Bismillah Khan's father was a musician in the court of Maharaja Keshav Prasad Singh of Dumraon.



e. T

3. Bismillah Khan was earlier named Qamaruddin. However, when his grandfather Rasool Baksh Khan saw him as a baby, he uttered the word 'Bismillah', and hence he came to be known as Bismillah Khan.
4. Ali Baksh 'Vilayatu' was Bismillah Khan's maternal uncle. He was the official *shehnai* player at the famous Vishwanath Temple.

Ali Baksh noticed Bismillah Khan's interest in the *shehnai*, so he started teaching him. Bismillah Khan accompanied his uncle to the Vishwanath Temple where he was the official *shehnai* player and then to the temple rooms at Balaji Ghats where he practised. Under Ali Baksh's guidance, Bismillah Khan learnt to play the instrument for which he earned many laurels later.

Thus, as a mentor and guide to Bismillah Khan, Ali Baksh played a very important role in his life.

5. The flowing water of the River Ganga inspired Bismillah Khan to improvise and invent 'ragas' that were earlier considered to be beyond the range of the *shehnai*.
6. The top-four civilian awards that Bismillah Khan received were: Bharat Ratna, Padma Shri, Padma Bhushan and Padma Vibhushan.
7. Individual responses

Suggested response:

Yes, the adage 'practice makes a man perfect' holds true for Bismillah Khan. Ustad Bismillah Khan practised and practised playing the *shehnai* till he became perfect. He was just a young boy when he started playing the *shehnai*, but for hours together, he practised. He was so committed that many times, he even went without play and regular food. His aim was clear – play till you are perfect.

In any field in life, success can be achieved only through hard work. Hard work is the key to success. Bismillah Khan worked hard to learn how to play the *shehnai*. Similarly, if any student worked hard, he or she would definitely do very well in exams.

Individual responses. Accept all responses for examples from personal life.

LET US DO 26.1

1. d 2. e 3. f 4. a 5. c 6. b

26.2.2 PART 2

INTEXT QUESTIONS 26.2

1. a. (iii) b. (iv) c. (ii)
2. a) survive b) perished c) Hindu-Muslim d) brotherhood e) caste



- Ustad Bismillah Khan's concert at the All India Music Conference (1937) in Calcutta (now Kolkata) brought the *shehnai* into the limelight, and was hugely appreciated by music lovers.
- The *shehnai* was Ustad Bismillah Khan's constant companion. We can say that he shared a special bond with it because he called it 'begum' after his wife died. (The Urdu word 'begum' means 'wife' in English.) When Ustad Bismillah Khan died, his *shehnai* was buried with him.
- Ustad Bismillah Khan believed that music would survive even if the world perished.
 - He also believed in Hindu-Muslim unity. He said that music had no caste.
- Bismillah Khan was buried in Varanasi (Uttar Pradesh) under a neem tree. In honour of this great musician, the Government of India declared a one-day national mourning on his death. He was given a 21-gun salute by the Indian Army as he was being buried.

7. Individual responses

Suggested response:

Ustad Bismillah Khan played the *shehnai* really well, and hence was appreciated the world over. Moreover, music transcends (crosses) all boundaries, especially political boundaries, such as those between different states or countries. For example, 'Rabindra sangeet' from west India, 'Carnatic music' from south India, folk songs of various regions, are liked by people in all states of India. Similarly, music of the Western countries (Western music) is very popular in India, especially with youngsters.

LET US DO 26.3

Column 1	Column 2	Column 3
1)	c)	v)
2)	g)	ii)
3)	e)	iv)
4)	a)	iii)
5)	b)	vi)
6)	d)	vii)
7)	f)	i)

LET US LEARN NEW WORDS 26.1

a. honour b. permanent c. humble d. always e. after



1. proud 2. before 3. dishonour 4. never 5. temporary

26.3 LET US LEARN GRAMMAR

A. Affirmative and negative statements in the simple present tense

1. a. Radha does not go for a walk every evening.
b. I do not brush my teeth twice a day.
c. The train does not leave at 7 pm.
d. Raju does not sing when he is taking a bath.
e. Afzal does not go to the library to study.
2. a. I like sugar in my tea.
b. My sister plays the harmonium.
c. Mona eats guavas.
d. This shop sells musical instruments.
e. Amit studies every day.

B. Prepositions

1. a. on b. over c. in d. to e. by
2. a. to b. from, in c. since d. to e. at, for

C. Phrasal Verbs

1. a. out b. off c. in d. up e. back
2. a. give away b. get along c. saving up d. come down
e. put across f. looking forward to g. came across h. set in
i. take off j. broke out

26.4 LET US WRITE

A. Individual Responses

B. Individual Responses

TERMINAL QUESTIONS

1. Ustad Bismillah Khan was one of India's finest Indian classical musicians. He attained mastery over the *shehnai* and became famous the world over. He was often called the *shehnai* maestro. He's also famous because he had the rare honour of being awarded all the top-four civilian awards, including the Bharat Ratna.



2. a. The city of Varanasi is being referred to here.
b. motherland: a person's native country
c. Individual responses. Accept all responses.

3. Individual responses

Suggested response: When Ustad Bismillah Khan said that 'music has no caste', he meant that in music there are no barriers of caste, creed or religion. Music is universal. One does not think of the caste or religion of the musician when one is enjoying his/ her music. For example, 'Sufi music' and 'Bhakti sangeet' is sung and enjoyed by people of all religions.

4. Ustad Bismillah Khan had many qualities. He was hardworking, innovative and dedicated to his art form. He was very passionate about his music. Due to his efforts, *shehnai* was recognised as a classical music instrument. He gained national and international recognition. He won many awards.

Ustad Bismillah Khan was simple and humble. He remained unaffected by success. He never accumulated wealth and other material possessions.

He was patriotic, and loved his city and motherland. He even declined an offer of permanent citizenship of the United States of America.

Ustad Bismillah Khan believed in Hindu-Muslim unity. He often played the *shehnai* at the Vishwanath Temple on the banks of River Ganga. He was also a devotee of Saraswati, the Hindu goddess of wisdom and arts. He spread the message of brotherhood through his music.



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27

THE PARROT WHO WOULDN'T TALK

Do you have a pet? At some point of time, we have all had a pet or wanted one. Having a pet is not just fun. A pet needs proper care and attention. If it has to be trained, there's a way of doing it. In this story, which is written in the first person, the author's aunt decides to keep a parrot as a pet. She also decides to teach it how to talk. How successful is she in her efforts? Read this humorous (funny) story by the well-known author Ruskin Bond to find out.



OBJECTIVES

After completing this lesson, you will be able to:

- read and enjoy a humorous story;
- use modals;
- use the present perfect continuous and past perfect continuous tenses;
- write a short paragraph describing a person;
- analyse a situation critically in order to make a decision;
- identify rhyming words;
- make requests, and give orders and instructions;
- summarise a text;
- relate to the feelings and recognise the needs of pets;
- infer the role of humour in conveying a message, and
- enhance your vocabulary.



27.1 LET US READ THE TEXT

'You are no beauty! Can't talk, can't sing, can't dance!'

With these words Aunt Ruby would taunt the unfortunate parakeet, who glared morosely at everyone from his ornamental cage at one end of the long veranda of Granny's bungalow in north India.

In those distant days, almost everyone – Indian or European – kept a pet parrot or parakeet, or 'lovebird' as some of the smaller ones were called. Sometimes these birds became great talkers, or rather mimics, and would learn to recite entire mantras (religious chants) or admonitions to the children of the house, such as '*Padho, beta, padho!*' ('Study child study!') or for the benefit of boys like me, 'Don't be greedy, don't be greedy!'

These expressions were, of course, picked by the parrot over a period of time, after many repetitions by some member of the household who had taken on the task of teaching the bird to talk.

But our parrot refused to talk.

He'd been bought by Aunt Ruby from a bird-catcher who'd visited all the houses on our road, selling caged birds ranging from colourful budgerigars to chirpy little munnias and even common sparrows that had been dabbed with paint and passed off as some exotic species. Neither Granny nor Grandfather were keen on keeping caged birds as pets, but Aunt Ruby threatened to throw a tantrum if she did not get her way—and Aunt Ruby's tantrums were dreadful to behold!

Anyway, she insisted on keeping the parrot and teaching it to talk. But the bird took an instant dislike to my aunt and resisted all her blandishments.

'Kiss, kiss!' Aunt Ruby would coo, putting her face close to the bars of the cage. But the parrot would back away, its beady little eyes getting even smaller with anger at the prospect of being kissed by Aunt Ruby. And on one occasion it lunged forward without warning and knocked my aunt's spectacles off her nose.

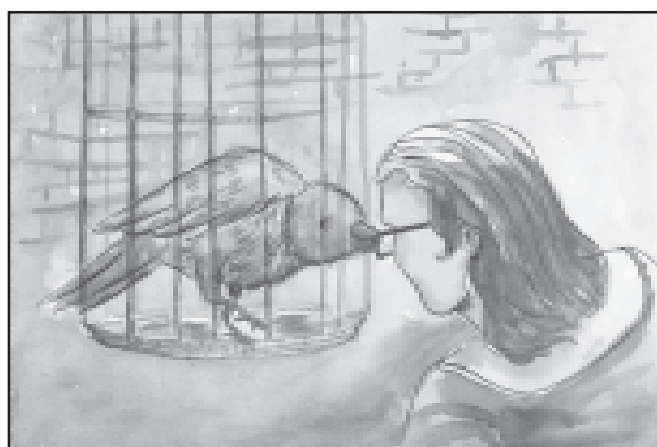


Fig. 27.1



Notes

unfortunate: unlucky or unhappy

morosely: gloomily

ornamental: decorative

mimic: one who imitates

admonition: advice, warning

dabbed: applied paint or some other substance with quick, light strokes

tantrum: outburst of bad temper

to behold: to watch someone or something of remarkable nature

blandishments: flattering statements or actions used to persuade someone to do something

prospect: expectation or what one expects

lunged forward: sudden forward movement



Notes

endearments: words spoken lovingly

hostile: unfriendly

making faces: producing an expression on one's face that shows dislike or some other negative emotion

to supplement: to add

fell upon: to bear or carry out someone else's duty

delicacy: choice or expensive food

siesta: a rest or nap taken in the early afternoon

winging its way: flying away quickly

shrug: to draw up and drop shoulders abruptly

gramophone: record player, a device used for reproducing the sounds stored in a record

expectantly: waiting eagerly or hopefully

The Parrot Who Wouldn't Talk

After that Aunt Ruby gave up her endearments and became quite hostile towards the poor bird, making faces at it and calling out 'can't talk, can't talk, can't sing, can't dance!' and other nasty comments.

It fell upon me, then ten years old, to feed the parrot, and it seemed quite happy to receive green chillies and ripe tomatoes from my hands, these delicacies being supplemented by slices of mango, for it was then the mango season. This also gave me an opportunity to consume a couple of mangoes while feeding the parrot!

One afternoon, while everyone was indoors enjoying a siesta, I gave the parrot its lunch and then deliberately left the cage door open. Seconds later, the bird was winging its way to the freedom of the mango orchard.

At the same time Grandfather came to the veranda and remarked, 'I see your aunt's parrot has escaped!'

'The door was quite loose,' I said with a shrug. 'Well, I don't suppose we'll see it again.'

Aunt Ruby was upset at first, and threatened to buy another bird. We put her off by promising to buy her a bowl of goldfish.

'But goldfish don't talk!' she protested.

'Well, neither did your bird,' said Grandfather. 'So we'll get you a gramophone. You can listen to Clara Cluck all day. They say she sings like a nightingale.'

I thought we'd never see the parrot again, but it probably missed its green chillies, because a few days later I found the bird sitting on the veranda railing, looking expectantly at me with its head cocked to one side. Unselfishly I gave the parrot half of my mango.

While the bird was enjoying the mango, Aunt Ruby emerged from her room and, with a cry of surprise, called out, 'Look, it's my parrot come back! He must have missed me!'

With a loud squawk, the parrot flew out of her reach and, perching on the



Fig. 27.2

The Parrot Who Wouldn't Talk

nearest rose bush, glared at her and shrieked in my aunt's familiar tones: 'You're no beauty! Can't talk, can't sing, can't dance!'

Aunt Ruby went ruby-red and dashed indoors.

But that wasn't the end of the affair. The parrot became a frequent visitor to the garden and veranda, and whenever it saw Aunt Ruby it would call out, 'You're no beauty, you're no beauty! Can't talk, can't sing, can't dance!'

The parrot had learnt to talk after all!

– Ruskin Bond



LET US DO 27.1

From time immemorial, people the world over have kept pets.

1. In the box below are the names of some pets. Find them in the grid. Look horizontally, vertically and diagonally. Circle each one when you find it.

DOG, CAT, FISH, PARROT, HAMSTER, RABBIT, PIGEON, TURTLE,
GUINEA PIG, CANARY

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

2. Read aloud the names of the pets given in the box above. Now arrange them in alphabetical order.



Notes



27.2 LET US UNDERSTAND THE TEXT

27.2.1 PART 1

You're no beauty! Can't talk.....And other nasty comments.

This story is set in the pre-independence era (probably 1944-45). In those days, many people, Indian as well as European kept parrots as pets (mostly parakeets and lovebirds). They were popular because they could mimic the human voice.

In the story, the author's grandparents do not like to have birds as pets because they have to be kept in cages. But Aunt Ruby (the author's aunt) buys a parakeet from a bird-catcher and keeps it in a cage. From the beginning the parrot does not like her. She tries very hard to teach it to talk, but it refuses to do so. One day when she puts her face close to the cage, the parrot knocks off her spectacles. Aunt Ruby doesn't like that at all and after that, starts saying unkind things to her pet, and even makes faces at it.

This section gives an idea about Aunt Ruby's nature. She has a strong will, gets angry quickly and has no patience. When her pet doesn't respond to her, she is mean and unpleasant to it.



INTEXT QUESTIONS 27.1

Answer the following questions.

1. 'You're no beauty! Can't talk, can't sing, can't dance!'
 - a. Who is saying these words and to whom?
 - b. Which word is being repeated here? Why?
2. Where was the parakeet's cage kept?
3. Where did Aunt Ruby get the parakeet from?
4. Why do you think neither Granny nor Grandfather were keen on keeping caged birds as pets? Tick the correct option.
 - a. Caged birds were very noisy.
 - b. They preferred to keep caged rabbits.
 - c. Birdcages were very expensive and Aunt Ruby wanted only ornate ones.
 - d. Caged birds were deprived of their freedom.

The Parrot Who Wouldn't Talk

5. Tick the correct option.

The parrot backed away from Aunt Ruby because:

- the sunlight was falling directly on it and it couldn't see properly.
- Aunt Ruby had poked it with a chilli.
- it did not want to be kissed by Aunt Ruby.
- Aunt Ruby's nephew (the author) threw a ball at it.

6. Why did Aunt Ruby become hostile towards the parakeet?



LET US LEARN NEW WORDS 27.1

Read the text in Unit I carefully and find the word 'dislike' in it. In this word 'dis-' is a prefix.

A prefix is a group of letters added before a word to change its meaning and form a new word.

'Dis-' means **not**, or **the opposite of**.

'Dis-' in the word 'dislike' means **to not like** something or someone.

dis + like = dislike

In Column A are given some words with the prefix 'dis-'. Draw lines to connect them with their meanings in Column B. One example has been done for you.

Column A

- dislike
- disobey
- dismount
- discover
- disjoin
- disprove

Column B

- separate
- find/ learn of
- not like
- refuse to carry out rules or commands
- prove to be false or wrong
- get off from something one is riding



LET US TALK 27.1

A **pet** is defined as a domestic or tamed animal or bird kept for companionship or pleasure and treated with care and affection. But is that the reason people keep pets? Aunt Ruby had kept a pet because she wanted to teach it to talk.



Notes



Notes

Talk to three people you know who have pets and ask them the following questions.

- Which pet do you have?
- How long have you had it?
- Why have you kept a pet?
- Do you think human beings share a special bond with their pets? If yes, please describe a related experience and/or your feelings towards your pet?

? DO YOU KNOW



What is the difference between parrots, parakeets and lovebirds?

Parrots are brightly-coloured birds with short, hooked bills that curve downwards, grasping feet and a raucous voice. Some can mimic the human voice. There are more than 300 species of parrots.

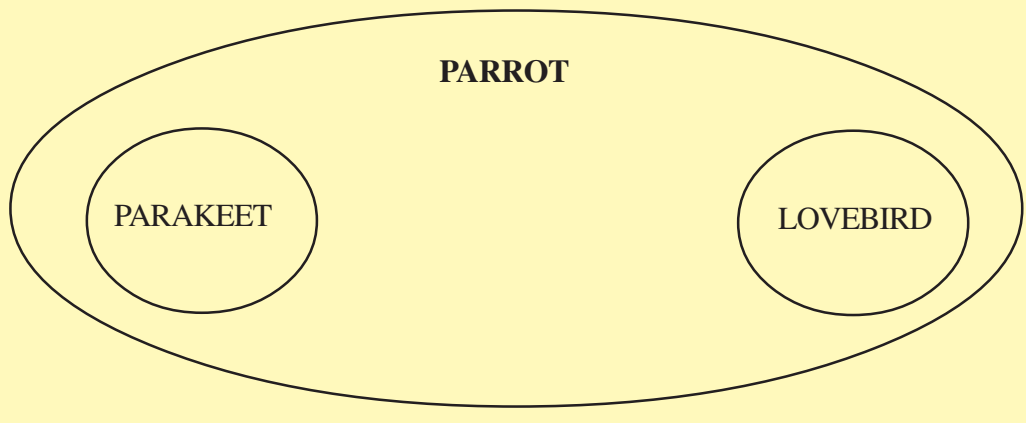
A parakeet is a small parrot with predominantly green plumage and a long tail. There are many species of parakeets as well. The

one we usually see flying around our homes is the rose-ringed parakeet. In Hindi it is called *tota*.



A lovebird is a very small African and Madagascan parrot with mainly green plumage and typically a red or black face. It is noted for its affectionate behaviour towards its mate.

In short, parakeets and lovebirds are types of parrots.





LET US DO 27.2

PETA stands for People for the Ethical Treatment of Animals. Find out more about this organisation. What are its objectives? In how many countries does it have supporters?

27.2.2 PART 2

It fell upon me, then ten years oldThe parrot had learnt to talk after all!

Children can be observant and sensitive. After Aunt Ruby becomes hostile towards her pet, her ten-year-old nephew (the author) feeds the parrot. A tender relationship develops between the parrot and the boy. He feeds the parrot not just things that the parrot likes but also things that he himself likes, such as slices of mango. The boy empathises with the parrot. He understands how the parrot feels. When no one is around, he leaves the cage door open. Do you think this was the correct thing to do? Did he make the right decision? If his aunt had seen him, what could have happened?

In this section, you once again see Aunt Ruby's immature behaviour. She wants to get another bird that she can teach to talk. After some days, the parrot returns. When it sees Aunt Ruby, the parrot says the same unkind words to her that she used to say to it. Aunt Ruby gets what she deserves. This section of the story shows us that one should be careful about what one says, even to one's pets.



INTEXT QUESTIONS 27.2

Answer the following questions.

1. What all did Aunt Ruby's nephew (the author) give the parrot to eat?
2. Tick the correct option.
He fed the parrot because:
 - a. Aunt Ruby had become hostile towards her pet and someone had to feed it.
 - b. Aunt Ruby had gone out of town and had asked him to look after the parrot.
 - c. it gave him an opportunity to eat mango on the pretext that he was feeding the bird.
 - d. 'a' and 'c'
3. How did the parrot escape from the cage?
4. Aunt Ruby didn't want the goldfish because:
 - a. It couldn't fly.
 - b. It couldn't talk.



Notes



Notes

- c. It couldn't eat chillies.
- d. All the above
- 5. The author thinks that the parrot came back because it missed the green chillies. Why do you think the parrot came back?
- 6. Why did Aunt Ruby run inside when she heard the parrot talking?



LET US LEARN NEW WORDS 27.2

In Part 2 you came across the phrase 'winging its way'. It means 'to move quickly'. Given below are some more 'wing' phrases, and their meanings.

- 1. take wing - to take flight; fly away, depart quickly
- 2. under one's wing - under one's protection; in one's care
- 3. spread one's wings – extend one's activities and interests; start new activities or interests; begin to be independent

Exercise 1

Fill in the blanks with the correct phrase from those given above. Change the tense of the verb as required.

- 1. Ever since Anita's parents died in a car crash, her uncle and aunt took her _____.
- 2. Vimal owned a small but successful restaurant in Delhi. He decided to _____ and opened two more, one in Mumbai and another in Chennai.
- 3. Raja spotted an unusual insect in his garden but when he went closer, it _____.

Exercise 2

Look up a dictionary and find the meaning of the following phrases.

- 1. waiting in the wings
- 2. wing it



LET US DO 27.3

BIRD SOUNDS

In Part 2 of the story, you read: *With a loud squawk, the parrot flew out of her reach.....* Different birds make different kinds of sounds. The loud, harsh sound made by a parrot is called a **squawk**. The series of short, quick, high-pitched sounds made by parrots (when they are in a group) is called **chatter**.

Draw lines to connect the pictures of birds given in Column 1 to their names in Column 2 to the sounds they make in Column 3.

The Parrot Who Wouldn't Talk



Notes

Column 1

1.



2.



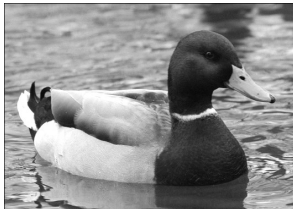
3.



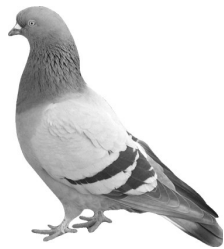
4.



5.



6.



7.



Column 2

a) pigeon

b) duck

c) sparrow

d) owl

e) rooster

f) crow

g) parrot

Column 3

i) crow

ii) quack

iii) coo

iv) squawk/ chatter

v) caw

vi) hoot

vii) chirp



27.3 LET US LEARN GRAMMAR

A. Modals

Modals are special verbs that are used with the main verb to make the sentence more meaningful.

Modals are used to:

- indicate the possibility or necessity of an event
- make requests, offers or suggestions
- to make what you are saying more polite, to seek permission
- express ability or certainty
- express moral obligation or duty
- express willingness, promise or intention

Common Modal Verbs	
Can	Ought to
Could	Shall
May	Should
Might	Will
Must	Would

Need and **dare** can sometimes be used as modal verbs.

Examples

1. May I borrow your notebook? (seeking permission)
2. I could ride a horse when I was five years old. (express ability)
3. Could you hold this for a while? (polite request)
4. It may rain today. (express possibility)
5. You must take better care of your health. (express necessity)
6. We ought to respect our parents. (moral obligation)
7. Shall I bring a glass of water for you? (request)
8. I will write to you as soon as I reach Ambala. (promise)
9. How dare you slap me? (negative, interrogative sense)



10. We should take care of our pets. (duty)
11. I can speak German. (express ability)

Remember:

- Modal verbs do not take '-s' in the third person singular.
Example: He can speaks French. (not correct)
- They have no -ing and -ed form.
Example: She musted have danced for very long. (not correct)
- Many modal verbs cannot be used in the past tense or the future tense.
He will can go with us to the market. (not correct)
- Modals are not used alone. They are always used with the main verb that follows them.
- We use 'not' after modals to make them negative.
Examples: should not (shouldn't), will not (won't), cannot (can't), etc.

Exercise 1

Fill in the blanks using the correct word/s from the bracket.

1. _____ I make some coffee for you? (will/shall)
2. Mother is sleeping. I _____ disturb her. (must not/must)
3. _____ you like some tea? (could/would)
4. _____ you please shut the door? (could/should)
5. _____ I borrow your notebook? (may/might)

Exercise 2

Select the correct modal from the box and fill in the blanks.

can, could, can't, will, would, shouldn't, dare, ought to, must, may

1. I _____ like to meet the General Manager.
2. You scratch my back, and I _____ scratch yours.
3. Beggars _____ be choosers.
4. It's getting late. I _____ go now.
5. You _____ love your neighbours.
6. How _____ you open my letter?



Notes

7. I felt Rani _____ have done much better in the test.
8. I _____ run faster than you.
9. You _____ make fun of others.
10. _____ God be with you and bless you.

B. Present Perfect Continuous Tense and Past Perfect Continuous Tense**Present Perfect Continuous Tense**

The present perfect continuous tense is used for an action

- that began in the past and is still continuing
- that has already taken place but whose effect is still there

It is written as: has/have + been + (verb + -ing)

The negative is formed by placing 'not' after has/have.

Examples

1. They have been working since 7 a.m.
2. He is dirty because he has been playing in the garden.
3. Amit has not been fighting.

Exercise 1

Fill in the blanks with the present perfect continuous tense of the verbs in the bracket.

1. Arti _____ for five hours. (sleep)
2. He _____ in this town for the last ten years. (live)
3. Mrs. Mehra _____ to the students about the importance of time management. (speak)
4. I _____ for the last one hour but the bus has not come. (wait)
5. Vikram _____ the Ramayana aloud to his ailing grandmother. (read)

Past Perfect Continuous Tense

The past perfect continuous tense is used for an action

- that began before a point in the past and continued up to that time.

It is written as: had been + (verb + -ing)

The negative is formed by placing 'not' after had.



Examples

1. They had been working since 7 a.m.
2. Amit had not been fighting.

Exercise 2

Fill in the blanks with the past perfect continuous tense of the verbs in the box.

get, teach, watch, eat, wait

1. We _____ television when the lights went off.
2. Until last year Radha _____ more than 90 per cent marks in Maths.
3. Mr. Sharma _____ chocolates every day till the doctor told him to stop.
4. Anushka _____ for her father to come back.
5. Mr. Anant Singh _____ for fifteen years when he decided to start a business.

Exercise 3

Rewrite the following sentences after changing the tenses as directed.

1. We waited for Rajesh for two hours. (to present perfect continuous)
2. Anjali is washing the dishes. (to past perfect continuous)
3. Shashi is applying for different jobs. (to present perfect continuous)
4. The art gallery had exhibited his paintings. (to present perfect continuous)
5. I have been cleaning the house all day. (to past perfect continuous)

C. Requests, Orders and Instructions

Requests

When you make a request:

- you ask someone for something OR
- ask them to do something

Examples

1. Can I have my camera back?
2. Will you come with me to the market?

To make your request more effective, use 'can't' or 'couldn't' instead of 'can' or 'could'.



Notes

Example

Can't we have some more ketchup?

Orders

When you give an order:

- you tell someone to do something
You give orders if you have authority over that person or know that person well.

Example

1. Be quiet!

Giving orders can sound rude especially if those orders are being given to someone older than you. You can use '**please**' to make the order more polite.

2. Please don't shout.

Instructions

When you give instructions:

- you tell someone how to do something.
- you tell someone what to do in a particular situation.

Example

1) Come straight down M.G. Road, turn left from the petrol pump and then take the second turn right.

2) Take a cucumber, peel it, cut it lengthwise into four long pieces, and arrange the pieces on a plate.

Changing an order into a request

Earlier in the lesson you studied modals. An order can be changed into a request by using modals like 'can', 'could', 'will' or 'would'. 'Please' or introductory phrases like 'I wonder' or 'Could you possibly' can be added to make the request more polite.

Examples

1. Wait here until the doctor arrives.

Could you wait here until the doctor arrives?

2. Be quiet!

Will you be quiet, please?

THINK ABOUT IT

If you are asked to do something, do you like it to be in the form of an order or a request?



Exercise 1

Change the following orders into polite requests. Use the correct punctuation mark at the end of each request.

1. Buy me a wristwatch!
Could _____
2. Pass me the salt!
Can _____
3. Shut the door!
Will _____
4. Get a glass of water!
Can _____
5. Clean the table.
Could you possibly _____

Exercise 2

Arun's mother went to the market. Before leaving, she gave him instructions to prepare a glass of lemonade (*nimboo paani/shikanji*).

Select appropriate words from the box and fill in the blanks.

remove, serve, add, mix, stir, take, cut, squeeze, put

1. _____ a glass of water and _____ two tablespoons of sugar into it.
2. _____ it well with a spoon till the sugar dissolves.
3. _____ a lemon into half.
4. Carefully _____ the seeds from one half.
5. _____ the lemon to get the juice and add it to the water.
6. _____ a pinch of salt.
7. _____ it well again.
8. _____ it chilled (with ice in it).

Exercise 3

Make a request using the words in the brackets.

1. Manisha has left the window open. (you, shut)



Notes

2. Mummy, I want to bake a cake. (you, help)
3. I don't want to go to the party alone. (Could you possibly, come)
4. I have wanted to read this book for a very long time. (I wonder if, lend)
5. I want to drink lemonade. (you, make)



LET US DO 27.4

In the story *The Parrot Who Wouldn't Talk*, Aunt Ruby's nephew took the decision to set the parrot free. He didn't ask his grandparents or think about what his aunt would say or do or feel. How did he make his decision?

In life, we are always required to make decisions. You too will have to make decisions to solve all kinds of problems. The problems could be simple and small, such as what dress to wear, or they could be important like what career to choose, which job to accept. Like the young boy in the story, you may have to make decisions knowing full well that some people who are important to you (family members, friends, etc) will not like that decision. How will you make decisions?

Imagine that you are travelling in a crowded bus with a friend. As a passenger gets up from his seat, his wallet falls down. Before you can call out to the man, your friend puts the wallet in his/ her bag. What would you do in such a situation? **Write down your decision. Explain how you made this decision in 80 – 100 words.**

Given below are some tips that will help you to make your decision.

- First, think carefully about the problem or situation.
- Make a list of **all** the different things you could do such as tell your friend to give the wallet back, tell the man that your friend has taken his wallet, and other options. Write them down.
- Think of the good and bad effects of each one. For example, your friend might be angry with you or the man might shout at your friend and call the police.
- Reduce the number of options keeping only the best ones.
- Think carefully about the best options keeping in mind what your goals are or what is important to you.
- Make the decision. Choose one option according to what is the correct thing to do.
- Do what you have decided to do.
- Be prepared to face the consequences.



27.4 LET US WRITE



Notes

A. Describing People

Suppose you were travelling in a bus and were standing face-to-face with a man. Suddenly that man snatches the purse of a co-passenger and jumps off the bus. The police ask you for his description. How would you describe him?

The first thing you talk about is **physical appearance**. You should describe his height, build, colour of hair, type of hair, length of hair, eyes, face, complexion and facial features, clothes, age, and any other special feature.

If you are asked to describe someone you know, you can also describe his/her behaviour, personality traits, what she/he is like. A detailed description can include the person's profession.

Exercise

Go to a market near your house. Look carefully at the vendors selling vegetables. Write a short description of any one of them in about 60-80 words. Remember, the more observant you are, the better your description will be.

Given below are some words that will help you.

- **Height:** tall, short, medium height
- **Build:** thin, fat, stocky, frail, well-built
- **Colour of hair:** black, grey, white, brownish-red
- **Type of hair:** bald, straight, curly, spiky, wavy
- **Length of hair:** long, short, medium length, bald, crew cut
- **Eyes:** big, close-set, small, beady, yellow, dark brown
- **Nose:** straight, crooked, hooked, bulbous
- **Lips:** pursed, thin, thick, dark, rosy
- **Face:** round, oval, square, heart shaped
- **Complexion and Facial features:** fair, dark, scars, swarthy, wrinkles, freckles, sun-burnt, pale
- **Clothes:** shabby, smart, tidy; shirt, pant, dhoti, saree, etc.; colour of the clothes



Notes

- **Age:** young, elderly, middle-aged, teenager, in 20s, in 30s, in 40s
- **Special feature:** mole, lame, blind, wearing spectacles, stammer
- **Describing personality:** hardworking, cheerful, broadminded, active, curious, secretive, gentle, shrewd, energetic, confident, mean, intelligent, friendly, sensitive

B. Summarising

Writing a good summary shows that that you have understood the text well, and that you can communicate that understanding to others. A summary is a short paragraph/s that presents only the main points. When you summarise, you mention the theme (central idea) and important details of the text. All the unnecessary details are left out.

How to write a summary:

1. Read the text carefully. Give special attention to the beginning, middle and ending. Focus on the heading or sub-headings (if any). Try and understand the main theme of the text.
2. If the text is very large, divide it into sections, and then read, section-wise.
3. Reread. With a pencil, underline key (important) words and facts/details, or write them on a separate sheet of paper. Cross out unnecessary sentences/details.
4. Once you know the text very well, write down the main idea of each section.
5. You may write a short conclusion (one or two sentences), mentioning the purpose or message of the text/ story.
6. Read what you have written. Check if you have missed out on something important. Check if the facts (dates, time, etc.), punctuation and grammar are correct.
7. Revise the summary.

Points to remember:

- Write in the present tense.
- Include the name of the author and the title of the text.
- Be brief.
- If you use the author's words, put them in inverted commas.
- Do not put in any of your own thoughts, feelings or opinions into the summary.



Exercise 1

Given below is a summary of the story you have just read but some words are missing. Fill in the blanks and then read it aloud to a friend.

The Parrot Who Wouldn't Talk is a humorous (a) _____ by the well-known author, Ruskin Bond. It is set in the pre-independence era when most people kept a parrot as a (b) _____. Ruby, the author's aunt, buys a parrot and keeps it in a (c) _____. She tries to teach the parrot to (d) _____. Once, the parrot knocks her (e) _____ off. Aunt Ruby is annoyed and says nasty things to the (f) _____. From then on, the author (who was a young boy at that time) feeds the parrot. One day, he purposely leaves the cage door (g) _____ and the parrot flies away. A few days later, it comes (h) _____. When it sees Aunt Ruby, it says the same nasty things that she had said to it. (i) _____ Ruby feels embarrassed.

Exercise 2

Write a summary of a story you have read recently.



LET US LISTEN 27.1

Jingles and rhymes are so easy to remember. You just have to hear them a few times and soon you too are humming away!

Given below is a short rhyme.

Listen to it on a tape/CD **or** ask a friend to say it aloud at a fast speed. Listen carefully.

*Chatter, chatter, talk, talk,
Like a parrot, squawk, squawk.
In a group, natter, natter,
What's that, what's the matter?
Do say, Oh no!
What's the time? Gotta go,
Must fly.
Oh hi!*

Exercise

After listening to the above rhyme:

1. Make a list of words that have been repeated.
2. Make a list of words that you would associate with 'parrot'.
3. List the pairs of rhyming words in the rhyme.

Examples of rhyming words are: say-pay, cat-bat, sing-ring.

**DO YOU KNOW**

- Birds are protected by the Wildlife Protection Act (WPA) 1972.
- It is illegal to keep any birds in captivity (in a cage or any locked space) except lovebirds and blue rock pigeons.
- It is illegal to colour birds (as is done by bird sellers to make them look more attractive). The chemical colour is toxic and possibly carcinogenic (causes cancer).
- Caging and displaying parrots and parakeets, as fortune-tellers often do, is illegal and is punishable by a fine and up to five years in prison.
- Most of the birds bought and sold in India are parakeets caught from the wild. This is against the Indian Wildlife Act.

**WHAT YOU HAVE LEARNT**

In this story, the author Ruskin Bond shows us how humour can be used to convey an important message. The message of this story is: Be kind to your pets, and behave towards others as you would like them to behave towards you. If we need to or want to train our pets to do something, we should teach them with love and patience. We should be empathetic towards animals, especially pets, because they depend on us. Empathy means understanding and feeling what others feel. You have also learnt that nobody likes captivity and that pets too have feelings.

**TERMINAL QUESTIONS**

1. Name all the birds that are mentioned in the story.
2. Can you think of another title for this story? Give reasons for your choice in 30 - 40 words.
3. In the story, sometimes the author calls the bird parakeet and sometimes parrot. Is that a mistake?
4. Do you think Aunt Ruby's method of teaching the parrot to talk was correct? If you were Aunt Ruby, how would you have taught the parrot?
5. Find phrases in the text that tell you that the parrot was not happy in the cage.

The Parrot Who Wouldn't Talk



Notes

6. Suppose you were a parrot and somebody caged you and kept you as a pet. How would you feel? Give two reasons to support your answer.
7. Do you think Aunt Ruby's nephew (the author) made the right decision when he left the cage door open? What decision would you make if you were Aunt Ruby's nephew? Give at least two reasons for your answer.
8. 'You're no beauty! Can't talk, can't sing, can't dance!'

The story begins with these words. But when they are repeated at the end of the story, it adds humour to it and makes us laugh. Why?



ANSWERS

LET US DO 27.1

1.

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

2. canary, cat, dog, fish, guinea pig, hamster, parrot, pigeon, rabbit, turtle

27.2.1 PART 1

INTEXT QUESTIONS 27.1

1. a. Aunt Ruby is saying these words to her pet parakeet.
b. 'Can't' is being repeated. It is being repeated to emphasise what is being said.
2. The parakeet's cage was kept at one end of a long veranda of Granny's bungalow in North India.



Notes

3. Aunt Ruby had bought the parakeet from a bird-catcher selling various types of birds.
4. d. Caged birds were deprived of their freedom.
5. c. it did not want to be kissed by Aunt Ruby.
6. Once, when Aunt Ruby was near the parakeet's cage, it lunged forward and knocked off her spectacles. After that incident, Aunt Ruby became hostile towards the bird.

LET US LEARN NEW WORDS 27.1

1. c 2. d 3. f 4. b 5. a 6. e

27.2.2 PART 2

INTEXT QUESTIONS 27.2

1. The boy gave the parakeet green chillies, ripe tomatoes and sometimes, slices of mango.
2. d.
3. One afternoon, when everyone was resting, Aunt Ruby's nephew purposely left the cage door open. Soon, the parakeet flew away.
4. b.
5. Individual responses. Accept all answers.
6. As soon as the parrot saw Aunt Ruby, it screeched, "You're no beauty! Can't talk, can't sing, can't dance!" Aunt Ruby was embarrassed and turned red when she heard these words. Therefore, she ran inside.

LET US LEARN NEW WORDS/PHRASES 27.2

Exercise 1

1. under their wing 2. spread his wings 3. took wing

Exercise 2

1. waiting in the wings – be close by in the background, available at short notice to do something or take up a position
2. wing it – speak or act without preparation, improvise

LET US DO 27.3

Bird Sounds

1. c) vii)
2. g) iv)
3. f) v)



- 4. d) vi)
- 5. b) ii)
- 6. a) iii)
- 7. e) i)

27.3 LET US LEARN GRAMMAR

A. Modals

Exercise 1

- 1. Shall 2. must not 3. Would 4. Could 5. May

Exercise 2

- 1. would 2. will 3. can't 4. must 5. ought to
- 6. dare 7. could 8. can 9. shouldn't 10. May

B. Present Perfect Continuous Tense and Past Perfect Continuous Tense

Exercise 1

- 1. has been sleeping 2. has been living 3. has been speaking
- 4. have been waiting 5. has been reading

Exercise 2

- 1. had been watching 2. had been getting 3. had been eating
- 4. had been waiting 5. had been teaching

Exercise 3

- 1. We have been waiting for Rajesh for two hours.
- 2. Anjali had been washing the dishes.
- 3. Shashi has been applying for different jobs.
- 4. The art gallery has been exhibiting his paintings.
- 5. I had been cleaning the house all day.

C. Requests, Orders and Instructions

Exercise 1

- 1. Could you buy me a wristwatch, please?
- 2. Can you pass me the salt, please?
- 3. Will you shut the door, please?
- 4. Can you get me a glass of water?



Notes

5. Could you possibly clean the table?

Exercise 2

- | | | | |
|------------------|--------------|-------------|-----------|
| 1. Take, put/add | 2. Mix/ Stir | 3. Cut | 4. remove |
| 5. Squeeze | 6. Add/ Put | 7. Mix/Stir | 8. Serve |

Exercise 3

1. Will you shut it, please?
2. Will you help me, please?
3. Could you possibly come with me?
4. I wonder if you could lend it to me.
5. Will you make it, please?

LET US DO 27.4

Individual responses

27.4 LET US WRITE**A. Describing People**

Individual responses

B. Summarising**Exercise 1**

- (a) story (b) pet (c) cage (d) talk (e) spectacles (f) parrot (g) open (h) back (i) Aunt

Exercise 2

Individual responses

LET US LISTEN 27.1**Exercise**

1. chatter, talk, squawk, natter, what's
2. chatter, talk, squawk, group, fly
3. talk-squawk, natter-matter, no-go, fly-hi

TERMINAL QUESTIONS

1. The birds mentioned in the story are: parrot, parakeet, lovebird, budgerigar, munnia, sparrow and nightingale.
2. Individual responses.



3. No, it's not a mistake. The bird that Aunt Ruby had bought was a parakeet. But a parakeet is a type of parrot. So it can be called either a parrot or a parakeet.

4. Individual responses

Suggested response: I don't think Aunt Ruby's method was correct. If I were Aunt Ruby, I would develop a bond (friendly relationship) with the parakeet and then try to teach it to talk. I would always speak to it gently and make sure it was comfortable in its surroundings. I would choose simple and short words to start with. I would repeat them clearly and with enthusiasm. I would be very patient and never get angry with my pet. I would not scold it if it didn't learn well. I would praise it, give it a gentle pat or something special to eat if it learnt well.

5. From phrases such as 'unfortunate parakeet', 'glared morosely at everyone' and 'eyes getting smaller with anger', we know that the parrot was not happy to be in the cage.

6. Individual responses.

Suggested response: I would not like it at all. We usually see parrots in groups. If I were put into a cage I would be lonely and would miss my friends, the other parrots. I would not be able to fly like other birds.

7. Individual responses.

Suggested response: Yes, I think Aunt Ruby's nephew made the right decision.

I would also set the bird free because the bird was unhappy, Aunt Ruby was saying unkind things to it, she was not feeding it, she was unfriendly to it.

8. Individual responses.

Suggested response: At the beginning of the story, Aunt Ruby tries to teach the parakeet to talk. When it doesn't learn to talk, she makes fun of it. The bird is locked up in a cage and forced to listen to her unkind words. At the end, the parakeet is free, but comes back to the garden one day. On seeing Aunt Ruby, it repeats the very same words which she used to say to it. The parakeet learns to talk, but what it says does not make Aunt Ruby happy. It makes her uncomfortable. It appears as if the parakeet says unkind words to her because she was unkind to it when it was in the cage. It seems as if the parakeet makes fun of her to teach her a lesson. The same words said in contrasting situations make the story humorous.

**"MAN NEEDS HIS DIFFICULTIES BECAUSE
THEY ARE NECESSARY TO ENJOY SUCCESS"..**

-APJ ABDUL KALAM



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www.bseh.ac.in



contact@bseh.ac.in